

Nicosia is calling...

## Teacher's book





# Nicosia is calling

## ***Dear Colleague***

We hope that the activities, ideas and suggestions presented in this booklet will help you and your students enjoy a most fruitful visit to the areas of Pafos Gate, Kyrenia Gate, Arabahmet Neighbourhood and Chrysaliniotissa Neighbourhood.

As you know, a successful on-site visit needs to be structured, prepared and organised around three main stages: before the visit, during and after the visit.

### **Before the visit**

Within the pre-visit proposed activities, students are given the opportunity to become familiar with the appropriate vocabulary, concepts and knowledge necessary to benefit most from the visit.

### **During the visit**

The student's booklet contains many activities that can be used during the on-site visit. The maximum time needed for these activities to be completed is two hours and will depend on the interest, level of children, time available and the number of escort-teachers or parents present.

### **After the visit**

After the visit activities are designed to help students broaden their new knowledge, enrich their creativity, and collect or research more information on issues raised during the visit. Depending on the level of the students, and time available these activities can take the form of short projects.

### **Inter-disciplinary and Cross Thematic Curriculum Approach**

Both the before and the after visit activities can take place at any time that the educator, considers appropriate. Some before the visit activities might take place after the visit. Also, if certain activities in the booklet of the on-site visit need to be adapted to suit the interests of your students, then this should not hold you back. The booklet is offering you ideas on how to link the study visit with particular thematic units and areas of the curriculum. Based on your own interest and students' experiences and knowledge, please be creative and think of other activities.

Best wishes,  
The Nicosia is Calling Team

# General guidelines for successful activities before, during and after the study visit

As we all know, for study visits to be successful we need to devote a considerable amount of time to planning, preparation, execution and review of any activity. We must think of factors that might influence (in a negative or positive way) our study visit. For example, the impact that certain environmental factors (e.g. terrain, weather, traffic) might have on groups of young people is likely to be great and needs to be considered alongside social (e.g. peer group pressure, cooperation, power asymmetries) and personal factors (e.g. fatigue, stress, panic, enthusiasm).

## Planning of activities

Meticulous planning and prudent know-how are very important and include:

- Detailed knowledge of the area and monuments to be visited
- Consideration for the precise and actual needs and interests of young people
- Attentiveness and preparation for possible mishaps that could take place
- Methodical preparation for all possible events that might occur during, but also before and after the visit

## What do we want our students to get out of the visit?

The study visit should aim at being an educational, social and recreational experience. Cooperating, brainstorming and requesting feedback from colleagues and people with expertise is most helpful.

## Why pilot study visits are important?

Pilot study visits by educators themselves are of utmost importance for the success of the actual expedition as they provide us the opportunity to back up our research, gather up-to-date information and make a preliminary risk assessment. Also, they help us in reflecting upon redefining, reconsidering the objectives and/or developing them further in light of all enquiries.

In addition these preliminary visits are very helpful in providing insight into the number of people needed to escort and supervise students during their on-site visit. They also help us take care of issues that might arise in

relation to venue: prevailing weather conditions; the type of activity, duration, skill levels involved; the degree of risk likely to be encountered; and the individual requirements of the group.

## Preparation

This booklet comprises part of the preparation for educators and our students. There are many ideas offered here as to how the study visit can be linked to curriculum themes either before or after the experience. It goes without saying that the benefits for the students will be great if preparation begins in the class via the use of activities suggested here.

We shouldn't forget to make the necessary arrangements with your colleagues and parents at your school to secure and inform all those involved in the study visit (students, escorts and supervisors) about:

- means of travel
- activities that will be offered
- people accompanying the group
- supervision arrangements
- clothing (comfortable clothes and walking shoes) and equipment (pencil-case, photo and video cameras, tape-recorders, first aid box)
- food
- details of costs (buses, etc.)

## Execution of activities

The booklets that this teachers' guide accompanies are designed especially to help educators in their teaching and students in their learning. They consist of activities that can take place on site and spark students' imagination as well as promote their synthetic and analytical skills. However, we need to bear in mind that it is always more difficult to exercise control in an outdoor environment. We must therefore be well prepared to respond to different instances that might arise during the study visit making sure that there are people and different forms of supervision available.

## Nicosia is calling

### Review of activities

The study visit that we undertake with our students is a unique, rich experience.

