

2013-2014 GREAT WORLD TEXTS  
STUDENT CONFERENCE

# SNOW IN WISCONSIN

MONDAY, DECEMBER 2, 8:30-3:30 PM

VARSITY HALL, UNION SOUTH

FREE AND OPEN TO ALL



## Keynote Address

11:00 AM | VARSITY HALL, UNION SOUTH

A CONVERSATION WITH *Orhan Pamuk*

NOBEL PRIZE-WINNING AUTHOR OF *SNOW*

PUBLIC LECTURE: AN EVENING WITH ORHAN PAMUK, CO-SPONSORED BY DISTINGUISHED LECTURE SERIES  
MONDAY, DECEMBER 2, 7:30 PM, VARSITY HALL, UNION SOUTH

**H** CENTER FOR THE HUMANITIES  
University of Wisconsin - Madison



*Snow in Wisconsin* is an initiative of the UW-Madison's Center for the Humanities, supported by the A.W. Mellon Foundation, UW-Madison Libraries, the Byrnes Foundation, the charitable arm of The Capital Times, the Center for German and European Studies, the Anonymous Fund of the College of Letters and Science, the Birmingham Foundation, Distinguished Lecture Series, the Center for Russia, East Europe, and Central Asia (CONECA), the Liberal Institute for the Study of Abrahamic Religions (LIBAS), and Wisconsin Department of Public Instruction.

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## Welcome to the *Snow* in Wisconsin Student Conference!

**Snow in Wisconsin** is the ninth installment in the **Great World Texts** program sponsored by the University of Wisconsin-Madison Center for the Humanities. Today, we are delighted to welcome students from fifteen high schools around the state who have read Nobel Laureate **Orhan Pamuk's** novel *Snow*. Great World Texts supports Wisconsin high school teachers and students in the effort to engage with important works of world literature that otherwise would not have a place in their classrooms. 1300 students have participated in this year's program.

Nearly 40 of Wisconsin's finest teachers join us today. These dedicated teachers have introduced their students to the complex historical, political, and cultural issues that emerge in the novel. In September, they came to the UW-Madison campus for an intensive two-day workshop. We thank them for teaching world literature in Wisconsin classrooms, and applaud them for the impressive work of their students.

We are especially honored to welcome Orhan Pamuk to Wisconsin. Students will have the unique opportunity to join in ***A Conversation with Orhan Pamuk*** at 11am. UW-Madison faculty and their students also are part of today's events, and will participate in the Socrates Café, a discussion forum for high school students. Today's program will conclude with a Poetry Slam, coordinated with the help of award-winning poet Amaud Jamaul Johnson, Associate Professor of English.



Throughout the day, students who have analyzed and discussed the novel in their schools will have the opportunity to connect with their peers from across the state, as well as members of the University of Wisconsin community and the author himself. They will experience firsthand the power, potential, and significance of literature and the vibrant culture of the University of Wisconsin-Madison. *Snow*, a novel set in a distant country and focused on characters and crises that may seem unfamiliar, has brought these students, teachers, and scholars together, leading them to engage with questions of citizenship, identity, belief, and understanding. The dialogues that Great World Texts has spawned in classrooms across the state gives a taste of what happens every day at UW-Madison and demonstrates how studying literature, history, and culture prepares us for the demands of global citizenship.

We welcome you - the students, teachers, and campus partners who make this conference matter, and we invite you to be active participants in our full day of events!

**Sara Guyer**  
Director  
Center for the Humanities

**Heather DuBois Bourenane**  
**Gabriella Ekman**  
Great World Texts fellows

## Snow in Wisconsin: Conference Overview

8:00-8:30	<b>Arrivals, set-up of projects</b>
8:30-9:30	<b>Welcome</b> from <b>Madison Mayor Paul Soglin</b> and Center for the Humanities Director <b>Sara Guyer</b>
8:45-9:30	<b>Plenary Session 1</b> (Plenary Hall)
9:40-10:50	<b>Poster Session</b> ( <b>Projects Hall + Socrates Café locations</b> )
	<b>Session 1:</b> Group 1 Schools: PRESENT your projects
9:40-10:15	Group 2 Schools: Tour Project Hall
	Socrates Café groups A, B, C, D, E (various locations)
	<b>Session 2:</b> Group 1 Schools: Tour Project Hall
10:20 – 10:55	Group 2 Schools: PRESENT your projects
	Socrates Café groups F, G, H, I, J (various locations)
11:00-12:00	<b>Keynote Address: A Conversation with Orhan Pamuk</b> (Plenary Hall)
	<b>Student ambassadors:</b> Kara Nordby (Bangor), Quaysha White (Community), Sabrina Brezinski (Bonduel), Emilie Zens (Clark Street), Tyler Przybylski (CFC), Izaya Turenne, (Janesville), Valerie Linck (Kohler), Tessa Miskiman (Lodi), Cora Wiese-Moore and Brenna Kinney (Madison East), Quinn Olson (New Horizons), Michaela Shuttleworth (Osseo), Lexi Neuville (S. Door), Avrianne Seals ( <i>Washington</i> ), Julia Paiser ( <i>Xavier</i> ). Ambassadors meet at stage at 10:45.
12:00-12:45	<b>Lunch</b> (on your own; cake service at 12:30) See your teacher for details. Please remain in Union South during the lunch hour. You may eat in the conference area. Cake will be served in Plenary Hall at 12:30.
	<b>SnowSlam Poetry Workshop volunteers:</b> meet in <b>Wisconsin Idea Room</b>
1:00-1:55	<b>Plenary Session 2</b>
2:00-3:15	<b>SnowSlam: A Poetry Workshop</b> led by <b>Professor Amaud Johnson</b> , Dept. of English, UW-Madison
3:15-3:30	Closing and Departure

## Snow in Wisconsin Participating Schools and Lead Teachers

<b>Bangor High School</b>	<b>Ryan Strunz</b>
<b>Bonduel High School</b>	<b>Hannah Fritsch</b>
<b>Clark Street Community School</b> (Middleton)	<b>Bryn Orum, Robyn Roberts</b>
<b>Cochrane-Fountain City High School</b>	<b>Terri Karsten</b>
<b>Community High School</b> (Milwaukee)	<b>William Harvill</b>
<b>Janesville Academy</b> (Janesville)	<b>Jane Thompson, Mary Newton, Katherine Conover, Justin Nickel</b>
<b>Kohler High School</b>	<b>Kyle McGilligan-Bentin</b>
<b>Lodi High School</b>	<b>Amanda Pate, Kara Bercher</b>
<b>Madison East High School</b>	<b>William Gibson, Sarah Motl, Kent Wannebo, Amy Isensee</b>
<b>Necedah High School</b>	<b>Mikki Maddox</b>
<b>Osseo-Fairchild High School</b>	<b>Dee Beasley</b>
<b>Southern Door High School</b> (Brussels)	<b>Erika May, Candice Colombo</b>
<b>New Horizons for Learning Charter School</b> (Shorewood High School)	<b>Renee Glembin, Bohdan Nedilisky, Nelson Brown, Brandon Hemphill</b>
<b>Washington High School</b> (Milwaukee)	<b>Alex Branderhorst</b>
<b>St. Francis Xavier High School</b> (Appleton)	<b>Lynn Zetzman, Kelli McGreevey</b>

## Finding your way around Union South

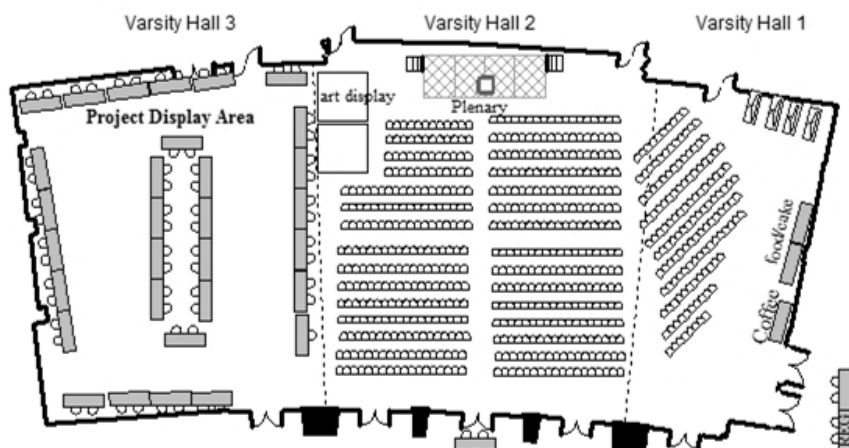
**Plenary Hall (Varsity Hall 1 & 2):** Plenary (large group) presentations, keynote address, and SnowSlam Poetry Workshop

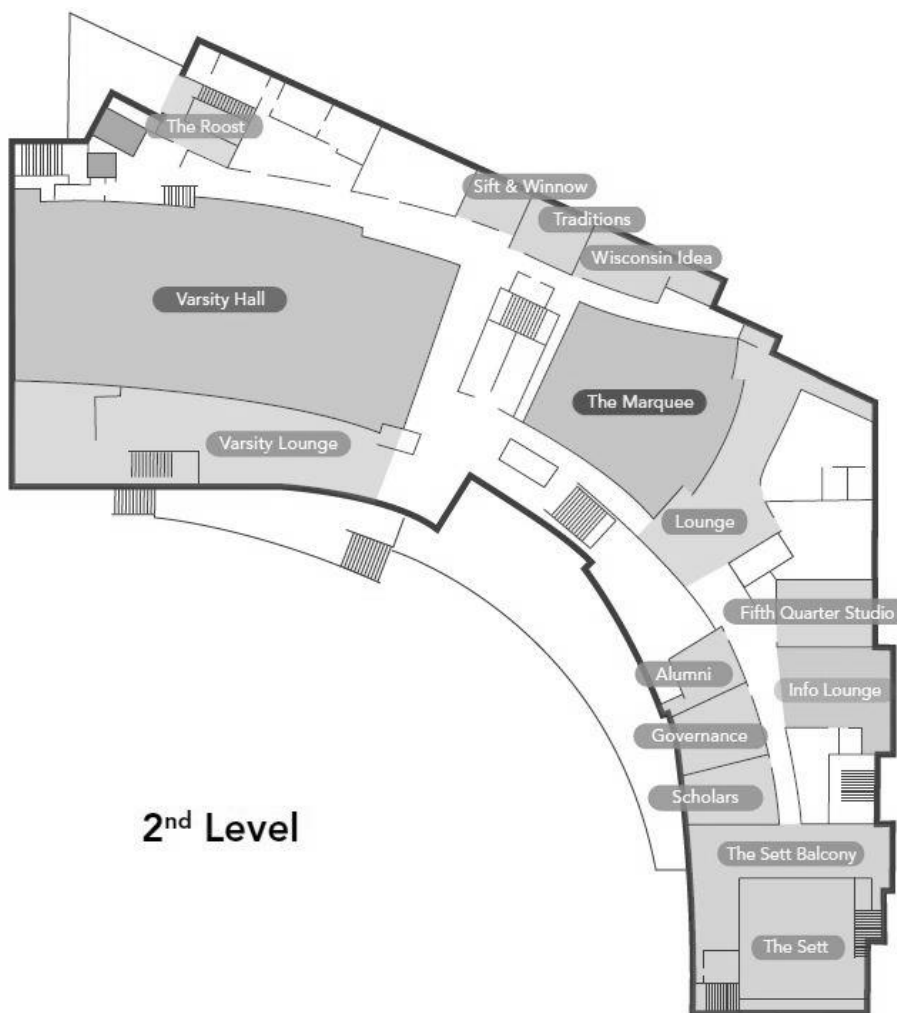
**Project Display Area (Varsity Hall 3):** Poster Sessions (project displays)

**Socrates Café:** Various break-out rooms on the 2<sup>nd</sup> floor (see page 12 for schedule)

**Wisconsin Idea Room:** SnowSlam Poetry Workshop preparation during lunch

**Welcome/Information Table** is located outside of Varsity Hall 1





Look for staff wearing a Great World Texts badge if you need help or have any questions!



## Poster Session Groups

### GROUP ONE (Present in Session 1)

Bonduel High School  
Madison East High School  
Southern Door High School

Clark Street Community School  
Osseo-Fairchild High School

### GROUP TWO (Present in Session 2)

Bangor High School  
Community High School  
Kohler High School  
Necedah High School  
Washington High School

Cochrane-Fountain City High School  
Janesville Academy  
Lodi High School  
New Horizons for Learning Charter School  
Xavier High School

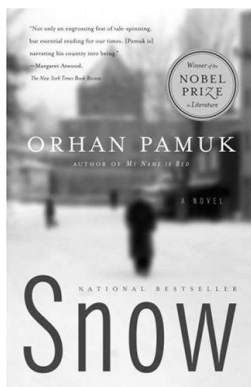
## Poetry Slam Workshop Volunteers

Meet in **Wisconsin Idea Room** (2<sup>nd</sup> floor) during the lunch session (12:00-1:00) and join the workshop on stage at 2:00pm (Plenary Hall)

**Mikayla Maroszek**  
**Breonna Hawkins**  
**Emerald Thompson-Jerczyk**  
**Amanda D'Ascenzo**  
**Adrian Conner**  
**Leigh Schleicht**  
**Tessa Miskiman and Justice Davey**  
**Quinn Olson**  
**Jordan Englebert**  
**Stacy Cooper**  
**Kathleen Schreiber**  
**Madeleine Vanden Heuvel**

Bonduel High School  
Clark Street Community School  
Cochrane-Fountain City High School  
Community High School  
Madison East High School  
Kohler High School  
Lodi High School  
New Horizons Charter School  
Southern Door High School  
Washington High School  
Xavier High School  
Xavier High School

**NOTE: Groups numbers don't apply to students presenting ESSAYS in the Socrates Café sessions. See pages 13-19 to see what group you're in if you wrote a paper.**



## Plenary Presentations

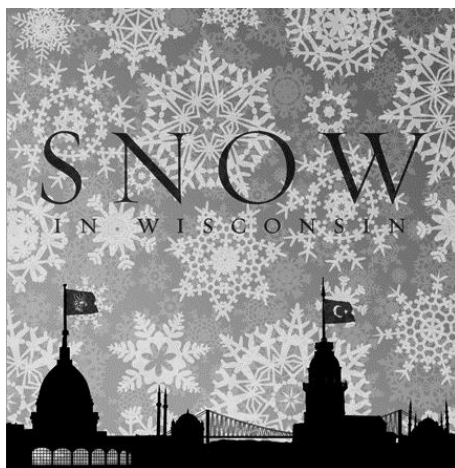
*The plenary project presentations have been selected by the students and teachers at each school to represent their schools. Each student attending the conference will present his or her work – either in the project display area or in the Socrates Café discussion sections, but the plenaries give each school a chance to shine and share their work with the larger group.*

### Plenary Session 1 (8:30-9:30am)

8:45-8:50	<b>Necedah High School: Morgan Kubicek</b>
8:50-8:55	<b>Bangor High School: Heidi Hesselberg</b>
8:55-9:00	<b>Janesville Academy for International Studies: Felicia Lynch</b>
9:00-9:05	<b>Osseo-Fairchild High School: Alyssa Beasley</b>
9:05-9:15	<b>Madison East High School: Lily Mitchell-Luft and Kyra Raines; Wendy Hoang, Eric Mattson, Ariana McMiller, Kate Silverthorne, and Alexandra Tiger; and Josef Klafka</b>
9:15-9:20	<b>St. Francis Xavier High School (Appleton): Anna Harris, Mara Hayes, Anna Nantais, and Sarah Pajek</b>
9:20-9:25	<b>Southern Door High School: Anita Benzshawel, Josie Kielar, and Jacob Harper</b>

### Plenary Session 2 (1:00-1:55pm)

1:05-1:10	<b>Bonduel High School: Samantha Schaal</b>
1:10-1:15	<b>Clark Street Community School (Middleton): Haley Timm; Mikhalia Olmstead</b>
1:15-1:20	<b>Cochrane-Fountain City High School: Emerald Thompson-Jereczyk and Makaela Brown</b>
1:20-1:25	<b>Community High School (Milwaukee): Kiante Lemme and Jamahl Flower</b>
1:25-1:35	<b>Madison East High School: Hafsa Brown; Zoe Kjos</b>
1:35-1:40	<b>Kohler High School: Ben Madigan</b>
1:40-1:45	<b>Lodi High School: Keana Mayer</b>
1:45-1:50	<b>Washington High School (Milwaukee): Shantel Housen</b>
1:50-1:55	<b>New Horizons for Learning Charter School (Shorewood): Emre Switzer</b>



## Plenary Presentation Descriptions (in order of presentation)

**Morgan Kubicek** (Necedah High School, Nicole Neis, AP English)

***Snow's Poems Rediscovered*** (Poetry books). Collections of poetry created based on the titles and information provided from the novel. Most poems are written in some traditional Islamic poetic forms and forms of Turkish paper marbling will also be used to create the books. We wanted to do something more creative with our project than just a paper. Our teacher also showed us that we could use some traditional techniques from Turkey to create a book. We decided on writing the missing poems to see if we got similar things out of the text that other students did. We looked at the snowflake diagram and divided up the different types of poems among ourselves. Then we looked at the back page to find where the poems were mentioned and their backgrounds. We then looked back at the notes we took while reading to give us more context for the poems. Some of us decided to try some traditional forms of poetry such as Ghazal poems because we thought Ka as a "traditional" type of guy when he was in Germany, might also use traditional forms. Others of us thought to use modern forms because Ka still lived in a modern world and might have written in a modern way as well.

**Heidi Hesselberg** (Bangor High School, Ryan Strunz)

***Sound of Snow*** (Piano Composition). I've composed a series of short piano melodies that represent key points in *Snow*. I wrote each song on staff paper, coupled with explanations about each one, and recorded these songs on my iPad. The way the characters interact corresponds with the way I play/write each melody.

**Felicia Lynch** (Janesville Academy of International Studies, Thompson, English 12)

***Cloaked in Prestige*** (Sewing project; coat). I have constructed Ka's infamous charcoal-grey coat. I used sewing skills and prior knowledge of the appearance of Ka's coat to fabricate this article of clothing referred to throughout the novel. The creation of Ka's coat is very relevant to the novel because his coat stood for his status and was the largest indicator of his Western aura and influence.

**Alyssa Beasley** (Osseo-Fairchild High School, Dee Beasley, Advanced English 12)

***Silence of Snow*** (Original Composition – Drum/Vocal Performance written in Turkish folk style using Turkish rhythms). The silence of snow blankets the turmoil in Kars, and the blackness and power outages represent the chaos underneath it all. Snow is the real problem behind the revolt in Kars, and the silence of snow is merely the peace in chaos. In everyday situations we experience snow, the lull in the storm, when in reality that lull is the very thing from which pandemonium stems. Power outages represent the insecurity in Kars and the underlying fear that is constantly there. The darkness and tumult work with the snow, creating a maze of mystery and fear in a nation where it is already present. Power outages signify the expansion of panic and the boiling dangerous energy emitted by the government and the people of Kars. The snow, however, continues to fall and wink at the darkness, showing that in the void of darkness, the light can always take its place. An eerie sense of foreboding is accompanied with the darkness, and the darkness which works hand-in-hand with the light to create a combination of utter disaster. The song begins quietly and peacefully without the drum using simple syllables, not words. When the lyrics begin, the drum plays a simple beat, and the beginning of the snow aids in visualizing the lyrics. The drum becomes louder and the snow becomes darker which creates a sense of foreboding and symbolizes the tension between the snow and the darkness. As it crescendos the snow is almost black. Darkness flies everywhere, and it is suddenly quiet, and the drum begins to be very loud with 10/8 meter; the lyrics



become harsher and the pitch becomes higher. The snow turns completely black, and the drum ceases. Everything is black, and only a single note is sustained, resembling the air during a power outage. The mixed meter returns to 13/8 and the snow gradually becomes lighter, but the lyrics continue to be somber and speak of the parallelism between the light and the dark. Eventually, the song returns to no drumbeat, the snow is gone, the people are broken, and the snow is never completely innocent.

**Kyra Raines and Lily Mitchell-Luft** (Madison East High School, Ms. Motl, Honors World History)

***The Impact of Headscarves on Religion and Politics in Turkey*** (A decorated headscarf with a poster describing how it relates to the book). Our project describes the struggle between politics and religion in *Snow*. The headscarf is decorated in what we think describes the way that the two forces act in the book, combating each other, and each trying to use the other as well. The reason we made these designs on a headscarf is because the headscarf was the original reason for the fighting in the first place. The banning of headscarves in public areas took them from a religious statement to a political one. We are trying to portray this here, and how these choices about headscarves and whether or not to wear them greatly influenced the lives of Turkish women. The headscarf we made helped us understand what influenced women to wear headscarves and how they were looked upon by the general public. It also demonstrated to us how this decision of whether or not to wear a headscarf impacted the way women were viewed in public, and the influences that convinced women to wear them, things discussed in our poster above. We hope that you enjoy looking at our project here and that you find something interesting in the way that we interpreted the book and the ideas we came up with about it.

