

Footprints Across Cyprus

A virtual field trip of Cyprus's landscape and culture

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Grade Level	6-8
Duration	3-4 class periods

National Geography Standards

ELEMENT TWO:

PLACES AND REGIONS

4. The physical and human characteristics of places.
5. That people create regions to interpret Earth's complexity.

6. How culture and experience influence people's perception of places and regions.

ELEMENT FOUR: HUMAN SYSTEMS

12. The process, patterns, and functions of human settlement.

13. How forces of cooperation and conflict among people influence the division and control of Earth's surface.

Arizona Geography Standards

Grade 6

Strand 4: Geography

Concept 1: The World in Spatial Terms

PO 4. Locate the physical and human features in the United States and in regions of the world on a map.

Concept 2: Places and Regions

PO 2. Describe the factors that cause regions and places to change.

PO 5 Describe the physical and human characteristics of places and regions of Middle Eastern country.

Arizona Writing Standards

Grade 6

Strand 2: Writing Components

Concept 2: Organization

PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).

Strand 3: Writing Application

Concept 2: Expository

PO 2. Write a summary based on the information gathered that include(s):

- a topic sentence
- supporting details
- relevant information

Overview

Cyprus is a country greatly affected by the cultural influences of the groups that have held power over the island during the past two thousand years. The country's strategic location in the Mediterranean Sea has resulted in a long history of conquest by others. In turn, each group of conquerors has left lasting cultural footprints on Cyprus. Through photographic images showing the physical characteristics of Cyprus, students will create a mental image of what it is like there in order to understand the role that location and place play in understanding Cyprus. Just as early "tourists" did during the Grand Tours of the region during the late 1700's and early 1800's students will describe their imaginary journey across Cyprus through a series of postcards.

Purpose

Students will gain an understanding of the regions of Cyprus, as well as the human and physical characteristics of Cyprus through an interactive

PowerPoint slide show. Students will become familiar with the historical event referred to as the *Grand Tours* which helped influence western interest in the Mediterranean region, including Cyprus. Students will create a series of six postcards describing the physical and cultural aspects of Cyprus. The postcards will be used for a "postcard book" project.

Materials

- Handouts 1: Viewing Guides for the slide show
- Handout 2: Article on the Grand Tours
- Handout 3: Student directions for postcard book.
- Handout 4 : Assessment rubric (optional)
- Eight pieces of paper cut to the size of postcards (about 4" x 5 1/2" for inside the book. Railroad tag works well; or if you have old file folders, they can be cut and used as the cover pages. I suggest at least a heavier paper for

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the front and back covers. One inside page will be the title page, one will be a map of Cyprus, three pages will be for physical characteristics, and three will be for cultural characteristics.

- Art supplies – crayons, colored pencils, markers.
- Optional: Books or computer access for students to look for additional images of Cyprus.
- Map of Mediterranean Sea Region (with or without names)
- Equipment for projection of the slide show. If equipment is not available, the PowerPoint can be installed and viewed on individual computers and student complete the viewing guide independently.

Objectives

The student will be able to:

- Locate Cyprus and explain how its location has influenced its history.
- Examine the physical and human characteristics of Cyprus and how these define “regions”.
- Take notes from a PowerPoint slide show.
- Describe three cultural influences on Cyprus from the diverse groups that have ruled Cyprus in the past and three physical characteristics of Cyprus.
- Gain an understanding for the reasons that Cyprus is a divided country.

Procedures

1. Begin the lesson with a “Who and I?” anticipatory set. Give students the following clues:

- I am a small country. Who am I?
- I am in the northern hemisphere. Who and I?
- I am an island? Who am I?
- I am in the Mediterranean Sea. Who am I?
- I am only 40 miles from Turkey. Who am I?

Since students will probably not be able guess Cyprus, let them know that today they will be learning about this interesting country.

2. Distribute the map of the Mediterranean Sea Region. Have students locate and label Cyprus, the Mediterranean Sea, Turkey, Greece, Syria, Egypt, Israel, France, Italy, the Red Sea.
3. Have students predict what it is like in Cyprus.
4. Begin with the virtual field trip to Cyprus portion of the slide show. Students will just watch this portion.
5. Stop the slide show when you get to the CYPRUS DISTRIBUTE VIEWING GUIDES Slide (slide #24).
6. Distribute Handout #1
7. Students will begin filling Student Handout #1 (Viewing Guide) as you continue the PowerPoint slide show.
6. Stop the slide show as needed for students to record the information or discuss any of the information.
7. Some additional information is provided on the slide notes of the PowerPoint slide show.
8. Distribute Handout 2 “The Grand Tour” and have students read the article. Discuss with students that early perceptions of the region came from these first “tourists” through images they drew and journals of what they saw. Let students know that they will be doing something similar, but through a more modern version of capturing “tourist” images – the postcard.
9. Distribute Student Handout 3 – Directions for the postcard book project. Go over the requirements.
10. Provide students with time to research and create their six postcard images depicting physical and human characteristics of Cyprus. Three physical and three human.
11. On the back side of the postcard students will tell a story and explain what they have observed as they take their imaginary trip across Cyprus.
12. Student then creates a cover for their postcards and binds them into individual books which can be viewed by others. If time is limited, number of postcards can be adjusted, make group postcard books, or a class postcard book.

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13. Use the provided product rubric to assess the finished books.

11. Optional: Do a quick assessment having students partner with another student and take turns completing the three discussion items on the partner oral checklist:

Assessment

Assessment rubric provided.

Use a partner oral checklist to determine if students are able to:

- State three physical and three human characteristics of Cyprus
- Explain the term physical and cultural region and how they apply to Cyprus
- Explain why Cyprus is a divided country

Extensions

Students can learn more about the Cyprus problem.

Cyprus is a good starting point as a case study on conflict resolution.

Students can research the role the United Nations as peacekeepers.

Sources

Cyprus – In the Footsteps of Louis-Francois Cassas by Philippe deLord. This is a beautiful book that shows sketches of the recreation of a journey made in 1785 by Cassas to Cyprus.

Stringbean's Trip to Shining Sea by Vera B Williams and Jennifer Williams (ISBN 0-688-16701-2). . . Is an example of a postcard book.