

# **In Search of Aphrodite's Rock:**



## **A Geographical Perspective on Storytelling**

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**Sponsored by Fulbright-Hayes and the Center for  
Middle Eastern Studies at the University of Arizona**

## **In Search of Aphrodite's Rock**

Students learn Cypriot and Mediterranean history when reading the ancient stories of Cyprus and plotting those stories on a map of Cyprus.

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**Grade Level:** 10

**Duration:** Two 55 minute class periods

- **Standards: AZ- Arizona Academics Standards • Subject: Language Arts**
  - **Standard: Standard 3: Listening and Speaking**
  - **Grade Range: PROFICIENCY (Grades 9-12)**
    - Performance Objective: LS-P2. Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience**
    - **Subject : Social Studies (2006 Final)**
    - **Subject/ Grade/ Domain : High School**
    - **Strand : Strand 4:**  
**Geography**
      - **Concept : Concept 1: The World in Spatial Terms**
        - Performance Objective : PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).**
        - Performance Objective: PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.**
        - Performance Objective: PO 4. Use an atlas to access information.**
      - **Concept: Concept 4: Human Systems**
        - Performance Objective: PO 8. Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, and economic principles) are spread through cultural diffusion.**
      - **Concept: Concept 6: Geographic Applications**
        - Performance Objective: PO 3. Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).**
    - **Subject : Language Arts**
    - **Subject/ Grade/ Domain : Reading**
    - **Grade : GRADE 10**

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- **Strand: Strand 2: Comprehending Literary Text**
- **Concept: Concept 2: Historical and Cultural Aspects of Literature**  
**Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.**  
**Performance Objective PO 1: Describe the historical and cultural aspects found in cross-cultural works of literature.**

**Sponsors:** This lesson is a result of the author's participation in June 2007 Fulbright - Hayes Teach Cyprus program organized by the Center for Middle Eastern Studies at the University of Arizona.

**Overview:** In this lesson students will read and analyze stories about Cyprus to gain a better understanding of Cypriot history and legends while using geography skills to pinpoint the location of each story. This World History lesson could work in a variety of areas. It could be used as a Geography Map Skills unit for relative location, a culmination lesson on a unit for the Mediterranean region, or an introduction into Greek history.

**Purpose:** In this lesson students will gain a better understanding of the importance stories hold in a country's history by reading Cypriot stories that have survived the test of time.

**Materials:** Classroom World Map or Student Atlas  
Stories of Cyprus  
Story Questions Handout  
Map of Cyprus  
Envelope with Story Pictures  
Tape  
Envelope w/Story of Aphrodite and Aphrodite's Rock picture  
Handout Keys

## **In Search of Aphrodite's Rock**

### **Objectives:**

Students will be able to:

- Identify the country of Cyprus on a world map.
- Identify the locations of several major cities and landforms in Cyprus.
- Use analytical and writing skills to answer questions about Cypriot stories.
- Scaffold geography skills of relative location with literature skills.
- Compare and contrast Cypriot stories with previously known stories.
- Identify the influence Cypriot stories and legends have on the history of Mediterranean region.

### **Sequence of Activities:**

#### **DAY ONE**

Bell Work: Teacher places the following questions on the board to be answered in a short journal response:

- 1) What is the importance of stories in history?
- 2) What ideas about our past can we learn from our own stories?

Introduction: At the beginning of this lesson, the teacher tells students about the importance stories play in a country's history. Students will be traveling to Cyprus to map the stories of Cyprus. For this assignment, they will be playing the roles of a historian and a cartographer. At this point, teacher should review the following vocabulary: historian, cartographer, relative location. Teachers then should tell students they will be historians, analyzing stories and legends of Cyprus and answering questions about these stories. Then, the students will be cartographers, pinpointing the relative location of the story or legend on a map provided to their cartography groups. The teacher will tell the students that they are trying to discover the answer to this question:

**What is the relative location of Aphrodite's Rock?** 10 - 12 minutes

Teacher will pre-assign the story reading groups. The key issue here is getting the correct number of students per story. Take the total number of students divided by the number of stories you will have them read and that makes up the historian reading groups. Then the teacher hands out one story per group and the corresponding story question handout for each student in that group. Before class, the teacher needs to label the story question handout as shown in the chart below. 5 minutes

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Key: Colors and Labels

Story Group – Columns

Cartography Group – Rows

Questionnaire Handout Page Label - Cells

	Story Group						
Cartography Group	1	2	3	4	5	6	7
A	1A	2A	3A	4A	5A	6A	7A
B	1B	2B	3B	4B	5B	6B	7B
C	1C	2C	3C	4C	5C	6C	7C
D	1D	2D	3D	4D	5D	6D	7D
E	1E	2E	3E	4E	5E	6E	7E

Once the students are in their correct group the reading begins.

Historian Reading and Writing: One student will then read their story and then the group works together to answer the questions on their Story Question Handouts. 15 – 20 minutes

Once the students have completed the reading and the story question handout, then they move to their cartography group on the signal from the teacher. They will go to the cartography group that the teacher has written at the top of their story question handout, for example, 1A, 2A, 3A, etc...-- Columns work together first (reading) then rows work together (cartographers & map locations). 5 minutes

Cartography Groups: Students will then meet in their assigned cartography groups and each student will briefly summarize their assigned story for the group and then the village group discusses relative location of the story location clue and plots the story on the Cyprus map using the pictures the teacher has provided them. 20 – 25 minutes

### DAY TWO

Students return to cartography groups and complete their Cyprus map.

\*Each village's ultimate goal is to place all of the story pictures on the map correctly. After each story is placed correctly on the Cyprus map, the teacher checks each group's map for complete and correctness.

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Aphrodite's Rock: After the teacher checks each group's map, the teacher gives each cartography group an envelope with the story of Aphrodite and a small picture of Aphrodite's Rock. Finally, the cartography group chooses one group member to read the story of Aphrodite while the group listens for the story location clue. Finally, the group discusses and plots Aphrodite's birthplace on the Cyprus map. 5 – 8 minutes

Completion: Each cartography group will turn in a completed Cyprus story map to the teacher.

Close: In this lesson students have gained a better understanding of the importance of stories in a country's history by reading Cypriot stories that have survived the test of time.

Assessment: The students will be assessed by a complete and correct Cyprus story map.

Differentiated Instruction: In the historian reading groups, I place advanced readers with less advanced readers. I also write vocabulary definitions on the board to benefit English language learners and less advanced readers to aid comprehension.

In the cartography groups, it would also be possible to cut the story questions into strips and give advanced learners the higher level questions and give lower performing learners the informational questions.

Extensions: The teacher can extend this lesson by having the historian groups act out the stories after completing their story questions handout and then pinpoint the story locations on their map.

Teacher Preparation: This lesson requires some preparation before the class begins. Below is a list of tasks the teacher must complete before the lesson.

- Make one copy of each Cyprus story
- Make seven copies of the Aphrodite story (Keep these separate from the rest of the stories)
- Make the needed copies of each story question sheet and number them according to the chart shown above.
- Print out seven Cyprus maps (provided on the lesson CD)
- Print out seven copies of the story pictures (provided on the CD)
- Cut out the seven pictures and put all of the pictures in an envelope except the picture of Aphrodite's Rock (this picture will go in a separate envelope).
- Place one story of Aphrodite and one picture of Aphrodite's Rock together in its own envelope. You should end up with a total of seven Aphrodite envelopes.