**Josef Klafka** (Madison East High School, William Gibson, AP European History and Mr. Wannebo, AP English Literature & Composition)

***Turkwood*** (Model). Turkwood is a geographic representation of the country of Turkey, using themes from *Snow* to make parts of the model as well as the nation itself rise above the board. A series of separate elements, with origins from across Asia Minor and Anatolian history, are responsible for the action of the novel. Through the use of common materials such as clay, wood, cloth and paint I constructed Turkwood. As the majority of *Snow* occurs in the northeastern corner of Turkey, in the town of Kars, little direct action can be attributed to other regions. Therefore, I thought that while Kars deserves a larger number of items devoted towards explaining the themes of the novel that directly affect and/or occur in the town, other themes from *Snow* can be represented in related locations, such as how Europe is related to Turkey in the Golden Horn- the Turkish territory on the European continent.



*Turkwood* by Josef Klafka, Madison East High School

**Wendy Hoang, Eric Mattson, Ariana McMiller, Kate Silverthorne, and Alexandra Tiger**

(Madison East High School, AP Language and Composition, Ms. Isensee)

***Snow: The Movie: A Tale of Love, Loss, and Betrayal in a Snowed-In Town: The Trailer***

(Multimedia Project: Video, Written Script, Plot Synopsis, Soundtrack CD and theatrical trailer for *Snow: The Movie*). In this trailer, we selected scenes to enact and piece together that represent the story as a whole. The trailer is accompanied by a synopsis to summarize the "movie" which helps to demonstrate our understanding and analysis of the book. The included paper script is an aid in our analysis of the book. The multi-faceted project includes a soundtrack filled with songs we feel would be included in the movie to represent some of the main emotions and ideas in the piece. In addition to depicting snippets of major events from the novel, the trailer tries to convey the moods prevalent in the book. In *Snow*, the perception of time is often very fluid—we are aware of many events before they happen, and sometimes jump around in time. To capture this, our trailer also jumps around, leaving a sense of confusion as to what is happening when. Our soundtrack also attempts to give the listener a sense of foreboding and dark prophecy.

**Anna Harris, Mara Hayes, Anna Nantais, Sarah Pajek (St.**

Francis Xavier High School, Lynn Zetzman, Honors Art)

***"Snow Café" in the Context of Modern Art and Textiles as***

***Agents of Memory*** (Group research, PowerPoint, presentation of multimedia projects). In this presentation, we describe and analyze aspects of the *Snow Café* one of the projects presented today by our school. Our school's *Snow Café* is an example of Installation Art, which has been a major movement in contemporary art. Basically it is an environment composed of materials of the artist's choice which occupy a specific space for a specific time period. This presentation discusses *Snow Café* in the context of contemporary art. In addition, we will share our thoughts on *Textiles as Agents of Memory*. The clothes we wear every day and the bed coverings and other household textiles we use are humble fabrics. Fabric has traditionally been personalized by individuals within a culture.

Patchwork quilts that recycle small pieces of clothes and household textiles were an invention of southern black women in the antebellum south. The fabric version of Xavier High School's Introduction to Art classes value/pattern drawings with the snowflake focal area is in that tradition. We will also reflect on Turkish textile traditions. The quilt and Turkish textiles help define the boundaries of our school's *Snow Café*.



*Snow Café: Headscarf Girl*  
Sandwich Board, group project,  
St. Francis Xavier High School

**Anita Benzshawel, Josie Kielar, and Jacob Harper (Southern**  
Door High School, Erika May, AP Literature and Composition)

***Snow: A Musical Timeline*** (Multimedia project; musical dvd). Our project is a culmination of our musical knowledge and abilities in the form of a musical timeline. *Snow* proved to be a novel of great complexity with many unique themes and characters. In order to show the

contrast between both the themes and the characters, we decided to employ our musical backgrounds to properly represent the book as a whole. Instead of words on paper, we incorporated various lyrics from songs. We chose the lyrics based on their messages and meanings in accordance with Ka's life and the involvement of the characters throughout *Snow*. The timeline begins with Ka traveling to Kars in search of love and happiness, depicted in the song "God Bless the Broken Road" by Rascal Flatts, and ends with Ka's murder in Germany, depicted in the song "In the Arms of the Angel" by Sarah McLachlan. For the theme of snow and its various meanings, we chose the classical piece "Celtic Snowfall". Please enjoy listening to *Snow: A Musical Timeline*.

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**Samantha Schaal** (Bonduel High School, Ms. Fritsch, English Composition 1)

***Identity in Snow: Permanent Changes for Good or Worse*** (Definition essay). I have written a definition essay describing the word "identity" from the book *Snow* by Orhan Pamuk. I choose to define this word because the identities of the characters in *Snow* change dramatically in the eyes of other characters and of the reader. We believe that this certain character is someone that we can trust. Then right in the middle of the story, something is revealed or has just happened that changes our view of the character completely. I also chose this topic because we take our own identities for granted. We lie about ourselves either to protect our reputations or to just get what we want. I believe that this project interprets the meaning of "identity" to the readers as something that once changed, will never be the same again.

**Haley Timm** (Clark Street Community School, Bryn Orum, Great World Texts: *Snow*)

***Headscarves: Bans and Freedoms*** (Speech/research project). I created this project to better understand the current issues going on in Turkey about the headscarf since the ban was lifted. I touched briefly on why head scarves are so important to the Islamic women so people will understand why they fought so hard to not take them off. I also connected the current issues going on in Turkey and the issues in the book, protest, propaganda, and various groups supporting the issue.

**Mikhaila Olmstead** (Clark Street Community School, Bryn Orum, Great World Texts: *Snow*)

***Muslims as Individuals*** (Photo Essay). Throughout the book, there were all different types of characters and many of them practiced Islam. In America, I've noticed religions like Islam seem to be perceived as having only one or two types of followers. This is not true. Like Christianity, Islam has many variations of worshipers and no two are exactly alike. One may go to church every Sunday and Wednesday, praying for every meal and every night. Another may pray only before bed and not go to Church Wednesday. There are extremists, and then those who only speak of their belief for God but don't go to church at all. Throughout all these ways of worshiping, everyone also has their own way of living. It's exactly the same with Muslims. There are all different types and each follower chooses how they want to show their faith and how they want to live. My project has details about Islam as well as interviews of local Muslims. It is not to show how all Muslims live. It is to show that each Muslim is an individual, not to be categorized into stereotypes.

**Emerald Thompson-Jereczyk and Makaela Brown** (Cochrane-Fountain City School, Ms. Karsten, College Prep English)

***The Snow's Heart*** (Book of poems). The book we wrote has seven of Ka's poems. We put the symbol of the tree of life on the cover because we found that it represented Ka fairly well.

Symbols are also widely used in Turkish art and culture. We also saw that writing is very common among Turkish citizens in Kars. Writing poems in particular is common, but Ka's poems were not included in *Snow*. As a result, we connected our project to the novel by writing seven of the poems the book says Ka wrote. We started our project by marbling some paper. Then we wrote our poems on a different piece of paper and used the marbled paper as a backing to add some color to them. We chose to write our poems in an artistic cursive to show the importance of lettering and writing in Turkey. We chose the poems that we did because they reflected the ideas in *Snow* and parts of Ka's personality. There seems to be a constant theme of agony, guilt and not knowing who he is. We also used poems that related to Ka's childhood memories because he brings up his memories often and the whole novel is writing in a way that it is telling the past and what has already happened.

**Kiante Lemme and Jamahl Flower** (Community High School, AP Language and Composition Mr. Wysocki)

***Constellation Muhtar*** (Prezi). A Prezi Presentation using Muhtar's views on religion & secularism. But to go a step further than summary, using Muhtar's views, the events go in correlation with each other like a timeline.

**Zoe Kjos** (Madison East High School, Mr. Wannebo, AP English Literature & Composition)

***Perspectives*** (Video and Poetry). This project involves comparative photography and video. The video contrasts images that represent themes and settings of Kars with images and video of American life. The video also includes a spoken poem. I address the different ways we view different cultures and religions, the ways that these cultures are both similar and different. It seems that there is a disconnect between the ideas of many of the characters in the novel and the ideas of "Westernized" people. No one has a completely accurate view of the other. The video strives to celebrate and explore these differences rather than condemning them.

**Hafsa Brown** (Madison East High School, Mr. Wannebo, AP English Literature & Composition and Mr. Gibson, AP European History)

***The Land Where God does not Exist*** (Painting). My project is a painting of an individual interpretation of Necip's landscape, *The land where God does not exist*. It brings to focus the contrasts and symbolism and how they depict the events in Kars. The burning tree surrounded by the snow, hot versus cold, light versus dark is the apparent contrast, but more important is what they represent. The snow has already been given characteristics in the book, it is a kind of veil, obscuring and hiding whatever it falls upon. While the burning tree was not given characteristics in the book itself; there are obvious things that come to mind, heat, light, but also destruction. By portraying the snow as a veil and a confinement and fire as a kind of destruction, this landscape can be related to the happenings in Kars. So much is being veiled, hidden beneath a smooth and clean surface. And while destruction is not, cannot be hidden, still this destruction, the killings during the coup for example, does not remove the veil or the confinement of the people in Kars. They do not rise up against the injustice of these killings.

**Ben Madigan** (Kohler High School, Kyle McGilligan-Bentin)

***The Hero In You*** (comparative analysis). Every author depicts their own traits and characteristics through characters in their novels and other pieces of literature. According to the theory of the psychoanalytical lens, each character is a projection of the author, and exhibits qualities based on the author that wrote about them. In *Snow* by Orhan Pamuk, Ka,

an exiled poet from Germany, is portrayed as the hero of the novel. He displays the characteristics of a hero, such as excessive pride, throughout the novel. Viewing Ka from an archetypal lens, his characteristics are identifiable in a large number of literary works. This project illustrates Ka in comparison with characters of several other well-known stories, mainly movies, such that the viewer will be able to easily associate his traits with the traits of characters that they have previously and subconsciously examined. Ka will then be compared to the author under the aid of a psychoanalytical lens, and ultimately the presentation will depict how almost all authors view themselves as heroes.

**Keana Mayer** (Lodi High School, Ms. Pate, English 10 Honors)

***The Snowflake*** (Painting). A painting that analyzes themes of *Snow* on a snowflake with the poems next to the snowflake along the branches and a paper describing how themes and symbolism are promoted throughout the book. The themes of snow will be presented in the Snowflake while the poems will be written next to it. The painting will be on cloth that covers plywood.

**Shantel Housen** (Washington High School, Alex Branderhorst)

***Chasing a Figment*** (Embroidery). I wanted to capture the idea of chasing after something that doesn't exist. I wanted to reflect on how Ka is chasing after an idea, but it is something he won't achieve.

**Emre Switzer** (New Horizons for Learning Charter School/Shorewood High School, Ms. Renee Glembin, Dr. Bohdan Nedilsky, Mr. Brandon Hemphill, Mr. Nelson Brown)

***SNOW - The Video Game*** (video game). The goal of this project is to create an immersive world that allows players/viewers to experience the city and life of Kars, in a similar perspective to Ka. From the snow falling from the sky and silencing the city, to the violence and sudden events, the goal is to make the viewer feel they are part of this dynamic environment. I used the CryEngine 3 (coincidentally developed by Turkish game designers, Cevat Yerli, Faruk Yerli and Avni Yerli) to develop a playable environment players will "walk through." Players will walk through key areas of the story such as the New Life Pastry Shop, the Theater and many more locations that are yet to be discovered in this novel. In addition, quotes from the book are integrated into the snow so that as the player is walking through Kars, descriptions of events and other text may appear in front of the player.



*Snow quilt (detail). Group project, St. Francis Xavier High School (Appleton)*

## Socrates Café (Discussion forum for student essays)

Discussion sessions facilitated by UW-Madison students **Emaan Akbar, C.L. Cervantes, Jaclyn Michael, Carina Muir, Sarah Reed, Madeline Ruid,** and **Milan Simic** with help from **Sarah McDaniel** (School of Library Information Studies).

Students will summarize their essays, sharing how their close readings led to critical interpretations of the novel, then discuss where their readings of *Snow* connect, overlap, and differ.

### SESSION ONE (9:40-10:15):

**A** Location: Sift & Winnow  
Moderator: Jaclyn Michael

**Terry Green**, East High School  
**Katie Conklin**, Lodi High School  
**Brittney Nunn**, Community High School  
**Jessica Damit**, Lodi High School

**B** Location: Traditions  
Moderator: Sarah Reed

**Kalley Rittman**, Madison East  
**Hunter Berry**, Bonduel High School  
**Soundarya Ritzman**, Xavier  
**Elias Schwalbe**, East High School

**C** Location: Fifth Quarter  
Moderator: Milan Simic

**Bailee Kraning**, Bonduel High School  
**Robbie Grindrod**, Madison East  
**Muhammed Achkar**, Madison East  
**Zac Millard**, Clark Street

**D** Location: Wisconsin Idea  
Moderator: Carina Muir

**Sebastian R. Lavenant**, **Mayra Ceballos**, and **Zully Rodriguez**, Madison East  
**Skye Baron**, Lodi High School  
**Sabrina Brzezinski**, Bonduel H.S.  
**Isaac Oetzman**, Lodi High School

**E** Location: Governance  
Moderator: Emaan Akbar

**Henry Gaylord**, East High School  
**Haley Timm**, Clark Street Community  
**Sidney Brown** and **Nick Sutter**, Necedah High School

### SESSION TWO (10:20-10:55):

**F** Location: Sift & Winnow  
Moderator: Chelsea Cervantes

**Savanna Krull**, Bonduel High School  
**Leila Kane**, New Horizons  
**Colton Rohde**, East High School  
**Matthew Saager**, Lodi High School

**G** Location: Traditions  
Moderator: Sarah Reed

**Garrett Schreiber**, Lodi High School  
**Mikayla Maroszek**, Bonduel High School  
**Jessie Roller**, Lodi High School

**H** Location: Fifth Quarter  
Moderator: Milan Simic

**Rob Volk**, Lodi High School  
**Elizabeth Schaal**, Bonduel High School  
**Aidan Falk**, Madison East

**I** Location: Wisconsin Idea  
Moderator: Carina Muir

**Samantha Schaal**, Bonduel High School  
**Christopher Kern**, Lodi High School  
**Jake Busser**, Lodi High School

**J** Location: Governance  
Moderator: Madeline Ruid

**Parker Stuard**, Lodi High School  
**Zach Steuck**, Lodi High School  
**Nick Nager**, Madison East

## Visitors are welcome in the Socrates Café!

*Drop in to discover what students have been writing and thinking about!*

## Socrates Café Essay Discussion Forum: Schedule and Descriptions

**A** (Socrates Café): 9:40-10:15 am

Moderator: **Jaclyn Michael**

### **Symmetries of *Snow*: Pattern, Structure, Circle**

Location: **Sift & Winnow**

**Katie Conklin**, Lodi High School, Ms. Pate, English 10 Honors

*The Poems of Snow* (Analysis paper). This paper will analyze the situation Ka was in when he thought of each poem. I have analyzed his feelings, thoughts, emotions, who he was with, where he was, and any other special circumstances. The purpose was to try and find a pattern within all these characteristics.

**Jessica Damit**, Lodi High School, Ms. Pate, English 10 Honors

*Snow Review* (Book Review). My project is a book review of *Snow*, modelled on reviews in *The New York Times*. I talked about the plot and argument of the novel. I also interviewed some of my friends about *Snow* and included their reflections in my review.

**Terry Green**, East High School, Ms. Motl, Honors World History

*The Snow Identity* (Essay). My essay focuses on Kadife and Blue because of the interesting love circle that Ipek and Kadife have formed with Blue and how the entity of Blue affected Ka's life even before Ka knew who Blue was.

**Brittney Nunn**, Community High School, AP Language and Composition, Mr. Wysocki

*Thematic Snow* (Essay). I will demonstrate my knowledge of themes in *Snow* via an examination of narrative structure. I will interpret events and also Ka's poems. I will examine moments in the novel including Ka and Ipek making love, Kadife baring her head, and Ipek not going to Germany with Ka. Lastly I will demonstrate my knowledge of characterization in *Snow* by telling readers what "snow" meant to Ka throughout the book.

**B** (Socrates Café): 9:40-10:15am

Moderator: **Sarah Reed**

### **Gender Trouble**

Location: **Traditions**

**Hunter Berry**, Bonduel High School, Ms. Fritsch, English Composition 1

*Kadife and Ipek: Solvents that Dissolved Ka's Happiness* (Definition Essay). My essay is about happiness and argues that Ka has many different feelings for many women because he doesn't know how to act like a man. Events in Kars were going very smoothly until Ka met Kadife. She made Ka feel like he would never love Ipek more than her after he had met her. He thought things were just perfect for him and that these two girls were angels. He didn't realize that these women had backgrounds that both involved Blue; Ipek even tells Ka that she is still in love with Blue, causing Ka to cry and second-guess himself about coming to Kars, thus dissolving his happiness.

**Kalley Rittman**, Madison East High School, AP Language and Composition, Ms. Isensee

*Place Holders* (Essay). My essay discusses how women are portrayed in *Snow*. In the novel, Ka's cover story for visiting Kars is an investigation of the women who have been committing suicide. This could not be further from the truth. The headscarf girls are not the focus of the novel, as is initially presented. The idea that these women's stories are the cover for Ka's true intentions, which center on another woman who is objectified by everyone in the novel, is symbolic of the way that Ka, in the fictional realm, and Pamuk, even Turkey, view and handle women's issues.

**Soundarya Ritzman**, Xavier High School, Ms. McGreevey's World History class  
*Womens' subtle and not-so-subtle roles in Islam* (Essay). This essay will explore the role of women in Islam.

**Elias Schwalbe**, East High School, Sarah Motl – Honors World History  
*How are Women's Rights Displayed in Different Cultures* (Essay). An in depth examination of what women throughout the world try to accomplish and differing ways of accomplishing said goals, whether it be religious freedom or women's suffrage. This is a comparison of examples found in the book to parts of American history and the image of modern day Turkey. This focuses on political tactics, protests, and other strategies that have been used to give people the liberties and rights that they deserve.

<b>C</b> (Socrates Café): 9:40-10:15 am	Moderator: <b>Milan Simic</b>
<b>Where God Does not Exist: Belief and Doubt in <i>Snow</i></b>	Location: <b>Wisconsin Idea</b>

**Muhammed Achkar**, Madison East H.S., Mr. Wannebo, AP English Literature & Composition  
*Religious Struggle and Ambiguity* (Essay). My project is an essay on the history of Islam in Turkey and Mustafa Kemal Ataturk. In my essay, I discuss the effects of the conflict between religion and the politics on Turkish society. The topic is examined through the elements of love and control. I compare and contrast the lack of religion in Turkey with the excessive amount of religion in Saudi Arabia. I also illustrate modern day examples of issues similar to those in *Snow*.

**Robbie Grindrod**, Madison East High School, William Gibson, AP European History  
*Religion and Morality in *Snow** (Essay). My essay will analyze the strong religious themes in *Snow*. The novel explores the role of religion not only in politics, but more importantly at a human level. Snow delves deep into things like religious and non-religious views on the meaning of our existence, the value of another person's life and the value of your own life. The novel vividly depicts the often violent collision between the political and spiritual sides of religion as well as the existence of a grey area between believing and non-believing. Many characters in *Snow*, specifically Ka, show that one's faith is not necessarily set in stone but instead can fluctuate depending on a person's surroundings. This leads to the question of what religion means to different people at different times in their life. *Snow* paints an incredibly intricate picture of the human psyche, the role religion plays in shaping it, and vice versa.

**Bailee Kraning**, Bonduel High School, Ms. Fritsch, English Composition 1  
*Insecurity in *Snow* by Orhan Pamuk* (Definition Essay). My project is a paper that explains why Ka is so insecure about his religious wants. It uses specific examples from the novel and thoroughly explains why the quote was chosen. I find that Ka is very insecure about his religious beliefs throughout the novel. Ka becomes unsure of whether he is an atheist or a firm Muslim believer when he meets Necip, Muhtar, and Sheikh Efendi. These three specific people cause Ka to rethink what he really wants and expects of religion.

**Zac Millard**, Clark Street Community School, Bryn Orum, Great World Texts: *Snow Muslims in Turkey* (Essay). My project is about the hardships of being Muslim in Turkey. I became interested in this topic while reading *Snow* and seeing the hardships that the characters faced.



**D** (Socrates Café): 9:40-10:15 am

Moderator: **Carina Muir**

**Girls Interrupted: Gender, Suicide and Community**

Location: **Fifth Quarter**

**Skye Baron**, Lodi High School, Ms. Pate, English 10 Honors

*Suicide in the World* (Analytical Essay). In my essay I analyze suicide both in *Snow* and in the world. I researched how common suicide is among teenagers in countries besides Turkey. Suicide in *Snow* sparks a chain of different problems for the rest of the characters. This chain of issues got me interested in how suicide in other countries affects individuals and communities.

**Sabrina Brzezinski**, Bonduel High School, Ms. Fritsch, English Composition 1

*Definition of Concealment: The Perfect Lie of Kadife in Orhan Pamuk's Snow* (Definition Essay). My essay explores the role of "concealment" in *Snow* through an examination of the character of Kadife. Concealment shows her struggle with being herself and having others know it. I believe this also connects to us having to admit to ourselves who we are and letting people accept us for that.

**Sebastian R. Lavenant, Mayra Ceballos, and Zully Rodriguez**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*Lonely* (Drawing and Essay). Our drawing depicts a young woman walking down an empty road surrounded by tall buildings. Along the road, bright red signs read "suicide is blasphemy". The idea is to emphasize how lonely the girls felt when their religion was being disrespected. In addition, we have written an essay for our project which discusses the misconceptions surrounding Muslim women and head scarves.