Together we will have seen things and places and shared feelings and knowledge that no one else has ever done in quite this manner. So, the best follow-up would be to reflect on the experience once we all get back to school. Look at the aims and objectives and how far they have been achieved. How successful were the activities in capturing the interest of students and stimulating high-order thinking? The purpose and scale of the course of action, and the activities

and experiences enclosed within it, will shape and affect the nature of our evaluation.

Together with our students we can embark on a variety of activities to explore certain impressions in more depth. We can be creative and express ourselves in a unique way. We can also study video, films and photographs, embark upon new, related projects and research and send letters and reports to those who have helped us or given us information. This booklet gives a small taste of the activities that could take place before and after the visit as well as some food for thought for things to consider during the visit.

## Ideas, activities and suggestions for teachers

### BEFORE THE VISIT

During the pre-visit proposed activities, students are given the opportunity to become familiar with the appropriate vocabulary, concepts and knowledge necessary to get the most out of the visit.

Teachers can choose from the list below, activities that they think are best suited for their students. Activities can be adjusted and adapted accordingly, or they can be used to simply give ideas for other preparation steps.

#### ACTIVITY 1

##### Name of activity:

Ancient and medieval walls (proposed for ages 11 – 12)

##### Objectives:

To compare walls from different periods.

##### Short description of activity / procedure:

- Make copies/ illuminations of maps and pictures (visual aids) of old cities that have walls (e.g. Mycenae, Constantinople and Ferrara) and distribute them to the students.
- Encourage students to observe and talk about the pictures (i.e. material used, reasons for the construction, function).
- Help them to use the right terminology such as moat, bastions, masonry, gates.
- Let the students compare ancient and medieval walls by comparing the pictures they have in their hands.
- Ask students to search and collect information about other walled cities or areas of Cyprus, Europe and the world (i.e. Famagusta) and present them to their classmates.

##### Methodology:

The children can work in small groups of 5.

##### Answers-suggestions:

- The main differences are in masonry since in the medieval period smaller stones were used for the construction.
- Medieval walls have bastions.
- The Nicosia Walls are medieval since the construction material is small rectangle-shaped stones and since they have bastions.
- Medieval (and ancient) cities used to be walled for protection from invaders. In periods when no external danger was apparent, the walls were the limits of the city and served as a protective mechanism for the urban populations and the authorities from peasant revolts.
- The citizens paid a small fee when importing goods into the city.
- Vocabulary:
  - moat: a deep and wide trench around the rampart of a fortified place (as a castle) that is usually filled with water
  - bastions: a projecting part of a fortification
  - masonry: the material used for the construction
  - gates (of a walled city or castle): were points of entrances and exit and often had defensive structures.

**Sources: Visual Aids**



**THE VENETIAN WALLS OF HERAKLION (HANDAKAS)**

[http://www.crete.tournet.gr/Enetika\\_Teichi\\_Irakliou-si-1520-el.jsp](http://www.crete.tournet.gr/Enetika_Teichi_Irakliou-si-1520-el.jsp)



**THE MEDIEVAL WALLS OF FERRARA**

[http://www.globeholidays.net/Europe/Italy/EmiliaRomagna/Ferrara/Ferrara\\_Mura\\_Baluardi\\_Porte1.htm](http://www.globeholidays.net/Europe/Italy/EmiliaRomagna/Ferrara/Ferrara_Mura_Baluardi_Porte1.htm)



**THE BYZANTINE WALLS OF CONSTANTINOPLE (ISTANBUL)**

<http://www.answers.com/topic/walls-of-constantinople>



**THE CYCLOPEAN WALLS OF MYCENAE'S**

<http://picasaweb.google.com/shopwiz/StarredPhotosGreece2007/photo#5133199447993351682>

References for further reading: You can find additional information and pictures at the website: <http://www.hisdialresearch.org/>

# Nicosia is calling

## ACTIVITY 2

### Name of activity:

Walls in medieval Europe (proposed for age group 14 – 16 years old).

### Objectives:

- To learn about medieval cities in Europe that have medieval walls.
- To learn the terms, bastion, moat, masonry, gate
- To compare the way the walls were constructed in different cities.

