

United We Stand . . . Case Study: Cyprus

Students investigate where people live and why through a simulation of the division of Cyprus.

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Grade Level	8-10
Duration	2-4 45 minute class periods

National Geography Standards

THE WORLD IN SPATIAL TERMS:

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.

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.

ENVIRONMENT AND SOCIETY

3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

15. How physical systems affect human systems

Arizona Geography Standards

Concept 2 Places and Regions GRADE 8

PO 2. Explain the factors that contribute to political and social change in various world regions.

PO 3. Examine relationships and interactions among regions

PO5. Describe how a place changes over time.

Concept 4 Human Systems GRADE 8

PO 1. Identify the push and pull factors that drive human migrations.

Other Standards

History

Strand 2: World History GRADE 8

Concept 8 World at War

PO 16. Examine human rights issues during the 20th century.

Concept 9 Contemporary World

PO 3. Analyze how world events of the late 20th century and early 21st century affected, and continue to affect, the social, political, geographic, and economic climate of the world.

THE USES OF GEOGRAPHY:

17. How to apply geography to interpret the past.

18. How to apply geography to interpret the present and plan for the future.

Overview

One of the most important questions geographers ask is: Where do people live and why? Students investigate this essential question through a simulation of the settlement and division of an unidentified island. It is then revealed that the island is Cyprus and students learn of its complicated history.

Purpose

In this lesson students will gain a better understanding of the push and pull factors that drive human migration. I would use this at the beginning of 8th grade Social Studies to introduce the period of history on which we focus, which includes many divisions, human rights issues, and boundary changes during and following World War II.

Materials

- Map of Island
- Print out of Power Point presentation with slide notes
- Pictures or PowerPoint Presentation representing each region of island
- Graphic Organizer – Region Notes
- Small green, blue, and red stickers, 1/3 of each for class
- My Home Worksheet
- Division Maps
- Journal Entry Worksheet
- Mediterranean Map
- Colored pencils

- Atlas or text for reference
- PowerPoint presentation describing conflict
- Note Taking Worksheet
- Answer Key – Note Taking Worksheet
- Assessment – Essay Questions

Objectives

The student will be able to:

1. Choose the best location for settlement based on a physical map.
2. Explain push/pull factors that influence human migration.
3. Describe factors that contributed to political and social change in Cyprus.

Procedures

SESSION ONE

1. Introduce this lesson by explaining one of the most important questions geographers ask is: Where do people live and why? Ask students to discuss: What about the location of Arizona makes it desirable? What human and physical characteristics are present in AZ that make people want to live or visit here? What human/environment interactions are present in AZ? Note students' ideas on the board. Have students identify at least 3 factors that led to the growth of the city in which they live and share with someone close by. Explain: Most of the factors you have discussed have been factors that "pull" people to a region. Ask: Can you think of any factors that might "push" someone away from where they currently live? Note students' ideas on the board.

2. Distribute map of the island. Do not give away its location. Explain that they will soon be choosing a place to settle on this island, and they will have to pay close attention to the descriptions of all the regions in order to make an informed decision.
3. Print a copy of the Power Point Presentation showing all slide notes and have it handy. Using the PowerPoint presentation and the notes with each slide, point out important physical features on the island. Focus on clues from the pictures and compare the regions to places the students might be familiar with in Arizona. Ask questions about vegetation, elevation, precipitation, etc. Have students take notes as you describe the regions of the island, including mountains, beaches, water features, forests, etc. Review all regions one more time at the end to make sure they remember all regions.
4. Distribute blue stickers to 1/3 of class, red stickers to 1/3 of class, green stickers to 1/3 of class.
5. Instruct students to choose the location where they would most like to live based on the physical geography of the island. Have students place their stickers on the map where they chose to live.
6. Distribute My Home Worksheet. Tell students to draw a picture of their house and explain its features. Have students write a few sentences explaining - why they chose this location, and based on physical geography, how do they expect to live here? How will they modify, adapt, depend on environment in this location? What materials will their house be made of? Also have them list who lives here with them.
7. When students are finished, allow a few minutes for sharing. Then, announce that due to a political conflict, the island will be separated. Show students the Division map, with the UN buffer zone/Green Line marked.
8. Explain that those with blue dots must remain south of the division line, those with red dots must remain north of the line. If students are blue living north of the line, they must leave their houses and belongings and move south. They must find another blue person to live with. Red stickers must do the same, moving north.