**Isaac Oetzman**, Lodi High School, Ms. Pate, English 10 Honors

*Causes of Teen Suicide* (Research Paper). For my essay I researched teen suicide in a few majority-Muslim countries, what causes it and how it is viewed.

**E** (Socrates Café): 9:40-10:15 am

Moderator: **Emaan Akbar**

**The Politics of the Veil**

Location: **Governance**

**Sidney Brown and Nick Sutter**, Necedah High School, Mikki Maddox, Reading Unlimited

*The Headscarf Controversy in Turkey and the World* (essay). We decided to research the headscarf controversy in Turkey. We wanted to know why the girls in the novel felt so strongly about wearing it, why wearing the headscarf is important in Islam, whether there can be a compromise between religious and secular views on the topic and why both sides appear so extreme in their views in *Snow*. We thought it was interesting that the controversy has spread to other countries as well, such as France, and the differences and similarities in Turkish and French approaches.

**Henry Gaylord**, East High School, Ms. Motl – Honors World History

*Critical Analysis of the Symbolism of the Head Scarf* (Essay). This essay is about the significance and symbolism of the headscarf in *Snow*. It talks about the interpretation on why the ban on headscarf is such a big controversy in *Snow* and in Kars. Also, in a bigger sense of things, what a headscarf represents to the individual wearing it and how that individual is perceived and treated in society.

**Haley Timm**, Clark Street Community School, Bryn Orum, Great World Texts: *Snow Headscarves: Bans and Freedom* (Speech/research project). I created this project to better understand the current issues going on in Turkey about the headscarf since the ban was lifted. I touched briefly on why head scarves are so important to some Turkish Muslim women so people will understand why they fought so hard to not take them off. I also connected the current issues going on in Turkey with the issues that were happening in the book and explored protest and propaganda in Turkey and in the novel.

**F** (Socrates Café): 10:20-1:055 am

Moderator: **Chelsea Cervantes**

**What Art Does**

Location: **Sift and Winnow**

**Leila Kane**, New Horizons for Learning Charter School/Shorewood High School, Ms. Renee Glembin, Dr. Bohdan Nedilsky, Mr. Brandon Hemphill, Mr. Nelson Brown

*Correlations Between Art and Democracy* (Essay). In this essay, I will demonstrate how important art is for democracy, something that is not always transparent and therefore the correlations may be overlooked. But art raises the voices of marginalized people; it brings subjects and ideas to light in beautiful and unique ways. Art gives people an outlet and the right to express their opinions and to demonstrate those opinions, which is, in itself, the very definition of democracy.

**Savanna Krull**, Bonduel High School, Ms. Fritsch, English Composition 1

*The Definition of Pleasure: Ka's Feelings Through Ipek and His Poems* (Definition Essay). I chose the word "pleasure" for my definition essay because I felt it meant more than happiness; it describes enjoying something or feeling satisfied. Ka portrays this often in *Snow* with his poems and how he feels about Ipek. I started my essay off with a quote that said, "Poetry is the art of uniting pleasure with the truth." This quote is by Samuel Johnson, an English writer, and he uses this quote as a simile to analyze poetry. He also uses this as form of telling us that poetry is bringing together something you enjoy or like with things that are happening with you, someone or something now.



**Colton Rohde**, East High School, Ms. Motl – Honors World History

*"Snow": A "Crash" Course in Dynamic Turmoil* (Short Essay/ Poster with a Small Collage). For my project, I created a poster and short essay that compares the similarities and differences between *Snow* and the American movie *Crash*. This juxtaposition was meant to indicate how the cities of Kars and Los Angeles are alike in many ways even though they may seem disparate. Both texts disclose how cruel urban life can be, even when it seems harmonious on the surface. They also show how universal intolerance has become in society, no matter whether it is openly expressed in Turkey or secretly hidden in the United States. Additional similarities include the pitfalls of multiculturalism, societal conflict, bigotry between different groups of people and the ways in which people's lives seem to inadvertently collide with each other.

**Matthew Saager**, Lodi High School, Ms. Pate, English 10

*Snow in the Real World* (Comparison Essay). My essay analyzes political and religious tensions in *Snow* and the Middle East and compares them, showing how the events in

Kars could be happening today. The world of *Snow* and of the real world are closer than we think.

**G** (Socrates Café): 10:20-10:55 am

Moderator: **Sarah Reed**

**Representing Emotion: Joy, Pleasure and Despair**

Location: **Traditions**

**Mikayla Maroszek**, Bonduel High School, Ms. Fritsch, English Composition 1

*The Definition of Happiness: Ka's Life Search for an Emotion Never to be Found* (Definition Essay). My essay explores happiness in *Snow*, specifically through the character Ka. Happiness comes most to Ka when he is with Ipek. Love makes him happy, and when the thought of getting married to a beautiful girl pops into his head, he becomes ecstatic with happiness. And yet happiness is almost impossible for Ka to achieve.

**Jessie Roller**, Lodi High School, Ms. Pate, English 10 Honors

*Snow Book Review* (Paper). My book review consists of answers to the questions "Would you recommend this book to others to read?" and, "Did *Snow* deserve the Nobel Prize in Literature?"

**Garrett Schreiber**, Lodi High School, Ms. Pate, English 10 Honors

*Comfort In Kars* (Essay). My essay analyzes three objects in the book that represent comfort, including Ka's coat, the hotel room Ka stays in during his trip to Kars, and the headscarves worn by several of the female characters. I compare them and show how they relate to one another.

**H** (Socrates Café): 10:20-10:55 am

Moderator: **Milan Simic**

**Power, Protest and Detachment**

Location: **Fifth Quarter**

**Aidan Falk**, Madison East High School, William Gibson, AP European History

*The Theme of Melancholy in Snow* (Essay). This essay focuses on melancholy and explores how melancholy is portrayed in the protagonist in *Snow*. Melancholy is defined as a feeling of pensive sadness, typically without obvious cause. Of course the book offers reasons why the protagonist should be sad – there is much in the story that should lead to such feelings. But the melancholy of the book goes beyond this; the protagonist has a world view or general approach to his circumstances that is more than just a reaction to events. It is a stance towards the world, a kind of detachment, a muting of sound as if in a snow-filled field, that the protagonist projects. This essay explores what that melancholy means in context and how melancholy is a central stance of much of European intellectual history.

**Elizabeth Schaal**, Bonduel High School, Ms. Fritsch, English Composition 1

*The Definition of Power: The Chaos Power Causes in Orhan Pamuk's Snow* (Definition Essay). My essay is about power and how it corrupts the minds of men and is a tool used to hurt the people around them. This is shown through the actions of Sunay Zaim in *Snow*. Sunay used the people thought closest to him to gain more power. With this power, Sunay Zaim was able to also have the spotlight and in addition, the attention he desired most. The power aspect of the story showed the corrupt ideologies Sunay Zaim held and how the power he had craved transformed into a need for the limelight and the attention of all the people in Kars. Sunay Zaim was the main character to be subjected to the corruptness power and showed the after affects that type of power, mainly political, can bring.

**Rob Volk**, Lodi High School, Ms. Pate, English 10 Honors

*Headscarves and Freedom* (Essay). My essay describes how the headscarf is directly related to the limited freedom in Kars. The freedoms that are represented in my essay are the freedom of choice, expression, and freedom from stress. I also describe why the headscarf represents stereotypes about Turkey.

**I** (Socrates Café): 10:20-10:55 am

Moderator: **Carina Muir**

**I Know That I Do Not Know: Knowledge and Ignorance in *Snow***

Location: **Wisconsin Idea**

**Jake Busser**, Lodi High School, Ms. Pate, English 10 Honors

*Headscarf Essay* (Essay). My paper is an informational essay about headscarves, where they originated, why people wear them and the different purposes they serve. I decided to do this project to inform people and reduce the misconceptions many Americans have about headscarf bearers.

**Christopher Kern**, Lodi High School, Ms. Pate, English 10 Honors

*News Article* (Paper/Essay). My project is a news article about the Muslim girls committing suicides over the head scarves being banned. The author that is writing the article is a Kars resident and is in the middle of the action. There are stories in the news article that explain why the girls committed suicide and interviews with the girls' families.

**Samantha Schaal**, Bonduel High School, Ms. Fritsch, English Composition 1

*Identity in Snow: Permanent Changes for Good or Worse* (Definition essay). Throughout *Snow*, the identities of the characters in *Snow* change dramatically in the eyes of other characters and of the reader. We believe that this certain character is someone that we can trust. Then right in the middle of the story, something is revealed or has just happened that changes our view of the character completely. I also chose this topic because we take our own identities for granted. We lie about ourselves either to protect our reputations or to just get what we want. "Identity," once changed, will never be the same again.

**J** (Socrates Café): 10:20-10:55 am

Moderator: **Madeline Ruid**

**Intersections**

Location: **Governance**

**Nick Nager**, Madison East High School, William Gibson, AP European History

*The Turkish Question* (Essay). My essay explores religion, gender and ethnicity in Turkey and Turkish culture.

**Parker Stuard**, Lodi High School, Ms. Pate, English 10 Honors

*Kars vs. The Middle East* (Compare/ contrast paper). My project is an analytic paper. It will compare and contrast the religious tension in Kars to the tension in the Middle East. I will also compare and contrast the political tension. The Middle East is a lot like Kars, but on a larger scale. There are a lot of similar religious and political problems, but the Middle East is more violent.

**Zach Steuck**, Lodi High School, Ms. Pate, English 10 Honors

*Untitled essay* (Essay). My essay is on the role government and religion play in the suicides in *Snow*. It provides basic information about Islam, the beginning of secularism and the role headscarves play, and how these topics pertain to the novel.

## Project Descriptions: Art and Projects on display in Varsity Hall 3

*Alphabetical by school*

### Bangor High School

Lead Teacher: **Ryan Strunz** (English)

Collaborating Teachers: **Deon Michels-Bowe** (Social Studies),  
**Brendan Young** (English)

**Calli Blank**, Bangor High School, Mr. Strunz, English IV

*Headscarves through History* (Display). My project focuses on the importance of headscarves in many different countries and cultures through history. I have created these headscarves and will be presenting different types of headscarves and different ways to wear them in different countries. The purpose of my project is to inform people on the headscarves and how important they are to different countries.

**Amanda Clements**, Bangor High School, Mr. Strunz, English IV

*Red Mystery* (Art Display). A young adult head draped with her old comfort item, the headscarf, now covered in unimaginable blood smears and splatters. This project intends to show the depressing view that these girls were forced to take their lives to remain devoted to their religion. What pushes one to take their own life? What forces push them to end everything?

**Steph Clements**, Bangor High School, Mr. Strunz, English IV

*Untitled* (Painting). My project is a canvas painting of a snowflake and an interpretation the poem "Snow." My goal was to show how people interpret things in hundreds of ways because it's always important to remember how different everyone in the world really is. In the story it shows how religion among differences proves everyone is different in their own way. For instance, the girls choosing to or not to wear headscarves. In my project I re-wrote the poem Snow into how I interpreted it.

**Mandy Dwyer**, Bangor High School, Mr. Strunz, English IV

*One Step* (Art Display). For this project I chose to create an art display representing how people cannot judge an individual without taking a walk in their shoes. My project uses three different shoes of three different characters from the story. Before you move the shoe, you see a summary of who the character is when they are first recognized in the book. After the shoe is moved, you see the new summary describing the character how they are and what the reader has learned in the end. I chose to do this project to emphasize the importance of the quote from the book on how everyone is fighting a hard battle and people should reserve judgment.

**Sawyer Johnson and Kali Love**, Bangor High School, Mr. Strunz, English IV

*Snowed In* (Display). Our project is composed of four snow globes each exhibiting a girl who has committed suicide. A headscarf is placed beneath all four to represent their shared sacrifice for a similar cause and ideal in "secular" but devout community that struggles with both politics and religion. We chose to encase each of the four girls in their own snow globe to represent the struggles of living in a facet of society where they aren't fully accepted and ultimately appear extremely unhappy. The headscarf beneath the four snow-globes shows how they are all unhappy for similar causes and all retaliated with a similar action.

**Alicia Kale and Lukas Wegner**, Bangor High School, Mr. Strunz, English IV

*Snow: The Movie* (Movie Trailer/Advertisement). We created a movie trailer for the novel. We wanted to include scenes that we thought influential to Ka's understanding of himself as well as scenes that we thought really captured Ka's struggle with religion and his own identity, such as the theatre coup and the meeting at the Hotel Asia. Through this project we hope to highlight some of the major issues and themes discussed in the book, especially Ka's inability to truly understand himself.

**Kelly Kerrigan**, Bangor High School, Mr. Strunz, English IV

*Cinsiyetler Arasında Yaşam* (Board Game). My project is a board game separated into two sides. One side is for male players, and the other side is for female players. The game changes depending on which gender the player chooses at the beginning of the game. You will travel through the game of "life" to get to the end. The game is an interpretation of gender inequality in Turkey. It is meant to show how women are seen as inferior to men in some facets of society, and how balancing daily life with religion can be a struggle for women living in Turkey.

**Robert Martin and Andrew Lockington**, Bangor High School, Mr. Strunz, English IV

*Snow: View of the Street* (Diagram/Photo Collage). A street in Kars showing the dark and gloomy side of life. Showing the buildings falling apart upon themselves. Looking at how the poor in Kars live. This is how we imagined life in Kars' poorest neighborhoods. There is a lack of elegance in these sad streets covered in snow. The city of Kars also reminds us of a small town like our own where rumors can spread quickly with serious effects.

**Nicole Mikshowsky**, Bangor High School, Mr. Strunz, English IV

*Covered* (Charcoal drawing). My project brings many different ideas and interpretations to mind because of its simplicity. The goal was to individualize everyone's thoughts because of the complexity of the book. I structured the scene with many abstract ideas. I felt the dark and light contrast would bring many mixed feelings to everyone. The contrast between colors in my drawing reflects the contrast between religious and political aspects of this book.

**Caleb Miller, Dylan Campbell, and John Hundt Jr.**, Bangor High School, Mr. Strunz, English IV

*Snow in a Teacup* (Diorama). The goal of our project is to show that nothing in Kars goes unseen. The diorama depicts a plain-clothes policeman watching Ka and Kadife speak in a teashop. Although Ka and Kadife are seemingly alone, there is someone listening in. There is always someone listening in Kars no matter what is said. It can be something trivial, or it could quite possibly pertain to an assassination of an important figure. Privacy has become a rarity in Kars.

**Kara Nordby**, Bangor High School, Mr. Strunz, English IV

*I, Ka* (Acrylic on Canvas). Because of the connections between Francis Bacon's Branches of Knowledge and Ka's snowflake diagram in chapter 29. I chose to create a series of paintings highlighting the connections between the two. Each painting translates to one of Bacon's three abstract branches and their concrete counterparts in the form of Ka's snowflake. Through this project, I hope to further prove that Ka used this diagram as a way to understand himself and the divine influences on his poetry writing.

**Chelsey Nuttleman**, Bangor High School, Mr. Strunz, English IV

*The Lenses of Snow* (Artistic Drawing). This artistic representation of *Snow* contains important images to both the secularist group and the religious group as well. There is pair of glasses or "lenses". Each of these lenses contains important symbols to each group. The main symbols in the religious lens include a headscarf girl and anti-suicide symbols. In the secularist lens, there is a woman with her hair blowing in the wind.

## **Bonduel High School**

Lead Teacher: **Hannah Fritsch** (English)

All Bonduel students are presenting their essays in the Socrates Café sessions.

## **Clark Street Community School** (Middleton)

Lead teachers: **Bryn Orum** (English) and **Robyn Roberts** (Art)

**Breonna Hawkins**, Clark Street Community School, Bryn Orum, Great World Texts: *Snow Muslim Rituals and Daily Routines* (Documentary). My project details the rituals and daily routines of Muslims. I was interested in hearing from Muslims here in Madison and learning more about how religion is a part of their lives. I am particularly interested in religious beliefs, traditions, celebrations, and prayers.

**Zach Lindall**, Clark Street Community School, Bryn Orum, Great World Texts: *Snow Muslims in the United States* (Research project). My project details the Muslim experience in the United States post 9/11. I am interested in the experiences of families and individuals. My project features interviews and research on the Muslim experience in the United States post-9/11 and how life in America has changed.

**Hans Lundt**, Clark Street Community School, Bryn Orum, Great World Texts: *Snow Ataturk The Father of Turkey* (Visual Display) I am interested in the history of Ataturk, the founder of modern Turkey. My project looks at Ataturk's actions and his impact on the country.

**Emilie Zens**, Clark Street Community School, Bryn Orum, Great World Texts: *Snow Westernizing Turkey* (Visual Display). My project investigates the steps the government took to Westernize Turkey and what impact of these steps has been on the people of Turkey. I was inspired to learn more about this because of the actions of the headscarf girls in *Snow*. I am interested in the pros and cons of Westernization and events that happened because of it.



## Cochrane-Fountain City High School

Lead Teacher: **Terri Karsten**, (English Language Arts)

Collaborating Teachers: **Kaarin Kjos** (Art)

**Aspen Andre** and **Lindsey Becker**, Cochrane-Fountain City, Ms. Karsten, College Prep English  
*Underlying Meanings of Snow* (Website). Our goal was to create a website to show the correspondence between headscarves (and how they cover things up) and snow (and how it covers things up in the book.) We also wanted to show how in Turkish, Ipek and Kadife mean silk and velvet, and how they are both very valuable in Turkish culture. We use specific quotations from *Snow* for each topic to show what it means and why that quote belongs on the corresponding page of our website.

**Chelsea Clark**, **Dillon Geiger**, and **Abbey Killian**, Cochrane-Fountain City School, Ms. Karsten, College Prep English

*Headscarves: A Look at the Controversy in Snow* (Artistic Poster). Our poster portrays the different beliefs about wearing headscarves throughout the novel. In the center of our board is black fabric in the shape of a headscarf with marbled paper where the head should be. On either side of the scarf are quotes that pertain to the “headscarf issue,” one of the main conflicts of the novel. We show both sides of the argument to show that it is a main conflict in the novel, and to represent Ka’s unbiased or even disinterested stance on the subject. Ka is not particularly religious and doesn’t seem to have an opinion on the matter, maybe because he is too preoccupied with himself or gaining Ipek’s love.

**Jordan Eikamp**, **Cale Lisowski** and **Garrett Marklowitz**, Cochrane-Fountain City School, Ms. Karsten, College Prep English

*Dr. Cale Show* (Video interview). We are presenting a video in which we interview Ka and Fazil from *Snow* about their love lives. We ask Ka about his ultimately unsuccessful relationship with Ipek, and Fazil about his success in love with Kadife. Specifically we focus on what made Fazil’s relationship successful while Ka’s was not. Ka seems to be in love more with the idea of being in love, rather than the real woman. Fazil, on the other hand, learned to actually love Kadife for the person she was. Our project sheds light on Pamuk’s opinion of what makes someone either successful or not in love.

**Anna Hoesley**, Cochrane-Fountain City School, Ms. Karsten, College Prep English

*The Contrast of Beauty* (Painting). Andy Warhol was an American artist who was interested in the effects of social media on the public. His art depicted famous celebrities of the time and how their images affected the culture and perception of beauty among Americans. In *Snow*, the citizens of the city of Kars are also greatly influenced by social media, which connects people and influences their judgment. My art presents images that are created and arranged in an Andy Warhol fashion with the woman presented in the images being Kadife. These images represent her short time on television, and show how the citizens of Kars have differing perceptions of beauty by contrasting two images of Kadife: half of her figure is wearing a headscarf, whereas the other half is bare and shows her hair.

**Dakota Koenig**, **Dray Schreiber** and **Tyler Przybylski**, Cochrane-Fountain City School, Ms. Karsten, College Prep English

*Six Phases of Ka* (Board game). We created a board game to represent the life events of Ka and his love for Ipek. We incorporate Ka’s love and his despair into the various paths players can take. We use Ka’s representation of a snowflake that he uses for organizing his poetry



for the board itself, representing the different phases of Ka's understanding. The different paths represent different chapters in the book and Ka's changing attitudes regarding Ipek.

**Savannah Sixty and Nicole Hunger**, Cochrane-Fountain City, Ms. Karsten, College Prep English *Sisters' Beliefs* (Mosaic). We created a mosaic showing the different beliefs of the two sisters in *Snow*. Our mosaic has half of Ipek's face and half of Kadife's face put together to make one, showing how the two women's identities symbolize the conflict in Kars the large controversy shown in *Snow*. On the side with Ipek's face, we give our interpretation of what we think she looks like, along with a more modernized, Western background. On the other side of the mosaic is Kadife's face and what we think she looks like, with a more traditional background. Ipek, like secularists, doesn't believe she needs to wear a headscarf. Kadife, like political Islamists, has chosen to wear a headscarf.

**Ross Ruehmman, Evan Skroch and Zach Cowell**, Cochrane-Fountain City School, Ms. Karsten, College Prep English *Winter in Kars* (Travel brochure). We created a color travel brochure of Kars as it was depicted in the story. This brochure includes a full-page insert map of Kars, to give a visual representation of where and when events occurred throughout the book, with icons and symbols to help the reader identify geographical locations of places significant to the book. Each symbol has a corresponding brief summary of what happened with that place/event, and why it was important to the story. The brochure contains useful information about places to see in Kars and some of the characters themselves. We found the map to be an important aspect of our brochure because when the reader can see where things are happening in Kars, it is easier to follow and understand the story.