### Short description of activity / procedure:

- Distribute the maps and pictures of cities that have medieval and/ or renaissance walls (e.g. Ferrara, Heraklion, Palma Nova, Constantinople)
- Encourage the students to observe the walls. Introduce the related terminology (bastion, moat, masonry, gate, in walled city).
- Discuss how the medieval and renaissance walls were built and the reasons for building walls around old cities.
- Show the Nicosia Walled map and ask the students to compare it with other medieval towns. Ask them to identify similarities and differences.
- Ask students to search and collect information about other walled cities or areas of Cyprus, Europe and the world (i.e. Famagusta) and present them to their classmates.

**Methodology:** Students could work either in small groups or in pairs.

### Answers-suggestions:

The Nicosia Walls are medieval since the construction material is small rectangle-shaped stones and since they have bastions.

Medieval cities used to be walled for protection from invaders. In periods when no external danger was apparent, the walls were the limits of the city and served as a protective mechanism for the urban populations and the authorities from peasant revolts.

The citizens paid a small fee when importing goods into the city.

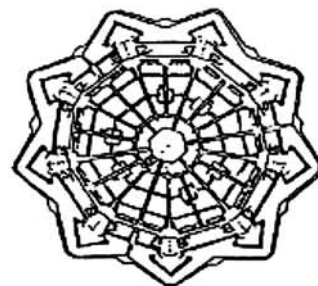
### Related terminology:

- moat: a deep and wide trench around the rampart of a fortified place (as a castle) that is usually filled with water
- bastions: a projecting part of a fortification
- masonry: the material used for the construction
- gates: a city or castle entrance, often with defensive structures

### Sources (written, visual, etc.):

#### Visual Aids:

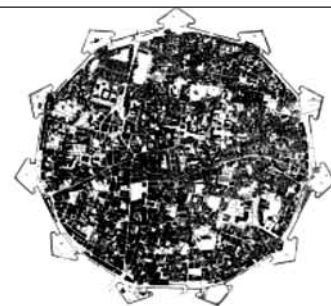
- Use the visual aids from previous activity and the ones suggested below.



Palma Nova

<http://www.historicurbanplans.com/p.tpl?category=Europe&page=7>

- Palma Nova – a city that also has walls designed by Giulio Savorgnano.



Walled City of Nicosia

[http://78.136.16.169/Web\\_Images%20selection/Nicosia/Drawings\\_jpg/02\\_Drawing\\_Nicosia.jpg](http://78.136.16.169/Web_Images%20selection/Nicosia/Drawings_jpg/02_Drawing_Nicosia.jpg)

### References for further reading:

You can find additional information and pictures at the website: <http://www.hisdialresearch.org/>

## ACTIVITY 3

### Name of activity:

Who constructed Nicosia's walls?  
(an activity proposed for any age group)

### Objectives:

Discover the historical background of the construction of the Walls through written sources

### Short description of activity / procedure:

The teacher asks the Question:

- By whom were the walls of Nicosia built?  
The Question is divided in four smaller questions:
  1. Who made the political decision?
  2. Who funded the project?
  3. Who made the plans?
  4. Who did the manual work?

### Methodology (i.e. group work):

- Students will work in groups of 4 or 6.
- For each smaller question the teacher provides a brief excerpt of a source, which the students will use in order to answer the question – see below.

### Sources (written):

#### Who took the political decision?

Having taken control of the Aegean and its inlands, the Turks now took over Rhodes and the Balkans and began their expansion from Serbia to Hungary and as far as the Austrian border. By this time they held all the trade outlets for the eastern markets... When Selim II came to the throne in 1567 the need to activate the defense of the island and its capital came forth. Guilio Savorgan, a well known architect of fortifications along with Proveditorre Generale Francesco Barbaro were ordered by the Venetian authorities to begin the fortification of Nicosia. (Gianni M. Perbellini, *The fortress of Nicosia, prototype of European Renaissance military architecture*, Leventis)

#### Who funded the project?

The nobility's good finances permitted to obtain funding in return for the dedication of the bastions with the names of the biggest contributors. The rich families of Nicosia eagerly accepted and were put in charge of construction and placing workers in the respective bastions. [Panos Leventis, *Twelve times in Nicosia. Nicosia, Cyprus, 1192 - 1570: Topography, Architecture and Urban Experience in a Diversified Capital City*, (Nicosia, 2005), p 319]  
Primary source: Letter (12 August 1567) by Bartolomeo Nogiero, chaplain of Lord Barbaro, Proveditore Generale sent to Cyprus in 1567 to supervise the fortification of Nicosia.

