

Book: *Cyprus*

Chapter One: The Landscape

Subject area(s): Social Studies, Science

Amount of time needed: One 40-minute period

Objectives: By the end of this lesson, students will be able to:

- 1) Create a nature journal for an imaginary trip around Cyprus.
- 2) Identify animals and plants that live in Cyprus.
- 3) Describe the landscape of Cyprus.

Materials needed:

- ✓ Paper
- ✓ Pens or pencils
- ✓ Possibly:
 - Computers with Internet access
 - Paste
 - Scissors

Activities:

- 1) The teacher will briefly review the information in the text concerning the major aspects of Cyprus's landscape or pass out a handout with material.
- 2) Students will be asked to create a nature journal for an imaginary trip around Cyprus. This journal should have at least two entries, which should include a description of the landscape, climate, animals, plants, and details that give it a realistic feel. Students may include sketches or photographs obtained from the Internet that they can paste into their journals, as if they had taken the photos themselves to enhance the written descriptions.

Assessment:

- ✓ Do the nature journals include at least two entries with accurate descriptions of landscape, climate, animals, and plants?
- ✓ Are there details that give the journal a realistic feel?
- ✓ If there are pictures, do they enhance the written descriptions, rather than replace them?

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Chapter Two: Cyprus's History and Government

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period for writing and a portion of the following period for sharing

Objectives: At the end of this lesson, students will be able to:

- 1) Compose two journal entries written in two different periods, relating basic information about that historical period.

Materials needed:

- ✓ Writing materials

Activities:

- 1) Students will write journal entries from the point of view of an individual living in Cyprus during a time other their own. Students should choose two specific dates, one BCE and one CE. For each date, they should pretend that they lived at that time and write a brief journal entry describing the world that they lived in at that time, including information regarding subjects such as government, arts, religion, or warfare.
- 2) The teacher should circulate and choose a selection of the journal entries from throughout Cypriot history and have students share their entries.

Assessment:

- ✓ Do the journal entries include a specific date with information that matches that date regarding subjects such as government, arts, religion, or warfare?

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Chapter Three: The Economy

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify major export and import commodities of Cyprus.
- 2) Identify Cyprus's import and export partners.

Materials needed:

- ✓ Photocopies of line map of Europe, which can be obtained at http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf
- ✓ Markers
- ✓ Paper
- ✓ Scissors
- ✓ Glue

Activities:

- 1) The teacher will divide students into groups of three or four and ask each group to create a map showing Cyprus's trading commodities and relationships. The students should mount the provided map on a larger piece of construction paper. On that map, the students should draw arrows to Cyprus's top four export partners. The width of the arrows should show what percentage of the nation's exports go to the particular country. Students should do the same with the top five import partners, except that the arrows should point to Cyprus from the import partner. If the partner is off the provided map, the arrow should point to the edge of the map in the correct direction with a label showing to which country the arrow points. In addition, students should indicate which products are being exported and which are being imported, either with pictures or text.

Assessment:

- ✓ Does the map indicate with which nations Cyprus is trading and to what degree?
- ✓ Does the map show which products Cyprus exports and which it imports?

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Chapter Four: Cyprus's People and Culture

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify qualities of the religion, health-care system, education, food, arts, and festivals of Cyprus.
- 2) Write letters home as if they were exchange students to Cyprus.

Materials needed:

- ✓ Writing paper

Activities:

- 1) The teacher will review the information in the text concerning the major aspects of Cyprus's people and culture and will also refer to the recipes on pages 76 and 77.
- 2) The teacher will use this starter: "Imagine you are an exchange student in Cyprus. Write a letter to someone at home that describes what your life is like there and what you are learning about the people and culture of Cyprus. Include information about religion, health-care system, education, food, arts, and festivals of Cyprus. Describe a meal using a traditional recipe (pages 76–77). Also include other imagined details of your life to make the entries seem realistic."

Assessment:

- ✓ Does the letter contain information about religion, health-care system, education, food, arts, and festivals of Cyprus?
- ✓ Does the letter contain other fictional information to promote a realistic "feel"?

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Chapter Five: The Cities

Subject area(s): Social Studies, Art

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) List the four major cities of Cyprus.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel poster about two of the cities.

Materials needed:

- ✓ Poster board
- ✓ Pen, pencil
- ✓ Computers, printers
- ✓ Markers, crayons

Activities:

- 1) The teacher should have the students read chapter 5.
- 2) The teacher will review the information with the students, asking students to list the four cities and identify important information about each.
- 3) Working with a partner, the students will develop a travel poster that contains pictures and information about two of the cities. The students should use artwork or computer pictures to illustrate it. The posters should be designed to invite people to visit these cities.

Assessment:

- ✓ Does the poster contain accurate information about the cities?
- ✓ Does the poster contain pictures and text presented in an attractive format?

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Chapter Six: Formation of the European Union

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify the important features of the EU, including the Three Pillars.
- 2) List the 25 members of the EU.
- 3) Define the term autonomous.

Materials needed:

- ✓ Copies of attached worksheet
- ✓ Pens

Activities:

- 1) The teacher will review the information contained in chapter 6 with the class.
- 2) The teacher will ask the students to complete the attached worksheet, using the information in the text.

Assessment:

- ✓ Are all areas of the worksheet filled in correctly?

Using the information in Chapter 6,
fill in the information in
the space given.

The European Union

Name the 25 Member Nations:

Pillar One

Pillar Two

Pillar Three

Blank space for Pillar One.

Blank space for Pillar Two.

Blank space for Pillar Three.

What is the EU? Include the term **autonomous** and its definition in your explanation.

Blank space for the final question.

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Chapter Seven: Cyprus in the European Union

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives: By the end of this lesson, students will be able to:

- 1) Analyze the arguments for and against Cyprus being permitted to join the EU.
- 2) Employ those arguments in the writing of an editorial.

Materials needed:

- ✓ Paper
- ✓ Pens

Activities:

- 1) The teacher will review the information in chapter 7 of the text. Students will take notes.
- 2) Students will take the information provided and write an editorial that might have appeared in the newspaper at the time that Cyprus wanted to join the EU. Students should either take the position of individuals in another member country that Cyprus should not be permitted to join the EU, or they should write from the point of view of a Cypriot citizen who believes they should be allowed to join. Whatever position is taken, the editorial should make arguments and examine the counterarguments, clearly advocating for the position of the writer.

Assessment:

- ✓ Does the editorial make clear arguments in favor of one position or the other?
- ✓ Are the counterarguments examined?
- ✓ Does the editorial show evidence of organization, good grammar, sentence structure, and punctuation?