**Amy Walski, Brandi Lorenz and Nicole Sobotta**, Cochrane-Fountain City School, Ms. Karsten, College Prep English *The Ever-Changing Snow* (Word collage on a three-dimensional sculpture). We show the good as opposed to the bad symbolism of snow. Throughout the novel, the meaning of snow changes. We felt that we could portray this ever-changing meaning in a visual manner. We took quotes from all throughout the book to give a good representation of all different meanings. To separate the quotes by meaning, we had to decide whether the author had intended to portray snow in a positive or negative way. The quotes that we felt were most important were printed on the snowflake with large, bold letters. This gave our project a visual appeal with all different styles of writing. We have placed the two snowflakes back-to-back to represent the idea that one symbol has two very different meanings.

## **Community High School (Milwaukee)**

Lead teachers: **William Harvill** (English Language Arts)  
and **Christopher Wysocki** (English Language Arts)

Collaborating Teachers: **Matthew Poytinger** (Social Studies),  
**Matt Carrell** (Social Studies/Special Education)

**Amanda D'Ascenzo**, Community High School, Mr. Harvill, English 12

*War on Religious Expression* (Head Scarf and Symbolism Analysis). My main goal is to evaluate the suppression of someone's religious expression, explain what happens when an individual's religious identity is suppressed (on a large and small scale), and analyze the impacts of suppression. I looked at what religions have suppressed, in one way or another,

and when relevant, how suppression occurs today. The head scarves and poems included in the project show symbols and ideas from the novel.

**Destiny Mitchell**, Community High School, Mr. Harvill, English 12

*Intertwining Reality in the Kars National Theatre* (Three-dimensional model of a scene). Taking the major events in the Kars National Theatre, I incorporated my artistic vision and recreated the scene. Given Ka's artistic mind, I wanted to take a similar approach and demonstrate my understanding of this pivotal event through an artistic endeavor. The wires draw the intersections between the events and the characters they affected.

**Deshan Nichols**, Community High School, Mr. Harvill, English 12

*The Character of Ka on Social Media* (Laptop Presentation of Ka as a character using social networking). In my project, I demonstrated the characterization of Ka and how he felt like an outsider by pulling passages from the book that best represent his struggles as a character. In the on-line postings, my intent was to show Ka's private thoughts in a public forum. Since many people use social media today without considering the private vs. public realm, I found this project to be an interesting way of commenting on that issue.

**Rachel Satterfield**, Community High School, Mr. Harvill, English 12

*The Fallen* (Model Snowflake with Symbolic Excerpts). For my project, I explained how snow is a symbol throughout the novel. I took excerpts from the novel and put them on a three-dimensional snowflake to demonstrate how they interacted with other parts of the novel. In the creation of the model, I aimed to draw connections between the symbolism and how interpretations of the novel are much like snowflakes, seeing how they are all different and unique in their own way.

**Grecia Cantoral**, Community High School, Mr. Harvill, English 12

*Kars and Saving the Suicidal* (Laptop Presentation of the Suicide Epidemic in Kars). I created an on-line blog that explores the relationship between the head scarf issue and the influx of suicide by young females in Kars. In examining this relationship, I offer a blog website that shows alternatives to suicide and provides a positive and safe forum for young girls to meet other young adults who face similar situations.

**Quaysha White**, Community High School, Mr. Harvill, English 12

*Why Does it Snow?* (Drawing and Poetry). I drew the symbols and important events to better visualize significant passages of the text. In my poem, I adopted Ka's point of view, with influence from other significant passages from the book as a whole, to find out the following: why does it snow, what does it mean, where and when does the snow most frequently occur? In this way, I analyzed the symbol at a deeper level and gained a better understanding of what transpired in Turkey during the setting of the novel.

**Ger Yang**, Community High School, Mr. Harvill, English 12

*A Movie Trailer for Snow* (Movie Trailer on a Laptop). I produced a movie trailer of *Snow*. It contains Ka interviewing young women about the suicides in Turkey. Since we are currently in Wisconsin's snowy weather, this will benefit my production by having scenes that better represent the setting in Kars. The trailer includes music that will be suitable to demonstrate the native music of Kars.

**Franklin Evans**, Community High School, AP Language and Composition, Mr. Wysocki  
*Tragedy in Turkey* (Dramatic Scene). I used a newspaper structure to narrate the director's death, highlighting the key facts and showing the director's views on religion and the ban on headscarf in school. I solicited two classmates to comment on his death and his views written in a newspapers fashion.

**Bryan Granberry, Dominic Johnson, Abdier Hernandez, Deondre Cuning**, Community High School, AP Language and Composition, Mr. Wysocki  
*What If* (Dramatic Scene). The concept is showing how things would have played out in *Snow* if Ka never recited his poem before the revolution in the theater and how some of the characters could have reacted and some things they could have possibly said, also some events that may have taken place.

**Justyn Jones, Ashley Tousey, Jasmine Kimbrough, and Aerick Leonard**, Community High School, AP Language and Composition, Mr. Wysocki  
*Untitled* (News casting, interviewing). The main concept of this project is to show a much deeper understanding of the characters in the book *Snow*. We interview the characters with questions not answered in the book and discuss symbolism of the characters' clothing.

**Eric Stone and Janey Davis**, Community H.S., AP Language and Composition Mr. Wysocki  
*The Road of Indecision* (Drawing). Our drawing depicts Ka and the choice he must make between the secularist west or the rural religious east. In the drawing, Ka is walking down a road of indecision trying to decide way to continue his life. On the left is his same old boring life, without Ipek, and his feeling of god in the western, secularist, world of Germany. On the right is his new life, with Ipek, and his feeling of God still intact in the rural, religious, town of Kars. In the middle, over the horizon is the land where God doesn't exist and here is where Ka is trying to decide which path to take.

## Janesville Academy for International Studies

Lead Teacher: **Jane Thompson** (International Studies),

Collaborating Teachers: **Mary Newton, Katherine Conover** (English Language Arts);

**Justin Nickel** (International Studies - Social Studies)

**Brad Allen**, Janesville Academy for International Studies, Thompson, English 12  
*Snow: Looking Back* (Journal). My project is a journal from Ka's point of view including his feelings and a description of the events after he left Kars. It includes a recollection of his final days in Kars and of Ipek. This relates to the story because in *Snow* there is mention of a journal which Orhan found. The journal emphasizes Ka's feelings about leaving Kars and delves into his personal struggle in dealing with the loss of Ipek in his life and the letters he tried sending to her.

**Brice Christopher**, Janesville Academy for International Studies, Thompson, English 12  
*Travelling Turkey* (Power Point travel guide). My project is a travel guide for the country of Turkey and specifically the cities of Kars and Istanbul. I include the following: a map of Ka's journey, what Turkey was like then and now, information on Turkey's world standings, climate, monetary status, and other relevant facts one may need to know when travelling to Turkey.

**Aurora Cooper**, Janesville Academy for International Studies, Thompson, English 12  
*Death by Sharbat* (Puppet show). My puppet show depicts the poisoned cinnamon sharbat scene described in Chapter 23. Paper cutout puppets dance across a fabric enshrouded stage. The puppets recreate and embellish the scene. The scene represents the tense relations between the different groups found in Kars and Turkey in general.

**Mayra Cortes and Koraima Olivera**, Janesville Academy, Thompson, English 12  
*Puzzle Points* (Puzzle). Each puzzle piece is a picture representing a chapter from the book. Each image will show an important event or new idea, because we never know what would happen next. The puzzle represents how every detail comes together to make the entire novel.

**Lorin Cox and Peter Rossi**, Janesville Academy for International Studies, Thompson, English 12  
*Zweisprachige Zeitung* (Bilingual Newspaper). Our project is an interpretation of the Turkish newspaper *Border City Gazette* with various articles pertaining to the novel written as we think they would appear in English and in German. The newspaper ties in with the novel as it is the presumed reason for Ka being in Kars as a journalist. The newspaper articles are central to the development of the plot as events are predicted and unfold.

**Jennifer Donahue and Hailey Caldwell**, Janesville Academy, Thompson, English 12  
*The Importance of Headscarves* (Display of various ways to wear a headscarf using a model). We will demonstrate how to put on a headscarf. We also explain the importance of the headscarf and why it is such a big deal to the women in the novel. We also want to explain how it represents their sense of modesty, religion, and why they feel so strongly about wearing or not wearing the headscarf.

**Summer Klingaman**, Janesville Academy for International Studies, Thompson, English 12  
*Ka's Snowflake* (Clay sculpture). Based on the snowflake diagram found in Chapter 29 of the novel, I sculpted a clay replica of the snowflake and included all of the words as well. Not only are there numerous references to snow in the book, but the snowflake stands for Ka's memories and imagination. The drawing of the snowflake represents the individual, Ka.

**Yami Martinez and Cynthia Lom**, Janesville Academy, Thompson, English 12  
*Ka's Happiness* (Acrylic painting). Our project displays a silhouette of the murder of the Director of Education scene in the book. The Director is also holding a bill that states the official ban of the headscarves which caused his murder. Our project was inspired by Banksy who is a political activist and graffiti artist.

**Caleb McCarthy**, Janesville Academy for International Studies, Thompson, English 12  
*Inside Two Lives* (Interview). I wrote an interview of the characters Ipek and Blue. I gave my perspective of how I think they felt. The novel takes place during a time of intrigue and danger in their lives. Their relationship affects all the other characters, so is an important aspect of the novel.

**Kaylee Rossing**, Janesville Academy for International Studies, Thompson, English 12  
*Ka in Kars* (Painting on canvas). The main focus of this art piece is the snowflake made up of Ka's poem titles. My simplistic drawing represents a larger concept. Ka's life could be considered a snowstorm and the final snowflake is made up of his experience in Kars which is

reflected in the titles of his poems. Ka's journey to find happiness only results in loneliness and death.

**Hunter Stevenson**, Janesville Academy for International Studies, Thompson, English 12

*Clothed in Kars* (Coats, gown, jacket). My *Snow* project was to design the major clothing articles worn by major characters. I created Ka's coat, Ipek's black velvet evening dress, as well as her purple raincoat, and finally Sunay Zaim's army coat, pullover, army boot and pants. These items of clothing reflect the personalities of the characters. The author refers to clothing throughout the novel to enhance his characters.

**Izaya Turenne**, Janesville Academy for International Studies, Thompson, English 12

*I, Ka* (Poem). My project is to create the contents of Ka's poem "I, Ka". Though Ka is a poet, little is known of what actually comprises his poems as the frame narrative of the novel disallows any specificity in regards to his works. I have speculated as to what I believe Ka would have written to shape his most essential poem. Through doing this, I achieve a more complete understanding of Ka's creative works and livelihood.

**Justine Wagner**, Janesville Academy for International Studies, Thompson, English 12

*From Gazzali to Kars* (Recreation of Necip's science-fiction novel). My project recreates a synopsis of the novel that Necip read to Ka while in the teahouse. I include the story, along with illustrations in a young adult book format. This scene is an important part of the novel because it shows the citizens of Kars still have their own hopes and dreams for the future, even whilst living in the dreadful Kars. Necip had a dream of being published in an Istanbul paper. He explained this to Ka shortly before reading to him. He said, "What I want to be is a writer. I'm writing a science fiction novel. It might get published in one of the Kars papers, the one called the Lance, but I don't want to be published in a paper that sells seventy-five copies: I want to be published in an Istanbul paper that sells thousands" (Chapter 12, p.110).

**Latisha Yackley and Caitlin Hill**, Janesville Academy, Thompson, English 12

*Saw Death on a Sunny Snow* (Original song recorded on a cd). We wrote, produced, and recorded a song. The song is a collection of lines from lyrics written by various artists. The lines relate to the novel because they refer to the suicide girls and to the ideas of family and community in Turkey. Our song also refers to winter and love that sometimes leads to death and tragedy.

## Kohler High School

Lead teacher: **Kyle McGilligan-Bentin**

Collaborating teacher: **Ryan Rasmussen** (History)

**Austin Aguirre**, Kohler High School, Kyle McGilligan-Bentin

*Photographing Identity* (Photography). For my project, I took a series of photos that relate and convey the feelings that are associated with a lack of religious and cultural identity. My purpose is to use photography as a means of conveying a sense of isolation and confusion felt by characters in Orhan Pamuk's novel *Snow*. I hope to succeed in creating a collection of photos whose purpose and message are easily interpreted by the viewer but at the same time convey the mystery and difficulty of faith. However, I'd also like to show the happiness that is associated with finding yourself through means outside of the cultural traditions you were born into, similar to Ka's own journey.

**Emery Edmunds**, Kohler High School, Kyle McGilligan-Bentin

*The Deception of Perception* (Scrapbook). Like all projects, the simplest ideas can turn into very difficult tasks to execute. I decided to take on the task of demonstrating the “deception of perception” that each culture has. Each page of the scrapbook will contain a “perception” of a specific culture (secularists for example) and then the truth about that same culture. I go into depth into the culture’s attire and religion with the help of pictures and quotations from others. The project emphasizes cultural assumptions and how these false images can cloud how an outsider sees the other culture. My goal is to help the reader come to a new conclusion about the cultures. By doing so, I am able to demonstrate how Islamists are perceived by the secularists, and vice versa.

**Derek Egbert**, Kohler High School, Kyle McGilligan-Bentin

*LIFE in Kars* (Board game). In order to understand my project and the analytical side of it, it helps to picture the board game of LIFE. I will be using this concept of LIFE to create a board game representing the separation and different lifestyles between the fundamentalists and secularists. Using several clever and implicit techniques, such as starting out the game with a greater chance to be a fundamentalist rather than a secularist in order to mirror the population of Kars and Turkey, I will be able to delve deep into the themes, symbols, and conflicts within the religious society of Kars. By creating a false sense of fairness in the game I will be able to replicate the life of a fundamentalist, where in the end the player will realize the hidden secret behind my board game, the secularist has a much higher chance of winning. My board game of Turkish LIFE will start with a set amount of money depending on whether they are a secularist or fundamentalist, and from there the player will play the game of LIFE enduring the struggles, traditions, culture, triumphs, and politics of Islam that will ultimately determine their end fate once they reach the end of the game.

**Annabelle Goese**, Kohler High School, Kyle McGilligan-Bentin

*Welcome to Kars* (Website). In order to analyze the lack of accountability present within the citizens of Kars, the corrupt nature of the government, and the Marxist classism issues that exist, I created a website on Kars, designed as though it were created by the city’s tourism board, detailing important events that are occurring around town and different activities to do when an outsider visits Kars. As the user explores the website, however, there are subtle hints at the unrest that is brewing within the community through things such as business closures and omitting certain neighborhoods from the lists of “places to visit.” Through these small details, the conflicts between both the classes within the community as well as between the government and its people will be exhibited in a way different than presented by Pamuk.

**Lindsey Griswold**, Kohler High School, Kyle McGilligan-Bentin

*A Picture is Worth a Thousand Words* (Drawing). For my project, I made a pencil drawing of Pamuk using ideas in *Snow*. I interpret the novel through a psychoanalytical lens in order to illuminate the subconscious fixations, ambiguous characteristics and desires that Pamuk’s characters and ideas represent. The pencil drawing depicts the way the novel’s main themes and characters represent the author and give the viewer insight on the human subconscious.

**Halle Kolling**, Kohler High School, Kyle McGilligan-Bentin

*Identity Schism* (Collage). My project is a collage of newspaper, magazine, and photo clippings that relate to the themes, conflicts, and characters represented in *Snow*. The collage is

separated into categories to show the conflicting views in modern Turkish society. The left side has a liberal Westernization theme while the right has the conservative fundamental theme. The middle consists of Ka's views on situations throughout the book including his wants, feelings, and opinions to show the ambivalence he and Pamuk have on Turkey and issues around the world relating to Islam and politics. My collage reflects the psychoanalytical, feminist, and Marxist views that Pamuk consistently exemplifies in his characters and environments, along with the "hidden symmetry" he sees in the world.

**Valerie Linck**, Kohler High School, Kyle McGilligan-Bentin

*Street View* (3D Map of Kars). Above all else, the main idea I took away from the novel *Snow* by Orhan Pamuk is that when individuals put their own needs ahead of others, no compromise can be met and all of the people will suffer; essentially, for the sake of this project, the streets remain paved in blood. My purpose is to use the events in the novel to emphasize this point, and the corruption of power. That is why for my project, I constructed a 'map' of Kars that will highlight the places in which the major events will take place. I say 'map' because it will be more along the lines of a city layout, although the buildings will be three-dimensional against a board. All the buildings are entirely white, showing the snow that cloaks the city that symbolizes how the people manipulate the media to hide Kars from the world. The buildings in which events occurred are distinguished with a bullet hole dripping blood, showing the literal or metaphorical bloodshed that has occurred at these places.

**Billy O' Neil**, Kohler High School, Kyle McGilligan-Bentin

*Existence is Nothing* (Picture book). For my project, I made a picture book containing in-depth and thematically symbolic illustrations of vital symbols or imagery provided in the text. This idea came to me after reading the segment containing the description of Necip's "Land Where God Does Not Exist". In many instances there are direct quotes from the text presented at the bottom of the page. I also incorporated some personal photography.

**Leigh Schlecht**, Kohler High School, Kyle McGilligan-Bentin

*Life as a Landscape* (Poetry). I am especially interested in the contrast between Necip's landscape as he told it to Ka and the heaven that Islam promises. The pronounced difference between the two is a major focal point for the novel, as it deals with the struggle between secularists and Islamists, and more specifically the internal conflict within Ka as he attempts to discover his religious beliefs. In order to communicate the stark contrasts of a life without faith, a life without God, and a life with these two pillars, I am presenting these two poems on black and white paper. The religious piece is drawn on white paper in black ink, and the atheist poem is portrayed in silver ink on sheets of black paper. Each line of each poem is the opposite of the respective line in the other, and the two poems have the same meter and rhyme scheme, so that they appear to be part of the same work. The writing that I created is the poem that Ka read at the National Theater, but which readers of *Snow* never actually had the chance to experience.

**David Shapiro**, Kohler High School, Kyle McGilligan-Bentin

*Ambivalent Nation* (Painting). The painting *Ambivalent Nation* is a representation of the internal struggle Turkey faces as a nation between the secularists and fundamentalists. The painting is done on home arranged canvas and frame with acrylic paint. The painting displays an abstract depiction of the two main factions within Turkey, the secularist and fundamentalists, and the conflict and confrontation each face as they head towards their

goals lying in opposite directions. The figurative piece holds the general truth and struggle between each segmentation of the population in turkey in an intertwining plain of existence.

**Madeline Todd**, Kohler High School, Kyle McGilligan-Bentin

*A Godless God* (Multimedia art project: painting/typography). I combined painting and typography to create an image that highlights the conflicting ideas and actions of the secular and religious classes of Kars. This image, contains several figures – Ipek, Necip, Blue, and Funda Eser, on either side of a divide through the center of the canvas which represents the impossible balance between the two classes. Ka, who cannot be excluded, stands on the secular portion of the image, while his shadow stands opposite him in the Islamic portion. My goal was to demonstrate the divide in these two classes of Kars which has led to the turmoil that we see in the book by representing each class with characters, quotes, and scenes from the book.

## **Lodi High School**

Lead teachers: **Amanda Pate, Kara Bercher** (English)

Collaborating Teacher: **JP Fassbender** (History)

**Alyssa Brewer**, Lodi High School, Ms. Pate, English 10 Honors

*SnowCraft* (Pictures of a 3D computer model of various places in *Snow*). I built 3D computer models of various places from the book *Snow*. I then took screenshots of these models and placed them in a slideshow. The places include Necip's dream world, the theatre, New Life Pastry Shop, and Taskopru Bridge. These places symbolize the strong influence of religious belief on the city, also shows cultural diversity and history. Shows Ka's journey to understand himself.

**Kelly Buege**, Lodi High School, Ms. Pate, English 10 Honors

*Kars City Drawing* (Drawing). This project is analyzing the deeper meaning of the different style of buildings. It looks at the amount of diversity within the city that is greatly enhanced by the building types and cultural separations. The drawing includes places like the Snow Palace, Taskopru Bridge, Armenian Church of Holy Apostles, theatre, and the New Life Pastry Shop. All of these buildings represent part of Ka's journey to discover himself and the history of the city Kars.

**Chase Cunningham**, Lodi High School, Ms. Pate, English 10 Honors

*Poem Symbolism Timeline* (Poster). I made this project as a timeline of the events happening prior to the poems Ka had written and how they gave him inspiration for his poems. It shows the significance of the different events and explains the symbolism behind the different poems and reasoning for the poems being written. The timeline holds the events that give Ka his inspiration and have more in depth reasoning on the side helping to better explain its significance.

**Justice Davey**, Lodi High School, Ms. Pate, English 10 Honors

*The Many Faces of Kadife* (Interpretive Painting). I painted a portrait of Kadife analysing the many phases in her life. She went from model "party girl" all the way to Islamic extremist. This project depicts the way she viewed herself, the way others view her, and the way she sees herself now. The goal is to get a deeper view of Kadife and to try to understand her role in *Snow*. Kadife represents many symbols throughout the book, my hope is that this project describes them.