The Count of Rochas, in order to demonstrate his spirit towards Venice and his concern over his country's security, carried in a single basket all the money [he was contributing for the building of the Walls] that was 10 000 ducats... His example was imitated by Lord Antonio Davila, who gave 2 000 ducats at once and paid the other 8 000 ducats within two years ... and the other Barons of the Kingdom.

[Gilles Grivaud, "Nicosie remodelée (1567). Contribution a la topographie de la ville médiévale, EKEE (XIX, 1992), p 303. [not an exact translation]

#### Who made the plans?

Giulio Savorgnano designed a fortification with eleven angle bastions in a star shape that was matched by the Venetians nowhere else in their sea empire.

[Nicholas Coldstream, *Nicosia – Gothic city to Venetian fortress*, Leventis Foundation Annual Lecture 1992]

#### Who did the manual work?

The labour force, paid in its majority if not in its totality, brought together 1500 ... overwhelmed men and women, more than 500 until 800 men for each bastion placed directly under the responsibility of Cypriot noblemen; the work lasted from 6 o'clock in the morning until 13 o'clock and then from 19 o'clock until midnight or one o'clock. The groups, which changed every two weeks, were paid in the end... [The system] assured efficiency unimaginable even for Italy. As for the 300 Italian soldiers placed at the disposal of Savorgnano, they could not stand the sun and fell sick. The achievement of the fortifications of Nicosia was, therefore, the work of peasants of the whole island and probably of all those poor of the city that found, in this way, a way of living.

[Gilles Grivaud, "Aux coffins de l'empire colonial Vénitien: Nicosie et ses fortifications (1567 – 1568), EKEE (XIII-XIV, 1984-1987), pp 276-277]

#### References for further reading:

Panos Leventis, *Twelve times in Nicosia. Nicosia, Cyprus, 1192 - 1570: Topography, Architecture and Urban Experience in a Diversified Capital City*, (Nicosia, 2005)

Gilles Grivaud, "Aux coffins de l'empire colonial Vénitien: Nicosie et ses fortifications (1567 – 1568), EKEE (XIII-XIV, 1984-1987)

Nicholas Coldstream, *Nicosia – Gothic city to Venetian fortress*, Leventis Foundation Annual Lecture 1992

Gilles Grivaud, "Nicosie remodelée (1567). Contribution a la topographie de la ville médiévale, EKEE (XIX, 1992)

Perbellini, Gianni M., *The fortress of Nicosia. Prototype of European Renaissance Military architecture*, Leventis Foundation Annual Lecture 1993

You can find additional information and pictures at the website: <http://www.hisdialresearch.org/>

# Nicosia is calling

## ACTIVITY 4

### Name of activity:

Learning about the gates and neighbourhoods– past and present – from visual sources (proposed for age group 11-12).

### Objectives:

- To collect information and follow the development of the gates and neighborhoods from the past to the present
- To learn to read a photo
- To learn to analyse a picture

### Short description of activity / procedure:

The teacher distributes copies of contemporary pictures/photos of the gates and neighborhoods as well as pictures from the past, and asks students to describe them, and to share and discuss their personal and collective experiences.

### Methodology:

- Whole class discussion.
- Work in small groups of 4-6
- Group presentation
- Whole class

### Sources:

- **Visual sources:**
  - Pictures of the Gates – past and present

## Sample Worksheets to be used for discussion with and by the students:

### How Do We Know What We Know?

#### 1. Learning to “read” a photo

**You are a researcher: Read, think, discuss in your team and answer the following questions:**

- What is the setting of the photograph?  
Are you familiar with it?
- What is the likely time of year and day?
- What is the subject of the photograph? What does this tell us about the photographer?
- Does it include people, animals, buildings and/or scenery?
- What is the main activity within the photograph?  
What does this tell us?

#### 2. Learning to Analyse Pictures

### Observation:

Study the picture quietly for a few minutes. Describe exactly what you see, including people, clothing, jewellery, or other objects or writing in the picture.

### Inferences:

- Are there people in the picture?
- If so, what are they doing?
- What can you tell about the person or persons from looking at the picture?
- Is it a picture from today or long ago?
- Town or village?
- How can you tell?
- What do you think the artist or photographer was trying to convey?
- Based on what you observed, what can you infer or guess about the picture?

### Questions:

What questions does this picture raise in your mind?  
Where could you find answers to them?

