



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies



CYPRUS AND “THE OTHER”

Investigating the concept of “the Other” in Conflict Resolution through the exploration of Cypriot history and geography, using analytical, literacy and writing skills to unravel intolerance within a society.

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Grade Level:

9-12

Duration:

one to two sessions
45 to 50 minute class periods

Standards:

ARIZONA SOCIAL STUDIES

STRAND 2: WORLD HISTORY

Concept 1: Research Skills for History

PO 4. Formulate questions that can be answered by historical study and research.

PO 5. Evaluate primary and secondary sources for:

- a. authors' main points
- b. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)

PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues

facing the world.

PO 7. Compare present events with past events:

- a. change over time
- b. different points of view

Concept 2: Early Civilizations

PO 3. Analyze the enduring Greek and Roman contributions and their impact on later civilization:

- a. development of concepts of government and citizenship

Concept 3: World in Transition

PO 1. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).

PO 4. Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries:

- a. Crusades
- b. impact on culture

ARIZONA READING

STRAND 1: READING PROCESS

Concept 4: Vocabulary

Concept 6: Comprehension Strategies

STRAND 2: COMPREHENDING INFORMATIONAL TEXT

Concept 1: Expository Text

ARIZONA WRITING

STRAND 2: WRITING ELEMENTS

Concept 1: Ideas and Content

Concept 5: Sentence Fluency

STRAND 3: WRITING APPLICATIONS

Concept 2: Expository

Sponsors:

This lesson was prepared as a result of the authors' participation in a summer 2007 field-study project in Cyprus, organized through the University of Arizona Center for Middle Eastern Studies, and supported by a Fulbright-Hays grant.

Overview:

A lesson using analytical, reading, writing, and geographical skills explores world history, issues in tolerance, and examines culture and customs in understanding how citizens of the same country can view citizens unlike themselves as "the other".

Purpose:

Students will read and interpret historical and geographical data, learn and analyze the Cyprus experience and its importance in learning how to help cultures view all as legitimate citizens, rather than "the other."

Materials:

Teacher Notes: Cyprus TimeLine
Teacher Notes: The Cyprus Problem
Pre-Test/Post-Test – What do you know about Cyprus?
Key to Pre-Test/Post-Test
Word Wall List
Article "Cyprus & The Other"
Article student worksheet & Key

PowerPoint – What do you know about Cyprus?
Cyprus map
Eastern Hemisphere map
Pencils, crayons/or colored pencils
Notebook paper (for students)
Atlas/Maps resource

Teacher Procedures:

Preparation: Read Teacher Notes and Timeline for background on Cyprus.

Place selected vocabulary words on classroom **Word Wall**. Use provided word list.

Prepare class sets of the following:

Cyprus map
Eastern Hemisphere map.
Article: Cyprus & the Other
Worksheet: Cyprus & the Other

Lesson #1- 45 minutes: Student Reading Analysis (Prediction and Details).

Pre-test Students – 10 minutes: Administer pre-test to students and save results.

Distribute article/exercise sheet. May be read individually, in partnerships, or as a class, or used as a homework reading assignment to be discussed in class. Ask students to complete questions and be prepared to discuss. (Reading and questions 15 minutes. Class discussion of answers 15 minutes.)

VIEW PowerPoint “What do you know about Cyprus?” (15 minutes)

Lesson #2- 45 minutes: Cyprus Geography Exercises.

Bell Work: Students have their own sheet of notebook paper. Distribute a map of Cyprus with “the Green Line” or buffer zone displayed. Have written on the board:

FACT: distance from Phoenix to Nogales, Mexico = 187 miles/301 kilometers

FACT: distance from Tucson to Nogales, Mexico = 60 miles/96.6 kilometers

1) Measure the distance from the farthest eastern point to the Green Line in Nicosia, using the key on the map. Write the answer on your notebook paper.

2) Measure the distance from the farthest western point to the green Line in Nicosia, using the key on the map. Write the answer on your notebook paper. (5 minutes)

Answers to Bell Work: (1) 65 miles from west coast to Nicosia ----- (2) 80miles from east coast to Nicosia

REFLECT on your notebook paper: in 1-3 sentences: List 3 things that Greek and Turkish Cypriot teens may have in common with American and Mexican teens, living on a border. (5 minutes)

ALTERNATE time to view PowerPoint “What do you know about Cyprus?” (15 min)

Class Activity: Distribute atlases maps of the Eastern Hemisphere.

Ask the students to locate Cyprus and draw a green border around it. Ask students to locate the Mediterranean Sea and draw a blue border around it. Ask students to locate the three continents and outline them in black. Then ask students to label and color in light brown all countries that have controlled Cyprus throughout the centuries. On the back of the completed map, have students reflect in 3-5 sentences how cultural diffusion affected Cyprus. (15 minutes)

Post-Test – 10 minutes: Administer same test that was provided at the beginning of the lesson, and compare with pre-test. (5 to 10 minutes)

Assessment:

Pre-Test

Lesson worksheets provide both written and oral assessments.

Geography Bell Work and Class Activity

Pre-Test (used as a Post Test)

Extensions:

- 1) MATH→How many feet in 1 mile? What other countries in the world use this form of measurement to indicate distance? Convert miles to kilometers: 1 mile = how many kilometers? How many kilometers is Cyprus from Turkey? From Lebanon?
- 2) Visit one of these websites: www.boldleaders.com, www.allinpeace.org. In a one page response reflect on how this could apply to the situation and tension here in the border state of Arizona.
- 3) On Eastern Hemisphere map, within the countries that controlled Cyprus, write the dates that those countries were in control. (You can share the Teacher Notes with the students.)
- 4) Visit the www.unficyp.org site. In one page, reflect on this question: “United Nations: a unifying or separating force?”
- 5) Pick a story from The Cyprus Problem Notes to History or Cypriot Identities Conversations on Paper (on book list below). Reflect in a one page response the similarities and differences between the experience of the Greek and Turkish Cypriots and the experience of people in the United States of America.

Sources:

Internet:

Broome, Benjamin. "Greek and Turkish Cypriot University Students Have More in Common Than Expected." Washington Report On Middle Eastern Affairs Archives 1982-1999SEP 1999 82-84. 09/30/07 <<http://www.washington-report.org/backissues/0999/9909082.html>>.

Hitchens, Christopher. "Cyprus Betrayed." The Weekly Standard 001, issue 1212 DEC 2005 2. 9/30/07 <<http://www.weeklystandard.com/Content/Public/Articles/000/000/006/402heann.asp?pg=2>>.

Denver Summer Camp for Greek Cypriot and Turkish Cypriot Teens www.boldleaders.com

European Summer Camp for Teens of Countries in Conflict www.allinpeace.org
Web site about the model democracy www.globalagoras.org
Site for accurate and fair journalism www.transcend.org and www.peacejournalism.org
Site for UN Forces www.unficyp.org.

Books:

Birgen, Latife. The Cyprus Problem Notes to History. 1. Nisan, 2007.
Costello, Karin B. Cypriot Identities Conversations on Paper. 1. Cyprus: Intercollege Press, 2005.

Periodicals:

Timothy, Dallen J., Craig Webster. "Travelling to the 'Other Side': the Occupied Zone and Greek Cypriot Views of Crossing the Green Line." Tourism Geographies 8, no. 2(2006): 162-181.