**Lacan Falk**, Lodi High School, Ms. Pate, English 10 Honors

*The Meeting at the Hotel Asia* (Shoebox Diorama). My project looks at the symbolism in the Hotel Asia. It is a major part in this book with many items of symbolism. This project looks at the connections between these symbols and the outside world. There is an in-depth connection looking at the forces of globalization. This idea of globalization is apparent in our society today and is clear in the book, *Snow*. Globalization is the spread of culture and other ideas throughout the world. The meeting has many symbols that deal with globalization.

**Chloé Flesch**, Lodi High School, Ms. Pate, Honors English 10

*The Place Where God Does Not Exist* (Painting). This project depicts the theme of religion through a painting of Necip's description of the landscape where God does not exist from Chapter 16. It also includes a small essay proving how religion was one of the most important factors of the novel. The painting will tie into the paper by creating an image of not only Necip's vision, but the town of Kars' worst fear of God not existing.

**Kirsten Gasser**, Lodi High School, Ms. Pate, English Honors 10

*A latte about Coffeehouses* (Painting). My project shines a light on the many different symbols the coffeehouses of Kars represent. I painted a coffee mug writing words and drawing pictures of what the coffeehouses represent in the book *Snow*. The houses play an important role in the environment and inspire Ka to write a few of his poems which I show in my project. I also wrote a paper going more in depth about the symbols on the coffee mug.

**Rachel Higgins**, Lodi High School, Ms. Pate, Honors English 10

*The Missing Poems of Snow* (Poetry journal). This project is a representation of the missing poems from *Snow*. It will also explain how Ka's emotions influence his ability to write. Each poem will have a different theme to represent the conflicts and situations at hand. There are three poems. One poem deals with his emotions towards the religious conflict. Another poem relates to how he feels about Ipek and the happiness she has brought into his life. The third poem is about snow itself and how he compares the parts of the snowflake into his life.

**Nate Jelinek**, Lodi High School, Ms. Pate, English 10 Honors

*The City of Kars* (Google Presentation). My project is a presentation about the city of Kars, Turkey. I show pictures of some landmarks in Kars and the surrounding area mentioned in *Snow* and relate geographical and environmental factors to the novel. I talk about Ka's personal opinion and views of the area and landmarks as well. For example, I explain how remote Kars is and how difficult the journey must be for Ka in the the book. I believe my presentation is a great way to put a picture with a mental image of some of the places Ka traveled and help one understand Ka's feelings when he was wandering throughout Kars.

**Sam Jesse**, Lodi High School, Ms. Pate, English 10 Honors

*Sam's super quilt* (Quilt). My project is a quilt representing Turkey, Islam, as well as Ka and his poems. The country of Turkey is represented by a Turkish flag on the back side of the quilt. Islam is represented by a black, green, and white border on both sides of my quilt. On the front side, there is a large snow, 6-sided snowflake, with the three arms of Ka's poems on there. It is quilted together with small light blue snowflakes.

**Jarod Karls**, Lodi High School, Ms. Pate, English 10 Honors

*Snow Mobile* (Visual art). My project for this conference is a cool and quite simple idea. My project is a mobile. Hanging from the mobile are snowflakes. Each snowflake has an example of symbolism in the book written on it. Some examples of what are on these snowflakes are *Headscarves* and then on the other side of the snowflake is either what it represents or a quote telling us what it symbolizes to the characters.

**Will Karls**, Lodi High School, Ms. Pate, English 10 Honors

*A Revolution in Kars* (Song/Song Lyrics). My project expresses the revolution in Kars, relating to the Islamic Movement in the book and how it relates to problems in the Middle East. The song starts with what happened in the book. That begins when the fighting or conflict started, and from there it continues describing what all happened. Within the song, a comparison is going on between the events in the book, and other events like this that are going on in the Middle East. Along with the song comparing those events, the song provides explanations for why the event happened or the cause and effect. The song lyrics are shown in a video with the song recorded and included in the video. The video is viewed on a projector screen through a laptop computer.

**Jordyn Kellogg**, Lodi High School, Ms. Pate, English 10 Honors

*Symbolisms of Snow* (Painting). My project shows some of the many different symbolisms from the book *Snow*. I painted the different objects then wrote about what they symbolize in the book. Some of these objects include snow, headscarves, and coffee houses.

**Alison Kramer**, Lodi High School, Ms. Pate, English 10 Honors

*The Snowflake* (Drawing). The project is a drawing of the snowflake and some of the poems and be my interpretation of what was said in them. I am analyzing the snowflake with Ka's poems on it. The poems will all be on the drawing and on separate pieces of paper, the poems that stood out will be wrote about. I will write about what they meant to Ka and why he wrote them. This critically interprets the book because nobody really knew what willed him to write the poems.

**Cassi Maier**, Lodi High School, Ms. Pate, English 10

*A place where god does not exist* (Painting). My project is a painting that analyzes the place where god does not exist, described by Necip, in the book *Snow*. I'm going to use different paint mediums on canvas in order to give the painting a deeper meaning. Half of the mural is going to be what Necip describes throughout the book. The other half of it is what I imagine is a place without god. This analyzes an important aspect of the book and give alternative perspective on how people could interpret a place where god does not exist.

**Moriah Malig**, Lodi High School, Ms. Pate, English 10 Honors

*Coffee Menu of Snow* (Poster). My project is a coffee menu that displays how different flavors of coffee relate to the characters in the book *Snow*. I analyzed quotes from the main characters to evaluate their personalities and how they corresponded to coffee flavors. The menu will entice your interest with many phenomenal descriptions that go into intriguing detail. Along with the descriptions, the menu includes tantalizing pictures of the caffeine filled beverages. My project also includes recipes for each of the coffees and how each ingredient shows the characters personality.

**Nick McMahon**, Lodi High School, Ms. Pate, English 10 Honors

*Necip's Sci Fi Novel* (Story). My project for *Snow* was to write some of Necip's Sci Fi novel. In the book *Snow*, there is a character named Necip. He wants to be a science fiction writer, and so creates a story with himself and others in it. He only finishes about a chapter, so I have done a few more. It shows how people in less developed countries are just as intelligent and creative, if not more so than those in more developed.

**Abbey Miskimen**, Lodi High School, Ms. Pate, English 10 Honors

*I Ka and I Abbey* (Diagram). My project is two artistically put together diagrams of the symbolic representation of myself and Ka. Ka's diagram is a lookalike from the book with annotations of his poems and explanation of how his diagram is put together the way it is. Also near Ka's diagram there will be a definition of snow and some cited evidence to explain his diagram and poems. My diagram is presented as a cat because cats are my snowflakes and the diagram is called *I Abbey* because it symbolizes my personality and me as a person. My diagram consists of my own poems, pictures, and a definition of a cat or *Felis Catus*. I also describe Ka's thought about how everybody has their own snowflake in my conclusion.

**Tessa Miskimen**, Lodi High School, Ms. Pate, English 10 Honors

*Tracks in the Snow* (Causation Map). I created a visual map to easier show the relationships throughout the book *Snow*. This causation map is showing how Ka, Blue, Ipek, and Kadife all are connected. It maps how each of the relationships between them all start and how they end. The relationships in this book can be confusing but when you see it like this it is a lot easier to see how everyone is connected.

**Felicia O'Rell**, Lodi High School, Ms. Pate, English 10 Honors

*Everyone Has a Snowflake* (Poster). This poster has snowflakes similar to Ka's on page 283 of *Snow*. It has snowflakes for Ka, Kadife, Necip, and Ipek. Like the snowflake on page 283, it has different things for each character. For example, the ones on Ka's snowflake are imagination, memory, and reason. These things make up Ka, they are things important to him.

**Audrey Parker**, Lodi High School, Ms. Pate, English 10 Honors

*Poems and Color* (Poster). Using a color-coded visual map, this project explains how Ka's poems connects with what emotions he has while writing the poems, using specific quotes from *Snow* to illustrate these emotions. Along with quotes my project uses color psychology to illustrate Ka's emotions. The project ties quotes and color to illustrate the emotions conveyed in Ka's poems, despite them never being completely written down in *Snow*.

**Logan Raemisich**, Lodi High School, Ms. Pate, English 10 Honors

*Snow* (Original rap). I decided to do a rap to help represent the different aspects of the book *Snow*. It includes verses about Ka, Ipek, Blue, and other characters and things. It is a parody of the song "We Own It" by 2 Chainz feat. Wiz Khalifa. I changed the lyrics to better fit the novel. It is about Ka's time in Kars.

**Miranda Senger**, Lodi High School, Ms. Pate, English 10 Honors

*A Veil Over Hatreds* (Diorama/Collage). My project is a collage/diorama that represents what snow symbolizes to a few of the characters in *Snow*. It analyzes specific quotes from the book, and shows how the people of Kars are separated from the outside world. I will use pictures to show what snow means and how it is used in the book as a way to "cover up"

certain events in Kars and the evil of the world. This project will revolve mostly around one or two specific quotes that will also be included within the collage.

**Kailey Shields**, Lodi High School, Ms. Pate, English 10 Honors

*Poems From Kars* (Poetry). This project is analyzing Ka's thoughts while he is in Kars. I have written a few of the missing poems that Ka never revealed in the story. I went back through the book and found clues to help me write them. I thought that the poems were a very big part of the book and they symbolized Ka's emotions. The poems were a very important part of *Snow* and Ka's experiences.

**Jack Steinhoff**, Lodi High School, Ms. Pate, English 10 Honors

*New Life Pastry* (Model). My project is a model of the New Life Pastry. I split the shop into four sections. A crossroads cuts my project into fourths. One-fourth is a cemetery to represent the death of the education director. Another fourth is a shooting range to show the danger that Ka was in. Another fourth represents the fake love that Ka feels. The last fourth is the meeting between Orhan and Ipek.

## **Madison East High School**

Lead teachers: **William Gibson, Sarah Motl** (World History);  
**Kent Wannebo, Amy Isensee** (English)

**Edwin Barrera, Simon Smith, Jack Ramsey, and Eli Rubin-Calvert**, Madison East High School, Sarah Motl, Honors World History

*Ka's diary: a time in Kars* (Diary) Ka's diary gives the reader a perspective of Ka's mind throughout the book, including the head scarf issue and small things like Ka's wish to marry Ipek. Along with this diary, illustrations give the reader a more visual presentation and a better look at what Ka might have been thinking.

**Juan Acosta, Mike Lafayette, Asher Jacobson, Jack Ludkey, Leo White, and Andrew Smith**, Madison East High School, Sarah Motl, Honors World History

*What if?* (Skit). In our project we created a scene that could have happened but did not. We explain the effect it would have had on the novel if it had happened and how the characters could have reacted. We compare and contrast the endings and other outcomes and effects. This could be a really good way of having a better understanding of how or why something happened or in other cases didn't happen.

**James Alexander-Young, Donovan Tomony, Luke Schwendemann, Mitchell Johnson, and Rueben Arndt**, Madison East High School, Sarah Motl, Honors World History

*Fresh Prince of Kars* (Music video/laptop presentation). For our *Snow* project, our group created a fun, informative music video examining the themes and main plotline of the story. The lyrics focus specifically on plot and theme while the video gives a visual representation and focuses on setting.

**Quincy Williams, Hans Barkei, Teddy Lee, and Sam Wortley Sage**, Madison East High School, Sarah Motl, Honors World History

*Untitled* (Metalworking). Our project explores the commonalities of snow and metal. We made a metal snowflake with different processes that show the plot of the book. Our snowflake is made up of six railroad spikes and a sheet of ornately cut galvanized sheet steel. The barrier of snow throughout the story is similar to what metal is commonly used for, as a

tool of conquest and war or as a fence or wall to keep something out or prevent others from escaping.

**Lucas Boettger and Ocean Lenux**, Madison East High School, Sarah Motl, Honors World History  
*Untitled* (Poster/game project) This project shows a wheel with the different social groups that experience injustice throughout *Snow*, like the headscarf girls, political figures, different religious groups, etc. Each card will have a different scenario on it derived from the book.

**Hayley Riana Haefner**, Madison East High School, Sarah Motl, Honors World History  
*Characters of Snow* (Art poster project). My project consists of portraits of five important characters from *Snow*. In the background of each portrait I drew the thoughts and emotions of each character using colors and shapes.

**Nyika Campbell and Mairead Thistle**, Madison East H.S., Sarah Motl, Honors World History  
*In the Looking Glass* (Multimedia painting/collage). Our project is a sculptural art piece titled *In the looking glass*. It consists of a series of paintings and found objects displayed within a window pane, combined to visually represent the main feelings, themes, ideas and characters in *Snow*. The symbols that most stood out were the falling snow, the stage, Ka's hotel room, uncertainty about religion and life, and loneliness, represented in the novel by Ka and the falling snow he always sees outside his window. Much of the story is the narrator's commentary on life and events in Kars, as if he is looking in a mirror or out a window at night.

**Joey Grindrod**, Madison East High School, Sarah Motl, Honors World History  
*Untitled* (Connected web type time line of Turkey since Ataturk). This timeline offers a connected web perspective on events in Turkish history since 1919 and how they play into each other. Cause and effect is complex due to the multitude of successful military coups. Nonetheless, various issues in Turkey today can be drawn back to coherent points in time.

**Joshua L. Graham**, Madison East High School, Sarah Motl, Honors World History  
*Untitled* (Painting ). My project is a painting showing the difference between East and West.

**Shelby Brendler and Hannah Rittman**, Madison East H.S., Sarah Motl, Honors World History  
*Snowbile* (Mobile). In this project, affectionately called *The Snowbile*, we have replicated falling snowflakes; each one represents a different theme portrayed in Orhan Pamuk's *Snow*. Pamuk's way of conveying complex literary and political ideas through snowflakes inspired us to use snowflakes to convey our interpretation of his themes and ideas, including God and religion, love and oppression. Through the *Snowbile*, we are able to communicate with other students our feelings and thoughts about how *Snow* changed our outlook on Turkish society.

**Holly Graser and Kelly Khamphouy**, Madison East H.S., Sarah Motl, Honors World History  
*Sweater Weather* (Song parody and lyric explanation poster). For our project, we decided to make a parody of the song *Sweater Weather* by The Neighborhood with lyrics figurative to *Snow* by Orhan Pamuk. In the song we reflect on a few main themes and ideas from the book such as love, tragedy, and political unrest. In the book, snow symbolizes a variety of emotions and ideas from beauty to happiness to making one feel closer to others and themselves.

**Elise Drott and Clare Johnson**, Madison East High School, Sarah Motl, Honors World History  
*Six-Sided Sided Snowflake* (Poem, Collage and Snowflake Poster). For our project, we created a poster shaped as a six-sided snowflake like the one Ka mentions in *Snow*. Each branch of the snowflake represents a theme of the book, illustrated with quotes, explanations and pictures. We also interpreted what one of Ka's poems could have looked like, inspired by the titles Ka mentions and the settings in which he writes his poems.

**Claire Burke**, Madison East High School, Sarah Motl, Honors World History  
*Untitled* (Oil Painting ). My project is a painting that portrays a no-man's land with a women in a headscarf as the main symbol to focus on the conflicts between population and government. I also wanted to put a butterfly in my painting as a symbol of how the girls who committed suicide might have felt their deaths would lead to change, with the butterfly as a symbol of transformation.

**Haileigh Phillips and Katteren Espinal**, Madison East H.S., Sarah Motl, Honors World History  
*Ka's Journey in Snow* (Poster). Our project is a poster about Ka's journey throughout the book of *Snow*, why he went to Kars, the changes he went through when he was there, and the love between Ipek and Ka, illustrated with quotes, images and a map.

**Maxfield Jonas Krueger and Ocean Lenox**, Madison East High School, Sarah Motl, Honors World History  
*A Poet Goes to Kars* (Poster). Our project idea was to make a poster. A picture has been included for certain scenes in the book that we think represent main events in the story; each picture includes a summary of what the scene represents and how it is significant to Ka's life in Kars. The poster also includes a poem that summarizes the book.

**Tyler Stuart-Ellis, Renny Bertun, Sophia Hansen, and Zachary Gaschignard**, Madison East High School, Sarah Motl, Honors World History  
*Snow Through the Lens* (Photography collage/slideshow). We decided to create several pieces of imagery to depict how we each saw *Snow*. When someone reads a book they have an idea of what the scene might look like but they cannot be sure. Our group thought it would be interesting to bring some of our visions to life with the help of a camera. We decided on some key scenes in this story and did our best to make a visual interpretation of them.

**Max Fuller**, Madison East High School, Sarah Motl, Honors World History  
*Kars: The Past and Snow* (Poster). My project consists of a fairly simple poster explaining and analyzing how the history of Kars affects the story in *Snow* as well as how it does not. By how it does not I mean I wish to look at the things Orhan Pamuk either got wrong or ignored for the sake of the narrative. The book *Snow* is largely about political conflicts that are very real in Turkey; however, as I have learned there are events that in the book take place in Kars that are unrealistic. My project is not meant to criticize the author simply analyze what he wrote and compare it to real life and history. Hopefully this project helps illuminate the goings on in the book by providing background on the city of Kars itself and also help clarify what parts of the book are completely fiction.

**Elize Steinhoff, Mina Schmidtke, Rowan Koester-Jess, and Isaia Ben-Ami**, Madison East High School, Sarah Motl, Honors World History

*Snowcake* (A frosted cake, with design and additional writing). This project is a cake, frosted with the design from p.283 in the book *Snow*. The design is a snowflake and is covered with the titles of Ka's poems. The points of the snowflake focus on individual parts of the book as well as some of the main ideas that we interpreted in the story; we also wrote a poem.

**Jessica De Vicente**, Madison East High School, Sarah Motl, Honors World History

*The Struggles of Ka* (Diorama). This project represents Ka's struggles to gain Ipek's love and the overall struggles he had throughout *Snow*. The inside of the diorama is a man running (Ka). There are four men but each represent the same man, Ka. In the diorama there is a stop sign at each section. This represents how Ka can't keep on going because there is a conflict. The woman on the far right side of the diorama represents Ipek.

**Boyd McGlenn**, Madison East High School, Sarah Motl, Honors World History

*Cooking Snow* (Food display). My project shows Ka's view on life through three dishes. I have an apple strudel that represents the Western European part of Ka's life. I have a Turkish Delight that represents Ka's childhood and early views on life. I have a Basbousa, which represents the Islamic path that Ka finds himself back on in adulthood. I have all bakery items because they could have all been in the bakery where the director of the institute of education is assassinated and the three worlds collide.

**Sean O'Brien**, Madison East High School, Sarah Motl, Honors World History

*Kar: Images Expressing the Theme of Snow* (iPhoto book). My project is an iPhoto book that expresses the themes of *Snow* through images and quotations. I created this project with the Mac program called iPhoto, which allows you to arrange images in the form of a book.

**Sophie Blair**, Madison East High School, Sarah Motl, Honors World History

*To Wear, or Not to Wear: Feminism in Turkey* (Website). Throughout *Snow*, girls who have made it their goal to protest the ban on headscarves are thrust into the plot. These girls are a constant presence in the novel and caused me to immediately want to side with them in their fight for freedom. But one also hears stories told from a different point of view: that society is freeing women by banning head scarves. Both sides believe strongly that they are protecting women's rights, so who to side with? There are a plethora of websites devoted to this debate. After doing my own research, I created my own website that is be open to the public and will present my personal insight into the problem.

**Briana Aviles and Cian Evans-Grayson**, Madison East H.S., Sarah Motl, Honors World History

*Snow: the Trailer* (Movie trailer). For our project we made a movie trailer for the book *Snow*. that reflects our interpretation of the novel. When filming we tried our best to really focus on the visuals rather than the words. We incorporated quotes for the book that we thought were the most relevant.

**Annette Coleman and Donna Wagner**, Madison East H.S., Sarah Motl, Honors World History

*The Story of Snow* (Painting). Our painting has six main parts. The first depicts Ka and Ipek and how in the end they were separated by Blue. The second depicts the headscarf girls and the people that knew they were killing themselves but weren't trying to stop it. The third has to do with "Pamuk" the narrator and how he is telling the whole story. The fourth has to do with

Ka's lost poems. The fifth depicts Ka and Blue's deaths. The last represents how I felt reading *Snow*; it is blurry and dark because when I was reading the book I thought that there was something mysterious about the story, as if the author wanted you to end the book with more questions than when you started.

**Oliver Soler**, Madison East High School, Sarah Motl, Honors World History

*Untitled* (Diorama). My project is a shoe box diorama about how secularism makes a "wall" between religion and government, blocking out any religious influence. My project argues against secularism. It consists of a



shoebox split in half by the 'wall of secularism;' one side of this wall is the government; on the other side of this wall there are religious men and women trying to present their ideas to the government and share them. With their backs to the 'wall' the government cannot hear the people attempting to thrust their wants and needs towards the government. The project represents how the headscarf girls want to be able to represent their religion; however, the government does not want to hear this due to secularism.

**Lillian Schroeder, Sirena Flores, and Emma Holtan**, Madison East High School, Sarah Motl, Honors World History

*Saving My Pride* (Group poem). Our project was inspired by the underlying themes of oppression throughout *Snow*. Whether this oppression be related to women's rights, the tension between religious and non-religious Turks, or the spread or expansion of modernist values, there is bound to be conflict. We constructed a poem comprised of these conflicts, how they connect, and how different perspectives see a solution. We aimed to guide or assist you in analyzing your own opinions and taking a stance where you see fit. Experiencing the emotion of poetry can be intense and complex, and we intended to show how profound some conflicts have become, and where many wish to see them resolved in the future.