### Sources:

You can find appropriate material at the website: <http://www.hisdialresearch.org/>



Visual sources:



L. Salvadore, 1872  
"Famagusta Gate"



Nicosia ("The history of Advertising in Cyprus, p. 168)



Arabahmet neighborhood



Arabahmet neighborhood



Arabahmet neighborhood



Chryssaliniotissa neighborhood



Chryssaliniotissa neighborhood



Chryssaliniotissa neighborhood



Pafos Gate



Kyrenia Gate



Google Earth, Nicosia within  
and outside the Walls

# Nicosia is calling

## ACTIVITY 5

### Name of activity:

What has changed and what has remained the same?

### Objectives:

Through this activity pupils will use their historical skills to discover and their knowledge to identify what has changed and what has remained the same through time.

### Short description of activity / procedure:

Ask students to let themselves imagine that they visited Nicosia early in the 20th century. Give them a table with two columns and ask them to fill in what they would be able to see that has remained the same today and what has changed. Children can search for Nicosia's photos and pictures on the internet or they can use the visual material given in the previous exercise.

After filling the table below the teacher can challenge children to discuss 1. what made these changes happen and 2. how did these changes influence people's lives.

### Methodology (i.e. group work):

Students can work in small groups.

### Sources (written, visual, etc.)

| What has changed? | What has remained the same? |
|-------------------|-----------------------------|
|                   |                             |

### Answers - suggestions:

What has remained the same: the walls, the Gates, some roads, churches and mosques, houses and buildings?

What has changed: The road's surface is asphalt, there are many more houses and buildings built around the walled city, today Nicosia is more populous (overcrowded) than before, and there are higher and bigger buildings.

## ACTIVITY 6

### Name of activity:

Compare Nicosia's map from different times

### Objectives:

Children will understand that how and for what reasons Nicosia is expanding through time

### Short description of activity / procedure:

Make copies and distribute the maps to the groups. Let the children study them. Ask them to report their observations. Discuss with all the class the reasons for this expansion and its possible impact on the lives of citizens.

### Methodology:

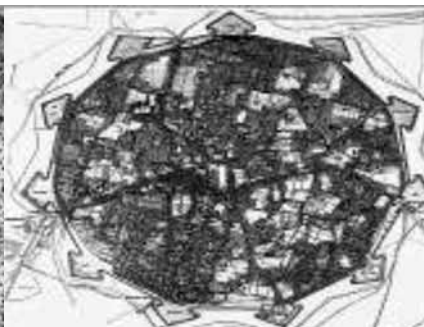
Work in groups and then whole class discussion.

### Answers - suggestions:

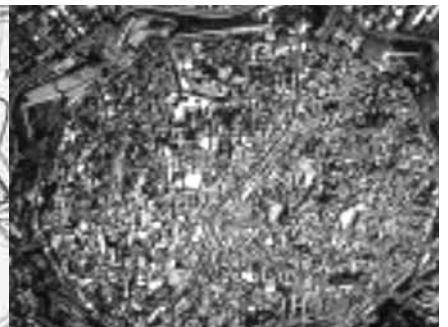
The town's center remains the same. The walls also are a constant reference for many centuries. The main roads – crossing the town – also remain the same. On the other side we see the modern photo presents a more populous town with buildings and houses not only within the walled city but also around it (outside the walls).



Visual source 1:  
Nicosia (sketch), 1573



Visual source 2:  
Nicosia (sketch), 1881



Visual source 3:  
Nicosia (photo), 2007

## ACTIVITY 7

### Name of activity:

Town's quarters now and then.

### Objectives:

Children will understand that the needs, the customs and the general everyday life of people living in Nicosia's neighborhoods change through time whilst some elements remain the same.

### Short description of activity / procedure:

Provide every group with a list of places, occupations and shops (see sources) and ask children to put in a circle four of them that we can find in neighbourhoods today. After this ask children to underline four places/ occupations/ shops that we could find in a neighbourhood a hundred years ago.

### Methodology:

Work in groups

### List of professions, places and buildings:

Stores, doctors, hotels, coffee shops, prison, public fountains / wells, police station, religious places – mosque, church, synagogue, bank, park, school, public baths, pharmacy, kiosk, bakery, confectionary, mini market, open market.