Students with green dots can stay where they are, but they have lost at least one family member in the fight to divide the island. The family member is missing – either caught on the other side or killed.

9. Allow time for movement and negotiations.
10. Distribute Journal Entry worksheets. Give students about 10 minutes to describe their feelings about the separation. Have them answer: how did it feel to suddenly be separated here in this situation? If you had to move, how did it feel to leave behind your house and belongings to which you had grown attached? Did you lose a family member? Describe how that felt. Did you find a family member or friend to move in with, or did someone move in with you? Describe what happened.
11. Close with discussion and sharing.

SESSION TWO

1. Explain to students that the division scenario they simulated in session one actually happened to the country of Cyprus in 1974. Emphasize that what they simulated is NOT intended to make them understand the suffering and pain people truly experienced in Cyprus in 1974, as that is impossible. The purpose of the simulation was to make them aware of the situation, of which many people are not.
2. Distribute Mediterranean Map and colored pencils. Instruct students to locate Cyprus, Greece, and Turkey on the map. Tell students to color Greece blue, Turkey red and Cyprus green.
3. Ask students to note the location of Cyprus. Explain that people have been fighting over Cyprus for centuries. Encourage discussion on why it might be such a valuable location in the world in the past and today (strategic military bases, natural resources such as copper widely available and traded in the Bronze Age, trade route between east and west, etc.).
4. Distribute Outline Notes. Instruct students to fill in the blanks as you give a brief history of Cyprus and how it became divided on the PowerPoint presentation.
5. Close with a discussion on youth in Cyprus and how they envision a future of peace, but discuss

difficulties that might follow (what to do about non-Cypriot immigrants, Republic of Cyprus economy much stronger than TRNC, religious differences, etc.)

Assessment

Examine My Home Worksheets, journal entries, and notes for completion and credit. Grade essay questions based on these criteria: award 5 points if the student lists at least one reason people move based on physical geography (proximity to water, trade routes, mountains versus plains, climate, etc.). Award 5 points for each specific example. Award 5 points for each of the reasons a student lists that makes the location of Cyprus desirable (trade, natural resources, positions in war, etc.). Award 5 points for each specific example (British military bases, copper widely available and traded in the Bronze Age, trade route between east and west, etc.). Award 5 points for each of the factors the student gives as reasons for the division of Cyprus (history, treaties, labeling peoples, identification with "mother" country, religious differences, minority/majority, etc.). Mastery will be considered 80%.

Extensions

1. Utilize a GIS (ArcExplorer Web, Google Earth, ArcView, etc.) to thoroughly investigate the island before choosing a settlement location.
2. Research and compare division of Cyprus to other divisions throughout history: Berlin, Korea, Nogales, Palestine, China -Tibet/Taiwan, etc.
3. Compare propaganda from Turkish and Greek Cypriot points of view.
4. Role play Greek Cypriot and Turkish Cypriot using propaganda to debate Turkey's "invasion" of Cyprus.

5. Write persuasive essays using propaganda techniques and misleading graphs promoting or against the unification of Cyprus.

Sources

North Cyprus Home Page

<http://www.cypnet.co.uk/ncyprus/n-tourism.htm>

North Cyprus Tourism Guide

<http://www.cypnet.com/>

World Atlas

<http://worldatlas.com/webimage/countrys/europe/cia/maps/cy.htm> Map of Cyprus Graphic

Official Website of the Cyprus Tourism Organization

<http://www.visitcyprus.org.cy/> Map of Cyprus Graphic

Geography Network

<http://www.geographynetwork.com/>

ArcExplorer—Java Education Edition (AEJEE)

http://www.esri.com/software/arcexplorer/about/aejee_faq.html

Full Cyprus Guide

<http://www.cyprus.com>

University of Arizona, Center for Middle Eastern Studies

<http://www.cmes.arizona.edu/>

The Cyprus Conflict: An educational Web site

<http://www.cyprus-conflict.net>

Gaziouglu, Ahmet C. Cyprus: a Few Facts and the Rule of Law. Lefkosia: Cyprus Research and Center, 2001.

Michaels, Valerie. Our Travels Through Cyprus. Nicosia: Theopress Ltd., 2003.