**Joseph Swenson, Darius Aggard, Saady Diallo, and Tonee Henslee**, Madison East High School, Sarah Motl, Honors World History

*Snowflake Funkies* (Snowflake Poster). Our project is a large piece of paper cut into the shape of a snowflake with a summary of "Snow" and scenes from the book drawn on it. We are conducting this project to demonstrate our understanding of the book in an aesthetically pleasing manner.

**Marina Brendel and Madison Redding**, Madison East H.S., Sarah Motl, Honors World History  
*Events from Snow, Turkey and the World* (Timeline/poster). We chose this project because we were interested in the political and religious issues in *Snow* and what was going on in Turkey and the world as a whole during the time period *Snow* took place. This project reflects our critical interpretation of the text because we are taking problems and issues in *Snow* and looking at them on a real world scale.



**Cecil Ross**, Madison East High School, Sarah Motl, Honors World History

*Filling In Holes* (Poem). Upon completion of *Snow*, there was one thing that stuck out in my mind. That was the absence of the poems Ka writes throughout the story. Even though they serve a very important purpose in *Snow*, the poems were not included in the novel. I immediately decided that I would recreate Ka's first poem, "Snow." That specific poem stuck out to me because it served as a turning point in the story. From that point on, Ka began to write poetry that seemingly flowed from his mind.

**Lisa Xiong**, Madison East High School, Sarah Motl, Honors World History

*Crimson Tempest* (Painting). My project is a painting of a beautiful young woman who is wearing a headscarf. It represents the problems surrounding women wearing headscarves in Turkey. Every single aspect of the painting represents something in *Snow*. Face: Since Turkey is a secularist country, displaying your religion in public is forbidden. The face of the woman represents the beauty under the headscarf. Not only that, it also represents the desire to be like the Europeans. This desire encourages women to remove their headscarves and show what they look like. Red Blood: The blood on the headscarf represents the violence in Turkey concerning headscarves. This also represents the murder of the education director who banned the wearing of headscarves at a local university. It also represents the bloody fight at the Theatre. Headscarf: Unlike most headscarves, this headscarf is blue. The color blue represents the man, Blue, who was unfortunately murdered by the secret police. Not only does it represent Blue, it delineates the devotion towards their religion, Islam. Snow: The snow represents the weather of course, but it also has a deeper meaning. In the book, snow portrayed the presence of god, just like how it meant to Ka. Here, the snowflakes portrays the potential existence of their god. Background: The background colors describe the danger lurking in Kars. The white on the top represents the sky which is pure and innocent. However, the black portrays the malicious people and dangers against women who remove headscarves, and those who don't remove them. If a woman removes her headscarf, she is rejected by her fellow friends who follow Islam. If she doesn't, she is oppressed by her government and feels vulnerable to men who have ill intention towards her.

**Olivia Scott-Lantz, Emma Schell, and Aidan Coffin Ness**, Madison East High School, Sarah Motl, Honors World History

*3D Nieva* (Diorama). We made a diorama with interactive components, providing an overall view of the town of Kars. Our diorama focuses on snow, but we will also have other important landmarks in our diorama representing significant events in the book. The snow is oppressive; it seals people in the city and cuts them off from reality around them. The snow could be thought of as a metaphor for Turkey's government.

**Fatou Manneh and Goodness Obieze**, Madison East High School, Mr. Gibson (AP European History), Mr. Wannebo (AP English)

*Character Description* (Poster). For this project we decided to make a poster because we wanted to show people what the characters seemed like in our minds when we were reading this novel. Some of the characters that we picked for this poster are Ka, Ipek, Necip, Blue, Kadife, Z Demirkol, Recai Bey, Turgut Bey and Funda Eser. We picked these characters because they were the characters that stood out the most to us.

**Brenna Kinney**, Madison East High, Mr. Gibson, AP European History and Mr. Wannebo, AP English Literature & Composition

*Innocence* (Poem). For my project I wrote a poem based on the ideas and thoughts *Snow* made me think about. The poem highlights main themes in *Snow* such as covering, innocence, and death. However the main point I concentrated on was innocence. To me, there is a lack of innocence in the city of Kars. Everyone within the city faces hardship and suffering in one way or another and in such an environment innocence is a hard thing to hold onto. I try to show within my poem how fragile innocence truly is.

**Natasha Reed and Victoria Nunez**, Madison East H.S., William Gibson, AP European History  
*The World Through Ka's Eyes* (Sculpture). Our sculpture is our view of how Ka viewed his visit to Kars. We made this sculpture because we wanted to show how Ka perceived Kars not only with words but with visually. We made this sculpture based on Ka's outlook on Kars because he was the main character so we thought that his image of the town should be shown.

**Adrian Conner**, Madison East High School, William Gibson, AP European History  
*All Roads To Kars* (Poem). The piece created is a piece of slam poetry discussing the concept of the "deep state" in Turkish politics. The piece aims to focus on the means by which a body of people is hypothetically controlled by this theorized "government within a government". A theme of the piece is to tie connections between the Turkish deep state and similar organizations or events in countries other than Turkey, for the purpose of bringing the theory into context and relevance for a Mid-Western United States audience. The piece also attempts to utilize Pamuk's motif of snow, and its symbolism of spiritual isolation. This isolation is also represented with the repetition of the phrase "All roads to Kars are closed," as the phrase appeared frequently in the novel and can have a variety of interpretations. It should be noted that this piece is meant specifically for performance, and a reading of the written poem will not relay the entire meaning. (Like reading the script of a movie will not give you the same effect as watching the film itself.)

**Luke Geistlinger**, Madison East High School, William Gibson, AP European History  
*Katibim: A Turkish Folk Song* (Guitar performance/Turkish folk song). For my project I learned a Turkish folk song on the guitar. I did most of the arranging for the song myself, working from different versions of the song, some of which used orchestras or other instruments native to the Middle East. The song, *Katibim*, is a traditional melody from Istanbul that describes a romantic relationship between a government official and his lover. Although I was not previously familiar with Middle Eastern music it was very interesting to research the various melodies and sounds associated with this part of the world. I decided upon this song because of how I feel it fits with the themes and events of *Snow*. Much of Orhan Pamuk's book is focused on Ka and his relationship with Ipek, and how their love is affected by events taking place in the world around them. Although they at first are deeply in love, government and political actions get in the way of their relationship, just like the characters in the song. The haunting, repeated melody of *Katibim* bring to mind the winding streets and alleyways of Kars, as well as the regret and sorrow that play such major roles in the mind of Ka as he undergoes a life-altering experience during his trip to the snow-covered town in Eastern Turkey.

**Juliana Olsen-Valdez**, Madison East High School, William Gibson, AP European History  
*The Silence of Snow* (Painting/collage). *Snow* is full of imagery. The representations of secularism and religion through the description of snow, the dark of night and the cold is very powerful in portraying the many feelings and opinions expressed by the characters in the novel. I am using this metaphor to make a painting/collage to artistically represent the imagery Orhan Pamuk created in *Snow*. My painting depicts the confusion Ka feels in trying to solve the problem between Islam and Secularism. In addition, I am portraying the feeling of calm and quiet of Kars at night. When it is dark and snowy, it seems as if there is no conflict at all. I believe this is a powerful part of *Snow*. Pamuk can use voice and imagery to make his readers forget all of the problems in Kars, or completely exploit imagery in showing the many emotions towards religion and government. I use light to portray the eerie and inescapably desolate mood of the small city on a snowy evening. Ka was a very conflicted person; he felt a unique connection toward his religious origins, but was influenced by his more recent western ties. This same rivalry between tradition, Islam and the secular government will be present in the painting. The moon will be the Turkish star and crescent, showing the unwavering presence of both the Turkish government, as well as the Muslim traditions held by the people in Kars. Ka will be in the center of the painting, standing under a street lamp. It will look as if he is out on one of his late night walks. It will be dark and still, and it will be snowing, naturally.

**Jasmine Flores**, Madison East High School, William Gibson, AP European History  
*Winter to Spring* (Oil on Canvas). The focus of this project is on the symmetry between the depressing nature of the book *Snow*, and the rebellious spirit in present day Turkey. The main source of inspiration comes from the outbreak of protests in the Arab nations surrounding the country, commonly referred to as the “Arab Spring”. The painting displays the theme of transitions from religion to secularism. This project was created on canvas with oil paints. Images were sourced from the internet and were collaged. I used oil paints because the array of colors allowed me to depict the vibrancy of the Turkish people. The symmetry of emotion in the book is displayed through the artwork. *Note: No flash photography of this object, please.*

**Annika Pohlman**, Madison East High School, William Gibson, AP European History  
*Untitled* (Ceramic map). I constructed a ceramic plate with a map of modern Turkey. The country of Turkey is cut in half. The map represents why Ka traveled back to Turkey after not having visited for many years. One half of the map represents Ka’s poetry and research of the suicide epidemic. The other half, which is red, represents Ka’s love affair with Ipek. While reading the book, I often wondered why Ka decided to come back to Kars and what his purpose was. Was he falling in love with Ipek or writing poetry about the suicide epidemic in Kars? The ceramic piece interprets Ka’s decision to visit Kars and what he was really there for.

**Julian Halsey-Milhaupt**, Madison East High School, William Gibson, AP European History  
*A Journey of Sorrow* (Poem). *Snow* is a book full of poetic writing, so I thought it right to make a poem for it myself. The poem I have written for the Great World Texts conference expresses the strong emotions I felt when reading *Snow*. It focuses on the sorrow that seems to have drenched the town of Kars on Ka’s journey. From the second he gets off the bus right down to moment he leaves the town, I felt despair. It was one of the most powerful feelings I’ve ever gotten from a book, and it made me want to write a poem.

**Liana McClintock** and **Taran CordonHill**, Madison East High School, William Gibson, AP European History and Mr. Wannebo, AP Literature and Composition  
*Traditional Turkish Pottery* (Ceramics). We created a set of pottery showcasing the different styles of traditional Turkish pottery. We researched specific styles of Turkish pottery and took the common elements of a certain style and used these elements to create a piece that best represented the style as a whole. The pieces were a collaborative effort, both wheel-thrown and hand-built, and were glazed using both underglazes and commercial glazes. Our ceramic pieces symbolize Turkey's vibrant and colorful culture, which has a long history and its own unique style. Just as the pieces are distinctive and yet perfectly functional, many Turkish people believe that Turkey is functional the way it is, and doesn't need to act or look like the West. They believe that what makes Turkey beautiful is how it stands out from the rest of Europe. This resistance to Westernization and attempt to maintain traditional Turkish culture is a strong theme in *Snow*.

**Emily Massey**, Madison East High School, William Gibson, AP European History  
*Ka's Theme* (Song). For this project, I decided to create a melodic theme to mimic the overall moods of Ka throughout the book. The song swings from lust and hope to a sense of defeat, jealousy and ultimately death. If *Snow* were to be turned into a movie, I could see variations of this song throughout the film. As I read this book, I found myself picturing many of the scenes as if they were a movie, which inspired me to create a piece of music that could potentially fit a theatrical interpretation of the book. I recorded all of these tracks on a keyboard, then I edited and mixed them on a computer program called logic.

**Anna Cohen** and **Evan Kind**, Madison East High School, William Gibson, AP European History and Kent Wannebo, AP Literature and Composition  
*Snow Vlogs* (Video). Our project evaluates Ka's experiences in Kars using video blogs (or vlogs). Ka, played by an actor, will recount his excursion and his feelings regarding significant events through personal video journal diaries. The script of our videos summarizes and analyzes the book, and the video descriptions on Youtube and on our Wikispace page summarize what happened to Ka in Kars and how his presence affected people in the city.

**Fatoumata Ceesay**, **Hanah Gilmore**, **Sarah Gilmore**, and **Jasmyn Rheese**, Madison East High School, AP Language and Composition, Ms. Isensee and William Gibson, AP European History  
*The City of Kars* (Diorama). We created a diorama of Kars that depicts settings crucial to Ka's story in Kars, such as the Snow Palace hotel, the National Theater, and the tea houses, and explained how they relate to the changes Ka experiences in the book. *Snow* is a very location-driven story, and each location contributes to how Ka sees the world around him, writes his poetry, and engages with others.

**Haley Havens**, Madison East High School, William Gibson, AP European History  
*The Two Halves of Ka* (Cut out silhouette of Ka's profile, with magazine clippings, words and quotes pasted to it). *Snow* largely illustrates the conflict between Western and Eastern trains of thought. It also explores how the varying tempos of multiple lifestyles and customs lead to conflict between individuals, and between individuals and the state. However, one of the largest battles exists within Ka. Ka grew up in westernized Istanbul, lived in Germany, and then spent time in traditional Kars. The crossroads of conflicting cultures does not only exist in the world around Ka, but within him as well. Ka's loss of direction can partly be attributed to the absence of family; his loneliness contributes to his lack of direction. He is not German

enough for Germany and not Turkish enough for Turkey, so he does not really belong anywhere. The silhouette I made demonstrates Ka's internal struggle. On one half, the silhouette is filled with ideas, philosophies, and traditions held by traditional Turkey. The clippings on the other half represent German ideas, philosophies and traditions. The line separating the two Kas is undefined and messy, words such as lonely and lost surface among contradictions. This model represents how Ka clumsily tries to accommodate both parts of him but cannot find a way to meld his two halves and be comfortable with who he is.

**Cora Wiese Moore**, Madison East High School, William Gibson, AP European History

*A Crescent in Copper* (Pierced pendant: copper with liver of sulfur). This piece is a symbolic representation of Turkey as it is portrayed in *Snow*. Shaped around the general form of the crescent and star (the predominant symbol of Turkey), the piece incorporates three unique crescents in the negative as well. The largest of these crescents symbolizes the Turkish state. The one beneath it represents the Islamist community of Turkey. The final negative crescent, pushed to the side of the star on the opposite side of the piece, is a symbol for the observers of the conflicts portrayed in the rest of the piece: the author, the reader, Ka, and the Turkish people. It is this crescent and the Turkish land itself (represented by the entire piece) that hold up the pendant, Turkey. Carved into the inner side of the larger positive crescent is the profile of a woman wearing a headscarf. She is at the heart of the country, but fades away into the concept of the country as a whole as the viewers of the piece generalize the diversity of the country. In her line of sight is the star of the crescent, which, on further inspection, is revealed to be a simplified version of the Kurdish sun. The four rays are original ideas in the actual symbol, representing the four countries that the Kurdish people are split between in the original symbol itself. Added, however, is the detail that the sun itself is melting away. While the dynamics of Turkish Islamists and the Turkish secularist military (the two largest negative crescents) are the most obvious of the themes addressed in the book, the heart of the conflicts in *Snow* resides in the turmoil associated with the failure to address the needs of the Turkish people, specifically the Kurds and modern Turkish women of all ethnicities. Finally, the texturing of the piece in the star region represents the way in which the ideas within it are obscured from an international perspective.

**Anna Mickle and Emma Carlisle**, Madison East High School, William Gibson, AP European History, and Kent Wannebo, AP English Literature & Composition

*The Silence of the Snow* (Video combining dance choreography and spoken word poetry). Our project is a collaboration of spoken word poetry and modern dance choreography. We have overlaid film of original choreography by Emma with an original poem by Anna. These pieces are both focused on the tension between secularism and religion in the book, particularly Ka's exploration of spirituality on a personal level. With this combination of two mediums, we hoped to better communicate the complicated nature of the political and personal aspects of religion in the novel *Snow*.

**Kevin Navarro, Teresa Baymon and Baritan Yang**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*Pamuk and "Snow"* (Painting). We are creating a painting which portrays themes of fear, love, and control. However, there is a twist! The point of view is not from the eyes of Ka but from Orhan Pamuk. The painting symbolizes not only the thought process that every author goes through to write a Nobel Prize winning book. The poster goes into further detail about the meaning of each color and how each color correlates with the book.

**Kaia Rubin**, Madison East High School, Mr. Wannebo, AP English Literature & Composition *Ka's Green Notebook* (Poetry & book art; 2 printed copies of Ka's poems and his green notebook). With a compilation of quotes from *Snow* and adaptations of quotes from the point of view of Ka, plus my own words, I wrote seven of Ka's poems. These seven poems alongside Ka's thoughts and observations throughout his time on Kars are written into a green notebook, I have bound myself, as if to be Ka's own green notebook. The notebook with Ka's handwritten notes and typed versions of the poems are presented.

**Bella Newman, Carolyn Lynch, and Tatiana Dennis**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*Snowflakes* (A Piano Piece and Spoken Word Poem). Our project is a poem accompanied by a song on the piano. *Snow* is filled with emotions, and we believe that the best way to represent them all is through music. The music begins in a minor key, which gives it an eerie, gloomy feeling similar to that which dominates the book. The middle of the song switches to major, which represents the happiness Ka feels at his relationship with Ipek. The music then abruptly returns to minor, just as Ka's relationship with Ipek, as well as his life, abruptly changes when he learns about her relationship with Blue. His life spirals into the same misery and depression he initially felt, and the song ends by repeating the gloomy, unhappy beginning sections to represent the repetition that has now become a major part of Ka's life. The poem addresses the issue of the headscarves and the emotions of the "headscarf girls". It ties the political issues and emotions of others in the book to the emotions of Ka represented by the piano accompaniment.

**Caitlin Smith**, Madison East High School, Mr. Wannebo, AP English Literature & Composition *Snow Through Ka's Eyes* (Multimedia Collage-poster/trifold-stand up poster). I created a collage/ painting of things that represent Ka's time in Kars and his emotions. It includes a base layer of newspaper to show his experience with literature and journalism, followed by layers of paint and collage of snow and headscarves, representations of religion through Ka's eyes, oleander trees, and other themes in the book that are in a cloud of smoke blown from Ka's mouth as he smokes a cigarette. The poster explains each element of the collage/ painting. I decided to look further into the issue of religion for the sake of religion in my essay and explored why the headscarf girls committed suicide.

**Cierra Crawfis and Sed Smith**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*The Concealment of Snow* (Poster). Our snow project consists of a worm pudding dessert and a poem. The worm pudding dessert consists of two layers of vanilla pudding and crumpled Oreo cookies with worms on top of the whole dessert. This dessert is to focus on the different feelings that Ka has about snow and effects it has upon Kars. The vanilla pudding represents the other feeling that Ka has about snow, which is dirt, muddy, and irritating. The worms incorporated into the dessert represent the people in Kars that are stuck in the city, and are being covered by the snow throughout the novel. Lastly, we have a poem to summarize the feelings about Ka and his emotions towards the snow.

**Amber Brown**, Madison East High School, Mr. Wannebo, AP English Literature & Composition *Cake and Snow* (Culinary project). My project depicts the events that happened in the novel and consists of a cake with a frosting design inspired by events in the book and cupcakes with snowflakes on them. I sprayed the cake top to represent the snow everywhere in the novel,

and how it was difficult to see at times because of it. There is also a river of blood to represent the six girls who had killed themselves in protest and a tree that hides Ka so he can get some intelligence from the government.

**Elias Zografi, James Butler, and Dominic Ebube**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*Themes in Snow: Fear, Love, and Control* (Drawing/Sketch). This drawing represents the 3 main themes of the book *Snow*: fear, love, and control. The ruined Turkish flag represents the political unrest and violence in Turkey. The headscarf represents the control over women and the relationships between Blue, Ka, and Kadife. The newspaper represents propaganda which is a form of fear. The footsteps represent the journey that Ka undertook.

**Fana Jarboh**, Madison East High School, Mr. Wannebo, AP English Literature & Composition  
*Snow and Islam* (Trifle/culinary project). My project consists of a poster about Islam and things that the religion says about veiling and includes a written verse from the Qu'ran. I also made Jell-o with cream and white chocolate on top to represent things that were going on in the book. My poster will also include what the colors in the book and Kars represent.

**Jessica Bowden and Rebecca Brokaw**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*A Reflection in the Snow* (Painting). Our project is a painting of Ka looking out at the snow-covered landscape of Kars. Throughout the novel, Ka looks out at the falling snow, and each time gets a slightly different meaning from it. He starts out by saying that the snow brings back the memories of the Kars he used to know. Later in the book, the snow reminds him of God, and even though he claims to be an atheist, this idea causes him to question his beliefs. Finally, Ka looks at the snow in excitement and hope of his future in Germany with Ipek. In addition, by painting the landscape and the buildings as covered in snow, we are representing the theme of concealment in the book. The theme includes the covering of women's heads with headscarves, the covering of political and military corruption, and how the snow covers the Kars that Ka once knew.

**Maddie Olsen**, Madison East High School, Mr. Wannebo, AP English Literature & Composition  
*Sculpture Of Snow* (Sculpture). For my *Snow* project I have made a ceramic sculpture in the shape of a triangle. The inside has a girl who has committed suicide; making her look alone while everyone else was looking in. The box has six windows surrounding it (two on each side), giving a small view of the girl on the inside, but enough where you still get the feeling of loneliness, because I believe that loneliness was a key theme in the book. Around the outside of the box I have carved in bricks, and glazed on different quotes that represent one of the main themes of the book, suicide.

**Ngawang Tungtso**, Madison East H. S., Mr. Wannebo, AP English Literature & Composition  
*Untitled* (collage/drawing). For my project I did drawings of different parts of the book inside of Ka's head. It's a short timeline of the events that took place in the story and throughout Ka's journey in Turkey.

**Nora Haugen-Wente**, Madison East H.S., Mr. Wannebo, AP English Literature & Composition  
*Breaking the Stereotypes of the Islamic Faith* (A 3-D collage including photos, quotes, articles and poems). For my project I have done a 3-D collage of pictures, quotes and articles

revolving around Westerners' misconceptions of Islam and subsequently misconceptions of head scarves worn by women around the world. There are so many stereotypes and false prejudices about women that wear headscarves and the reasons for why they do so that are not only inaccurate but unjust. By doing this project I am hoping to understand why Western Civilizations have such a narrow view of Islamic culture and how that affects our perception of Islam as a whole. This project has forced me to think twice about what effects American media, politics and leaders have on views of Islam. I have uncovered so many rumors and stereotypes that I held before doing this project, and I am so glad I did.

**Samanike Hengst**, Madison East High School, Mr. Wannebo, AP English Literature & Composition and Mr. Gibson, AP European History

*Silenced* (Collage/Drawing). For my project, I chose to create a collage which illuminates the effects of media and the government in Turkey, which until recently supported a ban on headscarves being worn in public establishments by women. My piece shows how women don't have a say in what they can and can't wear in public. The newspaper behind the woman in my project represents how the media, the Turkish government and public opinion silence women through their propaganda, while the second part of my project, my drawing, addresses the different opinions of the groups involved in this debate, and how they have tended to drown out the perspectives of the women themselves. The woman wearing a headscarf in the center of the drawing represents all the veiled women whose perspectives on this issue are being drowned out.

**Haley Watson, Spencer Enriquez, and Brooke Kruppe**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*Light and Dark* (Diorama). Our project consists of a small model house; it has pictures and models in it which depict important aspects of the book. These include a white sheet around the house to represent snow, a light that shines only on one half of the house representing the positive themes of the book (the other side represents the dark themes of the book), a picture of Ipek and Necip (people Ka met and the impact they had on him), and a girl hanging herself to represent the suicides. We incorporated a picture of Ka's snowflake (which is a vision of himself), the coat that he always wears, and a banner of the "Border City Gazette." We wrote out the titles of the poems Ka writes throughout the book and put them on small pieces of paper and tacked them to the wall of the house; they represent Ka's journey in Kars.

**Thaddeus R. Hoffer**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*Sound of Snow* (Instrumental Interpretative Music). This project is my musical interpretation of *Snow*, and the sounds that I experienced and imagined as I read it; for instance, while reading *Snow*, I often heard the sound of wind and also the unique and elegant sounds of distant tanburs and kemences, as they are common instruments in Turkish classical music. I decided to express my interpretation of the book through my own interpretation of classical/contemporary Turkish music, using music software applications like Garage Band and Logic.

**Zoë Koenig**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*Untitled* (Collage). For my project I created a collage which incorporates themes and imagery from the novel. In the collage, some of the topics I represent visually include repression giving way to violence, the external and internal uncertainty faced by characters, and the



nature of inspiration in the novel. The nature of collage lends itself to depicting the fragmented nature of Turkey and the many conflicting images present in the book *Snow*.

**Claire Wisniewski**, Madison East H.S., Mr. Wannebo, AP English Literature & Composition  
*Reflections of Snow* (Poems and videos that represent *Snow*). In *Snow* the veil, or headscarf, is used as a symbol to represent people who are Muslims. For my project I wrote poetry and found visual representations and stories that portray the different reactions people have to those who wear veils. In many places around the world, there are conflicts between those who are religious and those who are not. I illustrated these conflicts using *Snow* and the veil as a common thread.

**Mary-Catherine Ottelien** and **Kristine Patzer**, Madison East High School, Mr. Wannebo, AP English Literature & Composition and Mr. Gibson, AP European History  
*The Not So Sweet Reality* (Culinary project/cake). For our project we created a cake that was decorated to represent important themes of the novel *Snow* by Orhan Pamuk. One of the themes expressed on our cake included the headscarf debate. This controversial issue is expressed through the small figurine of a woman in a headscarf. She represented the limited role that women can play in Turkey. Another theme that is displayed on our cake is the recurring symbol of snow, which is presented by snowflakes covering the cake. This is symbolic of the idea that snow can cover and hide the true world that is underneath it. The snow is beginning to cover a quote from the book, which shows the darker side of Turkey. A last theme presented on our cake is the debate between secularism and Islam. The mosque and the gavel depicts the constant struggle to find common ground in government and the oppression and regulations that are restricting religious life.

**August Hoppmann**, **Jackson Moberg**, and **Miles Varana**, Madison East High School, Mr. Wannebo, AP English Literature & Composition  
*The Conflict of Religion and Secularism* (Drawing). Our project is about the conflicts between religion and secularism in Kars. In it we are trying to examine the pros and cons of each ideology in relation to the society in Kars. For our creative portion we drew a drawing that represents Ka. Surrounding him are quotes, phrases, and words relating to our theme of conflicting religion and secularism. We hope that this will help show the relevance of the subject both in *Snow* and in the world today. For our poster we compared and contrasted secularism and religion in Kars.

**Ingrid Moreno**, **Weston Foemmel**, and **Tenzin Chonzin**, Madison East High School, Mr. Wannebo, AP English Literature & Composition  
*The Road Where God Doesn't Exist* (Collage). For our project, we created a collage that represents the landscape in Necip's dream - a narrow passageway which stretches into the distance like a road. The road ahead is where God does not exist, and down the road there is a lonely, barren tree that bursts into flames as Necip looks at it. We chose this because we believe it's crucial to as to why we think Necip is tempted by atheism and what he believes is the reason. Also, this ties in with Orhan Pamuk's suggestion in *Snow* that a balance can be maintained between both religion and secularism.

**Stevie Rice and Alysha Justice**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*What's under the snow?* (Culinary project/Baklava). For our project we made a famous Turkish dish called a baklava. Baklava is a rich, sweet pastry with nutty, sweet layers inside. To add our touch of *Snow* to this dish, we are going to put powdered sugar on top of it to cover up the mysterious flavors inside. The powdered sugar will represent the snow and how the snow in the book acts as a blanket or shield covering up not only bad things, but the good as well. You would have to dig into our dish in order to discover the delicious secrets hidden beneath, but we already shared the baklava with our class, so you will have to be satisfied with our poster which explains our project.

**Tristan Wheeler**, Madison East High School, Mr. Wannebo, AP English Literature & Composition

*Snow Project: Cooking to represent a theme* (Culinary project). Summary: In Muslim culture it is common to see friends of a family that has lost a loved one bring them food to show that they too are sad for the loss and also, in a way, to distract the family from the fact that they lost someone they cared for. In *Snow* there are many cases of suicide which was one of the supposed reasons why Ka was in Kars. For my project I decided to cook some Turkish food as if I had been comforting a friend who had lost a loved one. I chose to do this because I have lost a loved one and while it was not to suicide, I still know how bad it feels. I also chose this so I can discuss my thoughts about why these girls committed suicide and my thoughts on suicide in general.

**Drew Maier**, Madison East High School, Ms. Isensee, AP Language and Composition

*The Place Where God Does Not Exist* (Poetry). I wrote Ka's missing poem, *The Place Where God Does Not Exist*. I chose this poem because, despite the fact that it appears in the novel at a pivotal moment, neither we, nor Orhan, ever see the poem. It is the most elusive.

**Karena Ware**, Madison East High School, AP Language and Composition, Ms. Isensee

*Disaster in Play: An Excerpt from Snow* (Graphic Novel). I created a graphic novel of the theater massacre scene in *Snow*, using imagery from *Snow* because it is very detailed and paints a vivid picture of the scenes. In my opinion, the imagery in the book is the most significant contribution to the readers' visualization and opinion. In general, I believe that it causes the readers to feel a lot of strong emotions, almost like they're in that characters' shoes; that's what inspired me to bring the story to life. My goal is to come as close as I can to making readers feel the emotions and have the reactions that Pamuk wanted them to. I talked to classmates about their perceptions of the book and incorporated their ideas into my graphic novel.

**Nell Vanden Brook, Doug Riedemann, and Sasa Yodkerepauprai**, Madison East High School, AP Language and Composition, Ms. Isensee

*Turkey and The US* (Poster). We have interviewed students from both the United States and Turkey. In the interview, we asked questions that helped us to compare life in the two countries and gain a better understanding of *Snow*. It has given us some perspective on the differences between the cultures. Reading *Snow* made us realize how little we actually know about Turkey. We felt that we would be able to better understand the novel if we compared the two cultures by gathering information from kids our age. The more we know about the country and its culture, the better we can understand the book and its complex characters.

**Mac Doherty** and **Xavier Bandera**, Madison East High School, AP Language and Composition, Ms. Isensee

*Snow: A Soap Opera* (Newspaper). We created a newspaper, an “Exclusive Edition of Soap Opera Weekly”, about *Snow: A Soap Opera*. We included several summaries of the various episodes in the series, which are based on the chapters of the book. As we looked at the various symbols of the book, we noticed the continuous mention of the soap opera *Marianna*. After analyzing soap operas across the world, and *Marianna* in *Snow*, we noticed a few commonalities among them. For one, soap operas, including *Marianna*, represent a significant dramatization of culture. This helped us formulate the question: what if *Snow* is a soap opera? It certainly is a dramatic representation of Turkish culture, and with characters like Ka and Ipek it is a wild soap opera waiting to happen.

**Camille Vocolka** and **Sylvia Hecht**, Madison East High School, AP Language and Composition, Ms. Isensee

*Symbolism in Snow* (Collage). This collage represents our interpretation of the symbolism in *Snow*. For example, Kars is a synecdoche for Turkey because the social, political and economic issues displayed in the city are actually national issues. We have also included Ka’s poems, which represent God for the character and serve to contradict his atheism because he finds spirituality in his writing, and the soap opera *Marianna*, which represents the unifying qualities of the people in the book and a ceasefire to their conflicts. Our analysis explains these ideas and our collage represents them visually.

**Tchia Thao** and **Sean Thiboldeaux**, Madison East High School, AP Language and Composition, Ms. Isensee

*Snow* (3D Diagram). Our project depicts the city of Kars and the significance and impact of snow in the book. We provide a diagram of the city with visual representations of some of the symbols found throughout the novel. Above the diagram we have snowflakes falling onto the city. Some of the snowflakes have blood on them representing the sadness and violence falling on the city.

**Emma Swartz**, Madison East High School, AP Language and Composition, Ms. Isensee

*A Representation of the People of Kars* (3-D Art – Ceramics). I made a brown ceramic cup with a bullet hole in it that has blood coming out of it. My cup represents the people of Kars. The people of Kars are swept up into the problems of the city, and really have no say in what happens to them. They are bystanders throughout the book, and when many citizens are shot in the theater during the coup, the government did not react; it was believed the people didn’t matter. The cup is painted brown and is simple looking because the people of Kars live humble lives. The bullet hole in the cup is a remembrance of the people who got shot. My project is a representation of the citizens of Kars and the struggles they went through during the coup and, really, their whole lives.

**Alexander Benford**, **Joey Chang**, **Luke Soldner**, and **Mason Martinez**, Madison East High School, AP Language and Composition, Ms. Isensee

*Snow Monopoly* (Board Game). This project is a version of the game “Monopoly” based on *Snow*. The properties, and chance and community chest cards all are made to represent different events and locations in *Snow*. The four corner spaces are all related to *Snow*: Go and Free Parking are labeled in Turkish. Jail is now “Political Exile” and Go To Jail is now “Go to

Political Exile". The railroads are all different railways in Turkey: Hızlı Tren (high speed trains), Anahat (mainline trains), Bölgesel (regional trains), and Banliyö (commuter trains).

**Zoe Sauve**, Madison East High School, AP Language and Composition, Ms. Isensee  
*The Atmosphere of Snow* (Painting and Prints). A series of paintings/prints depicting various characters and scenes from *Snow*, focusing on the setting and recurring themes and symbolism.

**Margaret Duffy, Elizabeth Watson, Olivia Taschwer, and Brianna Hanson**, Madison East High School, AP Language and Composition, Ms. Isensee  
*Headscarf Awareness* (Poster). We created a poster to describe which headscarves are associated with what various political and religious affiliations. We hope to bring awareness to the many types of headscarves worn in Turkey and to disprove some stereotypes that exist about headscarves. In *Snow*, people discriminated and forced women to take off their headscarves because they were considered oppressive. In our project, we dispelled any false information about headscarves that are held by people in both the real world today and in the book.

**Aaron Handel-Kutz and Stuart Fass**, Madison East High School, AP Language and Composition, Ms. Isensee  
*A Representation of the Religious Tension in Turkey* (Sculpture). We created a sculpture that represents the religious turmoil in Turkey. It is humanoid in shape and split in half at the waist. One side of the body represents the religious population of Turkey, and one side represents the secular population. The split at the waist symbolizes that while the people of Turkey are divided by their religious issues, they are still connected by their pride in and love for their country.

**Greta Johnson and Ann Dornon**, Madison East High School, AP Language and Composition, Ms. Isensee  
*Identity within a Snow Puzzle* (Quilt). We created a quilt that is a puzzle. Within the puzzle, there is a picture of a woman wearing a headscarf with a background of snowflakes. The puzzle is not finished; the picture does not appear distinctly. It appears disassembled because throughout the whole book, Ka is trying to find his identity during his stay at Kars. He is unsure about his religious identity, if he's atheist or a believer; his relational identity, if he truly loves Ipek or it is fleeting; and his political identity, if he is a Turk or a "European". Ka's identity is like a puzzle; he doesn't know exactly how the pieces fit. The snow is the only constant; therefore, it is the main background.

**Hailey Paulson**, Madison East High School, AP Language and Composition, Ms. Isensee  
*Kar* (Oil Painting). My painting consists of symbols in the novel rather than people or scenes. The symbols I used in the painting are Rose-Ringed parakeets, flame, tears, bullets, and oleander flowers. Ka and Ipek are represented by the Rose-Ringed Parakeets. These birds are native to Turkey and are quite beautiful. I chose them because even though they may be considered "lovebirds," they do not mate for life. The flames and tears represent the many struggles throughout the book. The bullets are an obvious choice because of the shootings of the director of the university in the beginning of the novel, the shooting at the theater in the middle, and Ka getting shot towards the end of the book. I put the oleander flowers on the outside of a snowflake because snowflakes are often mentioned in the book.

**Kavin Yang, Delfina Florencio and Jessica Santillan**, Madison East High School, AP Language and Composition, Ms. Isensee

*The Maze* (Poster). Our project is a visual tracing of Ka's travels through the most important settings in the novel, imposed on a real map of Kars. At each location there is a picture and a short paragraph describing what happened there and our interpretation of the events.

**Sam Olson**, Madison East High School, AP Language and Composition, Ms. Isensee

*Turkish Winter* (Music). I wrote a classical piece of music to play on my violin. My piece contains movements depicting Ka's emotions and the events he experiences throughout the book. For example, the music depicting the very beginning of the book when Ka is on the bus sounds mysterious and a little forlorn. Another example is the music depicting when Ka and Ipek finally get together; the sounds are soft and elegant but mildly tragic at the same time.

**Tamika Tupta, Ramon Ortiz III, Arsh Mirza, and Anthony Limon**, Madison East High School, AP Language and Composition, Ms. Isensee

*Ka's Journey* (Collage). Our collage describes Ka's social, spiritual and emotional journey throughout *Snow*.

**Noah Faingold, Ben Sefarbi, Brandon Alvarez-Carrera, Kynala Phillips, and Tenzin Kunsel**, Madison East High School, AP Language and Composition, Ms. Isensee

*Snow Trailer* (Movie Trailer). Our focus is on the corruption of Turkish society and politics due to the problems that have been occurring for over a century. The trailer conveys the social and political strife going on within the country of Turkey and within the book. You see several scenes from the novel, with an emphasis on the corruption of the state and of the political agendas of various political entities in the novel.

**Wendy Xiong, Pakou Yang, and Selina Lee**, Madison East High School, AP Language and Composition, Ms. Isensee

*The Countdown* (3D Art/clocks). Multiple clocks are assembled to represent the countdowns, or foreshadowing, of major events that are present throughout the novel.

**Brittney White and Kierra Junifer**, Madison East High School, AP Language and Composition, Ms. Isensee

*The Final Moments of Ka* (Drawing). A picture of Ka, right before he is shot and killed, as he reflects on his experiences in Kars.

**Eliza Merritt**, Madison East High School, AP Language and Composition, Ms. Isensee

*Two Worlds Collide* (3D Art/Ceramic plate ). My project is a wheel-thrown ceramic plate depicting the struggle of women in Turkey. The main visual focus is a woman torn between two worlds, religious and secular, and in the background are images of the various parts of culture that influence her life. The woman is placed in the middle, and her struggles are represented by scenes from *Snow* and events in Turkish history. These illustrations are created with sgraffito and mishima techniques.



## Necedah High School

Lead teachers: **Mikki Maddox** (English/Social Studies)  
and **Nicole Neis** (English)

Collaborating teachers: **John Daubs** and **Jason Siedschlag** (Social Studies)

**Morgan Brown, Macy Emery, Samantha Fountain, Jordan Garcia, Trey Horbinski, Tripp Horbinski, Bryce Kies, Chelsea Kiesling, Angela Kimball, Jennifer Kosinski, Taylor Krupa, Morgan Kubicek, Marcel LaFountain, Logan Lowery, Nicole Lynch, Courtney Nugent, and Dan Zipperer**, Necedah High School, Nicole Neis, AP English

*Snow's Poems Rediscovered* (Poetry books). Collections of poetry created based on the titles and information provided from the novel. Most poems are written in some traditional Islamic poetic forms and forms of Turkish paper marbling will also be used to create the books. Some of us decided to try some traditional forms of poetry such as Ghazal poems because we thought Ka, as a "traditional" type of guy when he was in Germany, might also use traditional forms. Others of us thought to use modern forms because Ka still lived in a modern world and might have written in a modern way as well.

**Tessa Cargola and Rob Long**, Necedah High School, Mikki Maddox, Reading Unlimited

*Snow's Poems Rediscovered* (Poetry books). Collections of poetry created based on the titles and information provided from the novel. Most poems are written in some traditional Islamic poetic forms and forms of Turkish paper marbling will also be used to create the books. We looked over the poems and titles and read the backgrounds of the poems on the pages of the novel. We then tried to write them like we thought Ka might have written them. We tried to think what Ka might have been feeling when he wrote them. We started by writing down information from the book about the background of the poem and other details. Then we used that and the information about Turkey that our teacher had told us about in the beginning to try to get his thoughts and feelings into the poems.

**Sidney Brown and Nick Sutter**, Necedah High School, Mikki Maddox, Reading Unlimited

*Untitled* (Essay and powerpoint. A research paper based on the topic of veiling used in the novel). We look at the issue that Ka says he is going to investigate—why girls are killing themselves because they cannot wear the headscarf. We thought that was strange and to hear that people are still facing troubles because they cannot wear it we thought was wrong and needed to be checked out. We also wanted to know why the girls felt they had to wear it? Why is it important to the religion? Can there be a compromise? Does this lead to other radical reactions by people? Why are both sides so extreme? This led us to writing a paper about the headscarf and the controversy surrounding it from both sides.

## New Horizons for Learning Charter School (Shorewood High School)

Lead teachers: **Renee Glembin** (English/Alternative Education),  
**Dr. Bohdan Nedilisky** (Social Studies/ELL);

Collaborating teachers: **Nelson Brown, Brandon Hemphill** (Educational Assistants)

**Makahyla Kanady, Joel Acevedo, Cole Compton, and Satiya Purvis**, New Horizons for Learning Charter School/Shorewood High School, Ms. Renee Glembin, Dr. Bohdan Nedilisky, Mr. Brandon Hemphill, Mr. Nelson Brown

*Paying the Price for Faith* (Film). We have created a short film representing the events in Chapter 4: *Did You Really Come Here to Report on the Election and the Suicides?* and in Chapter 5: *I Hope I am Not Taking Too Much of Your Time?* The events in these chapters lead

us to a confrontation ending in disaster in The New Life Pastry Shop. The significance of this event represents the ongoing tension between secularists and Islamists in Turkey, and more specifically, in the border town of Kars. This struggle for identity in the public sphere pins citizens against one another and forces them to pick a side, which ultimately harms Turkish society. Our skit reflects the theme Orhan Pamuk brings to the reader's consciousness. It begins with this novel *Snow* but extends to resolving conflicts in our own lives and communities.

**Quinn Olson and Evan Kingsbury**, New Horizons for Learning Charter School/Shorewood High School, Ms. Renee Glembin, Dr. Bohdan Nedilsky, Mr. Brandon Hemphill, Mr. Nelson Brown  
*Muhtar's Stairway to Heaven* (Model/art installation). Our presentation involves a visual representation of Muhtar's climb up the stairs in Chapter 5. Surrounding Muhtar are suspended keys that represent the keys of happiness. Within the design, there are other items that represent various influences and tensions within Muhtar.

**Alexis Beverly**, New Horizons for Learning Charter School/Shorewood High School, Ms. Renee Glembin, Dr. Bohdan Nedilsky, Mr. Brandon Hemphill, Mr. Nelson Brown  
*Reflections*. This project will show different types of headscarves worn by women around the world, why they're worn, and why they are important to the culture. This project is interactive, and encourages others to express their feelings on the headscarves and how they can relate to other cultures or what it may mean to them. The scarves will be displayed on mannequin heads, with placards describing each scarf and the importance of where and why it worn. This exhibit was created to make you think about where you stand on the topic of headscarves, and make you think about your life and how you would feel if you suddenly were not allowed to express yourself freely. Would it drive you to take your own life?

**Lily Markoff and Eleanor Teale**, New Horizons for Learning Charter School/Shorewood High School, Ms. Renee Glembin, Dr. Bohdan Nedilsky, Mr. Brandon Hemphill, Mr. Nelson Brown  
*Photo Essays* (Multimedia photography project). These projects are inspired by specific quotes in the book. The photos will add meaning and thought to the quotes and will reflect a variety of themes and emotions.

**Emmy Benz**, New Horizons for Learning Charter School/Shorewood High School, Ms. Renee Glembin, Dr. Bohdan Nedilsky, Mr. Brandon Hemphill, Mr. Nelson Brown  
*Suicide Drawings* (Drawings). My project is a series of drawings I drew to display my interpretation of several issues within the novel. Through imagery I show issues on headscarves and the lack of choices women seem to have, the issue of suicide throughout the girls and I depict the way I imagined the suicides in the novel, and other important images women face throughout the novel and in the reality of the world.

**Summer Jurinak**, New Horizons for Learning Charter School/Shorewood High School, Ms. Renee Glembin, Dr. Bohdan Nedilsky, Mr. Brandon Hemphill, Mr. Nelson Brown  
*Snow Remake -- Alternative Book Covers*. My project is five individual book-covers in memory of each of the suicide/headscarf girls. With these covers, I analyze passages from the book to show the pivotal part that these girls played in the novel and why they need to be remembered and shown respect. These images and an info-graphic explain the modern-day debate on headscarves.

**Matthew Smith, Richard Lafford, and Mykyo Evans**, New Horizons for Learning Charter School/Shorewood High School, Ms. Renee Glembin, Dr. Bohdan Nedilsky, Mr. Brandon Hemphill, Mr. Nelson Brown

*Where Do You Stand?* (Multimedia exhibit). Our project is an interpretation of the worldwide epidemic between scarves and hoodies. Many people judge others based on how they decide to cover themselves. These ways of judging others lead people to be suspicious of others based on what they will be wearing. Our exhibit is interactive and will show photos of people wearing different types of clothing and hoods and scarves. We ask viewers to share their reactions to the pictures they are seeing on Post-it Notes.

## Osseo-Fairchild High School

Lead Teacher: **Dee Beasley** (English)

Collaborating Teachers: **John-Paul Butcher** (Art), **Aurora Krajnikconde** (Music)

**Blake Dehnke**, Osseo-Fairchild High School, Dee Beasley, Advanced English 12

*The Green Notebook: A Spiritual Path* (Poetry Book). This book of poetry shows how Ka expresses himself. It is his way to discuss his thoughts on each situation that arises in his life. He is only able to write poems when he is in Kars. Kars, with all its turmoil, is still a place where Ka finds peace. Ka used his poetry as a way to share his deepest feelings that even he was unsure of. Some of the poems have words or even lines missing. In writing the poems, I have chosen to leave spaces for the words and lines missing so that readers can finish the poem in their own way. This allows all of us to see how unique we are just by deciding the few words to be placed in the poems.

**Dominique D’Huyvetter and Liz Laskowski**, Osseo-Fairchild High School, Dee Beasley, Advanced English 12

*Snow Light Show* (Three-Dimensional Collage). As viewers work their way from the outside of the box to the inside, they will see many symbols, starting with the white sheet that symbolizes the snow covering everything in Kars. The snow isolated the city, along with Ka’s thoughts. The frame of the project is green and covered with green twinkle lights. Dark green symbolizes harmony, along with greed and jealousy. When the twinkle lights are on, the whole picture works together, and are almost romanticized, just like Ka’s view of life. When the lights turn off, the whole picture is seen for what it really is – it looks messier and there does not seem to be any magic to it. The power outages symbolize the difference in perspective that happens throughout the book. When it is dark, the true side of people comes out, they do not hide, and they can express themselves. Rising out of the notebook is a snowflake that models Ka’s poems. Small symbols represent each of his poems on the reason, imagination, and memory axis.

**Jenna Ives and Marissa Rogness**, Osseo-Fairchild High School, Dee Beasley, Advanced English 12

*Snow Soundtrack* (PowerPoint and Soundtrack). This 12-song soundtrack is embedded in a PowerPoint that describes what each song represents in the novel. The songs mainly emphasize love and relationships. Listening to music evokes emotions and provides good insights into characters’ feelings, while serving as a creative representation of the book. The cd cover is printed in neutral colors and includes a man’s silhouette underneath the moonlight. A shredded poem laid over the picture represents Ka’s lost poems. Each song included in the collection represents something important from the novel.



**Megan Skoyen**, Osseo-Fairchild High School, Dee Beasley, Advanced English 12

*Ka's Green Notebook* (Poetry Book). Ka's green notebook contains many of Ka's poems created by using the guidelines laid out in the novel and the descriptions of each poem. The notebook includes the first thirteen poems, but the rest were not included because I imagined that they had been ripped out of the notebook after he was shot.

**Rachel Skoyen**, Osseo-Fairchild High School, Dee Beasley, Advanced English 12

*Ka's Coat* (Poster). Ka is often found wearing his charcoal gray coat that he purchased from the kaufhof in Frankfurt, Germany. The novel describes the coat as an elegant, beautiful coat that would cause Ka much shame during his stay in Kars. Ka's gray coat, or grauer mantel in German, is a symbol of his arrogance and his difference from the citizens of Kars. The coat is designed as a high-end, western-European luxury item that essentially encompasses the concept that Ka was an arrogant stranger visiting Kars, and that for him to think he could assimilate himself into their society was a mistake because their core values and beliefs were different from his own. This is why, although they recognized the beauty of his coat, they viewed it as a symbol of his aloofness. The color of his coat symbolizes the sorrow he feels because of his solitude.

**Michaela Shuttleworth**, Osseo-Fairchild High School, Dee Beasley, Advanced English 12

*Angel Wings* (Song). Original Composition – Guitar/Vocal Performance). In the lyrics, two key figures alternate as the main voice behind the words. In the verses, pre-chorus, and the bridge, which mainly demonstrate deep thought, reflection, and a portrayal of the city, Ka is the individual whose feelings and views of whom I sing. While in the city, Ka is intrigued and becomes caught up in the struggles, conflicts, and overall decline of Kars, while he is also in the city for another purpose. The simplicity of the sole vocal melody symbolizes that the answer to all of the problems within *Snow* could be as simple as an agreement. Complex sections of the composition contrast this and represent the actual complexity of the situation and turmoil within Kars. These two parts of the composition are not as obvious as the lyrics in their representation of the novel, but they hold just as much meaning.

**Alexis Stibor**, Osseo-Fairchild High School, Dee Beasley, Advanced English 12

*A Fritztbir Production of A Journey Through Kars* (Movie). This video shows Ka traveling through Kars via horse-drawn carriage. Ka is interviewed about various activities going on in the city during the revolution. The movie includes discussion about the *Border City Gazette* along with a poem titled "Headscarves to Die For." It investigates the controversy and debate over headscarves, including the suicides that result. The headscarf symbolizes freedom and choice.

**Shania Vold**, Osseo-Fairchild High School, Dee Beasley, Advanced English 12

*Kadife: Uncovered* (Poster). Kadife's life is shown through newspaper articles that could have been found in the *Border City Gazette*. These stories include her involvement in Sunay's death and the aftermath of that, as well as articles about Blue, Hande, and Teslime, all of whom she was close to. Kadife was directly involved with the headscarf girls and was their leader. She stood firm for her right to wear her headscarf to school. Kadife was a strong character who made decisions based on what would be best for her life, not what others thought was good for her. Kadife was one of the most honest characters in the book and one of the few who actually had a backbone and did not just do what everyone else thought would be good for her.

## Southern Door County High School (Brussels)

Lead teacher: **Erika May** (English/World Literature)

Collaborating Teacher: **Candice Colombo** (English/World literature)

**Alexis Neuville, Morgan Davis, Jordan Englebert, and Mickey Thiry**, Southern Door High School, Erika May, AP Literature and Composition

*Topics and Themes in Snow* (Musical dvd). Our project represents the diverse topics of the novel *Snow* by Orhan Pamuk. It showcases the topics love, religion, gender, happiness, politics, and freedom. The snowflakes are mobile in order to show the relationships between multiple topics. We decided to represent the novel in this way because it reflects the overarching topic of snow. Each snowflake has a topic labeled in the middle. Each branch of the snowflake expands on the topic and introduces new themes from the novel. The smaller branches show more in-depth relationships between characters, ideas, and themes. The frame of the model demonstrates snow's relationship to the novel as a whole. Characteristics of snow are painted on the side to show the different faces the word assumes throughout the novel.

**Kaitlyn LaViolette, Jacob Englebert, and Chris Kruger**, Southern Door High School, Erika May, AP Literature and Composition

*The Fortunes of Snow* (Board game: *Wheel of Fortune*). We designed a game of *Wheel of Fortune* to represent our understanding of the novel *Snow*. We incorporated important sayings or phrases from the book, and we based the wheel and our puzzle board on themes from *Snow*. Additionally, there are questions asked by the host about the book before a player can guess a letter. The questions test the player's understanding of the novel and recall of important details. Overall, it is a fun way to demonstrate understanding and knowledge of the novel, *Snow*.

**Gabby Paplham, Nolan Wagner, and Keegan Kroening**, Southern Door High School, Erika May, AP Literature and Composition

*Life of Ka* (Board game: *Chutes and Ladders*) We designed a board game like *Chutes and Ladders*; however, our game has a little twist. First, a player must spin the wheel to determine the number of spaces he/she moves, but if the player lands in the empty space between the snowflake branches, he/she must pick a *Snowfall* card and answer a question in order to advance. A player must also answer questions if he/she lands at the bottom of a ladder or the top of a chute. Playing the game is a fun way to demonstrate a player's understanding of the novel. *Chutes and Ladders* best describes the life of Ka who had many ups and downs on his journey to Kars. The questions encompass all chapters of the book, and if a player has not fully read the book, he/she will not be able to answer a majority of the questions.



## Washington High School (Milwaukee)

Lead teacher: **Alex Branderhorst** (English)

**Donye Davis**, Washington High School, Alex Branderhorst

*Untitled* (Rap).

**Dieyria Adams**, Washington High School, Alex Branderhorst

*Untitled* (Poem). My poem consists of feeling lost and alone and then finding this place of happiness, but then slipping and in a blink losing it all.

**Amani McClellan**, Washington High School, Alex Branderhorst

*Mass Destruction* (Visual Art). I wanted to capture about how Ka and Ipek sometimes felt about Kars. I wanted to visualize Kars boarded up and then blown up.

**Avrianne Seals**, Washington High School, Alex Branderhorst

*Emotional Snow* (Pencil and Paper). I wanted to draw how Ka relates his emotion to the snow, how the snow helps him think, and how it reminds him of his past.

**Armonte Hegwood**, Washington High School, Alex Branderhorst

*Untitled* (Poetry). I wanted to discuss how complex and hard to figure out each character is in Snow. I particularly like how Ka is so hard to pin down.

**Monique Butler, Tracy Cooper, and Stacy Cooper**, Washington High School, Alex Branderhorst

*Scarf* (Group Poem). We wanted to discuss the complexity of the scarf issue and how identity is tied up in appearances.

## St. Francis Xavier High School (Appleton)

Lead teachers: **Lynn Zetzman** (Fine Arts, Social Studies)  
and **Kelli McGreevey** (Social Studies, World History)

Collaborating teacher: **Maureen Milbach** (Fine Arts, Theater, Cultural Diversity)

**Madeleine Vanden Heuvel, Maggie McVey, Lauren Koenen, Jack Perrin, Julia Paiser, Katie Walkowski, Kathleen Schreiber, Hanna Ariss, Beatrice Soria, Patricia Lakatosova, Heda Seryeh, Jack Bremhorst, Ean Garvey, and Aaron Callahan**, Xavier High School, Lynn Zetzman,  
*Introduction to Art*

*Headscarf/beard/Islamic architecture Self Portrait Images* (Collage). If we were born in a place like Turkey where the majority of people practice the Islamic faith we would probably be Muslims. We go to a religious school here in the states. It does not take much imagination to empathize with the boys who go to the religious school in Pamuk's *Snow*, or with the headscarf girls. We were asked to conceptually consider ourselves as residents of Kars and to create an illusion of atmospheric perspective with silhouettes of Islamic architecture receding in space. "When I put the headscarf on I felt uncomfortable because of the way it felt on my head. I wasn't used to wearing something on my head. That makes me wonder how the girls in Turkey would feel taking them off. Some of them are so used to wearing them, they would feel uncomfortable being so much more revealed than they are used to." - *Katie Walkowski*

**Madeleine Vanden Heuvel, Maggie McVey, Lauren Koenen, Jack Perrin, Julia Paiser, Katie Walkowski, Kathleen Schreiber, Hanna Ariss, Beatrice Soria, Patricia Lakatosova, Heda Seryeh, Jack Bremhorst, Ean Garvey, Aaron Callahan, Xavier High School, Lynn Zetzman, Introduction to Art**

*Square Pattern Value Drawings with Snowflake Focal Area* (Pencil Drawings). Our teacher read aloud from Pamuk's *Snow* while we were working on this assignment. Each square was to have a different pattern. This conceptually represents all the different individuals that make up a community like Appleton and Madison in Wisconsin/USA or Istanbul and Kars in Turkey. Balance is a design principle—perhaps art/literature/art principles can influence society as it seeks to balance the needs of both the majority and the minorities within a society. "I really enjoyed this project because I could incorporate symbols or patterns that stood for something special to me. I think this was done in a subtle way. Some people might not catch on to the personal symbols I included. These icons make the piece more mysterious. Maybe my personal elements allow people to connect with a memory or interest they have that is similar to mine." - *Madie Vanden Heuvel*

**Madeleine Vanden Heuvel, Maggie McVey, Lauren Koenen, Jack Perrin, Julia Paiser, Katie Walkowski, Kathleen Schreiber, Hanna Ariss, Beatrice Soria, Patricia Lakatosova, Heda Seryeh, Jack Bremhorst, Ean Garvey, Aaron Callahan, Xavier High School, Lynn Zetzman, Introduction to Art**

*Puppet Plays* Digital presentation of puppet play; multimedia). Our class discussed Pamuk's *Snow* in terms of a number of themes--racial profiling, stereotyping, and bullying being one of them. The puppet plays function as background noise in the *Snow Café* we are performing at the conference. "The puppet play was by far the best and most creative way to express what we thought and felt about how we should humbly approach people in Turkey (or any foreign place), about diversity in general, and how to bring our attitudes alive in a way that did not mimic the novel but was our own." - *Hanna Ariss*

**Madeleine Vanden Heuvel, Maggie McVey, Lauren Koenen, Jack Perrin, Julia Paiser, Katie Walkowski, Kathleen Schreiber, Hanna Ariss, Beatrice Soria, Patricia Lakatosova, Heda Seryeh, Jack Bremhorst, Ean Garvey, Aaron Callahan, Diego Pablow Pineda, Angela Lynch, Ben Bomier, Xavier High School, Lynn Zetzman, Introduction to Art Class & Drawing**

*Snow Café* (Installation Environmental Art). The project was inspired by Chapter five of Pamuk's novel *Snow*, which includes a conversation in a café between an Islamic fundamentalist and the director of a school who has expelled female students who would not take off their headscarves as required by law. This project combines our 2D artwork, an oral reading of the conversation, and interactive participation from students from other schools who will be offered a beverage and a sweet just as the characters in the novel are consuming in Chapter 5--they are



***Snow Café tea cups by Angela Lynch,  
St. Francis Xavier High School***

bystanders much like Ka and Ipek—main characters in the novel. We will teach students from other schools to cut six-point snowflakes—a nod to creating—just as Pamuk created his novel, Ka wrote his poems, and artists create their works. Finally, our puppet plays are background noise in the café much like a TV playing in a bar or café. One of these puppets is a Giant Headscarf Girl Sandwich Board/character. This giant puppet advertises our *Snow Café* as well as some major themes of Pamuk’s novel *Snow*. The figure is large to call attention to itself much like the Nobel Prize called attention to Pamuk’s novel.

**Julia Paiser, Carley Pietrzak and Brenae Schubin**, Xavier H.S., Ms. McGreevey, World History  
*“The Headscarf Girl”* (Foam Sculpture). The project is a foam head for the face of the woman that wears a headdress. In her hand is a snowflake that has different words and saying and events from *Snow*.

**Noel Killian**, Xavier High School, Ms. McGreevey, Honors World History  
*“Male/Female roles in the USA and Turkey”* (Powerpoint). This project looks at male and female roles, stereotypes and issues in both the United States and Turkey.

**Aaron Callahan**, Xavier High School, Ms. McGreevey, World History  
*“Timeline”* (Posterboard). An illustrated timeline of Turkish history and Pamuk/*Snow* history

**Shaina Graves & Megan Wirtz**, Xavier High School, Ms. McGreevey, World History  
*A Letter from a Headscarf Girl* (Literary piece). A literary piece that imagines what a headscarf girl might have written to Ka if such a letter would have existed.

**Kayla Gresl, Erin Powers, Isabella Ellis**, Xavier High School, Ms. McGreevey, World History  
*Headscarf Diorama* (Clay diorama). A clay diorama of a scene from the book (women taking off headscarves).

**Tekla Kilpatrick**, Xavier High School, Ms. McGreevey, World History  
*How many images does a headscarf invoke?* (Headscarf). A headscarf imprinted with images/themes from the book *Snow*.

**Ann Richey & Alyssa Carew**, Xavier High School, Ms. McGreevey, World History  
*Snow in pictures* (Poster). A poster displaying scenes and places from the book—as visualized by its creators.

**Adrienne Popelka, Ally Blohowiak, and Kathleen Schreiber**, Xavier High School, Ms. McGreevey, World History  
*A Book of Snow*. A Big Book that reproduces the actual book—choosing selective themes. The authors key in on a few different topics in the book through writing and illustrations in an over-sized book format.

**Katrina Mazier and Madie VandenHeuvel**, Xavier High School, Ms. McGreevey, World History  
*The Ins and Outs of Headscarves* (Poster). A poster that takes a closer look at Turkish girls and their headscarves throughout history.



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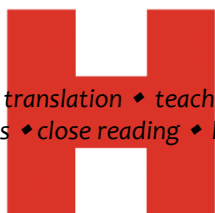
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## About Orhan Pamuk

Today's keynote address, "**A Conversation with Orhan Pamuk**" provides an opportunity for students to engage in person with the author of the novel they've been reading all year.

Winner of the 2006 Nobel Prize in Literature, Orhan Pamuk writes fiction and nonfiction that invite dialogue and reflection on history and modernity, on national and global identities, and on gender and its politics. He is the author of eight novels, the memoir *Istanbul*, and three works of nonfiction. His work has been translated from the original Turkish into over sixty languages. In 2012 he opened The Museum of Innocence in Istanbul, a companion project to his novel of the same name.

Pamuk will also deliver a lecture tonight at 7:30 pm in Varsity Hall of Union South. This event is free and open to the public. A book signing will follow the discussion, with select works available for purchase.



Orhan Pamuk (photo: Spencer Platt)

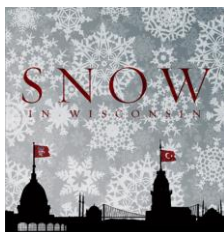


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Special thanks to our partners, and to this year's faculty advisor, **B. Venkat Mani**, Associate Professor of German, and to **Gabriella Ekman**, PhD student in English, for writing the *Snow in Wisconsin: Guide for Educators*. Many UW-Madison faculty and graduate students participated in our teacher workshop and helped with this year's programming, including: **Jill Rosenshield**, Special Collections Librarian at Memorial Library; **Uli Schamiloglu**, Professor of Languages and Cultures of Asia and Director of the Center for Middle East Studies; **Laini Kavaloski**, PhD Candidate in English Literature and DesignLab; and **Funda Derin**, Lecturer, Languages and Cultures of Asia; **Connie Flanagan**, Professor of Human Ecology; Andy Spencer and Casey Schacher, Academic Librarians at Memorial Library; **Neslihan Ataturmur**, PhD candidate in Geography. **Gerhard Fischer**, Wisconsin Department of Public Instruction, and **Tamara Maxwell**, English Language Arts Consultant, Common Core State Standards Team, Wisconsin Department of Public Instruction have been supportive partners. And special thanks to students and others in the UW-Madison community who volunteered to help make today's conference a success, especially: **Jaclyn Michael**, **Carina Muir**, **Emaan Akbar**, **Sarah Reed**, **Madeline Ruid**, **Chelsea Cervantes**, **Milan Simic**, **Jake Heyka**, **Jake Pankratz**, **Rasa Valiauga**, **Jenny Tasse**, **Jahan Hayes** and **Sarah McDaniel**.



Teaching materials and additional information for *Snow in Wisconsin* and previous Great World Texts are available online. To learn more, visit our website or contact Heather DuBois Bourenane at (608) 890-1468 or [greattxts@humanities.wisc.edu](mailto:greattxts@humanities.wisc.edu)

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