### Answers - suggestions:

Schools, bakeries, religious places, markets today are considered to be necessary in a neighborhood. The character of a religious place is related to the religion that the inhabitants follow. Some of those occupations or places were not necessarily part of a neighborhood 100 years ago (for example schools: education was not compulsory at that time). On the other hand some elements that were important at that time (public fountains/ wells, baths) are not necessary today.

## ACTIVITY 8

### Name of activity:

The historical value of Chrysaliniotissa/ Arabahmet neighbourhood/quarter

### Objectives:

- To fully appreciate the historical value of a now more or less neglected quarter of walled Nicosia.
- To be able to reconstruct the traditional way of life of ordinary people.
- To understand the similarities and also the changes that have taken place over the years.
- To realise that Nicosia has always been a multicultural capital.

### Short description of the activity / procedure:

The teacher gives each group the same set of sources and the following writing frame with a question and 5 points:

### What has changed and what has remained the same since Medieval Times?

- Political and economic situations (feudal system, bazaars)
- Population: Ethnicities, Religions, Communities
- Landscape and Buildings in the neighbourhood (Paedieus river, palaces, old houses, size and condition of the streets, etc)

- Businesses, Transport (products on sale, craftsmanship, camels, vehicles)
- Hygiene, Diseases, Life expectancy (marsh, malaria)

- Pupils are asked to study their sources and discuss them with their group mates.
- Each group is called to discuss and answer just one point of the chart.
- A representative of each group presents a group answer .

### Proposed homework:

Write an essay (of around 300 words) based on the points raised in the classroom and answer the question "What has changed and what has remained the same in the walled Nicosia streets and buildings? Tell the story".

### Methodology:

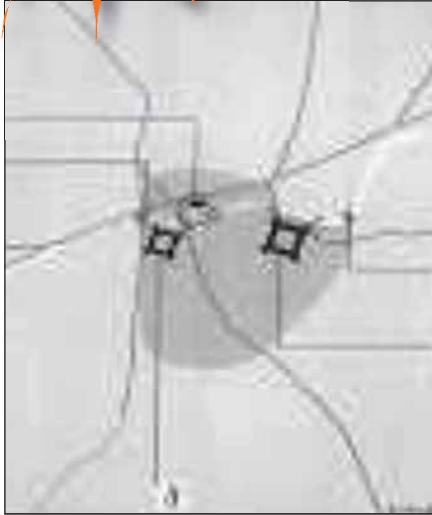
Work in groups and then whole class discussion.

### Sources:

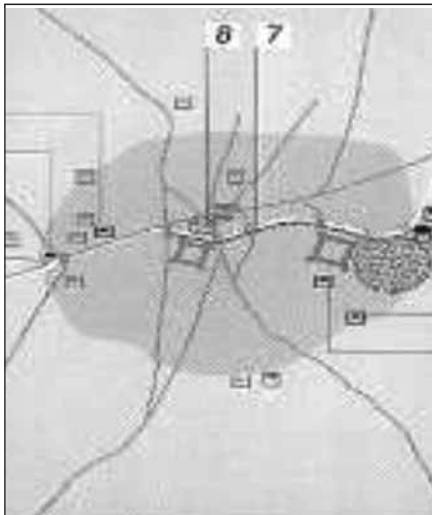
Extracts taken from the book by Panos Leventis, "Twelve Times in Nicosia, Nicosia, Cyprus, 1192-1570: Topography, Architecture and Urban Experience in a Diversified Capital City".

# Nicosia is calling

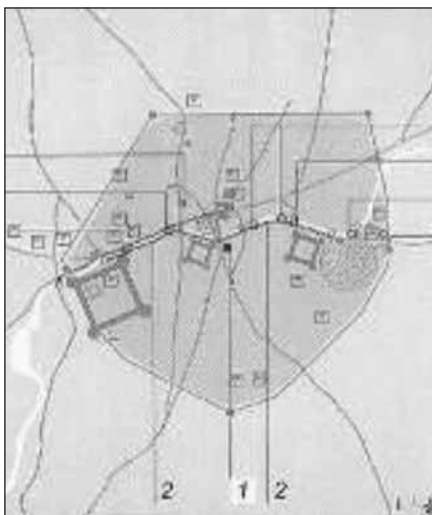
## Sources:



**Map 1 (p.3).** The Paedieus River entered the city from Pillory bridge (roughly where the Paphos Gate is today) and exited at Seneschal bridge (roughly where the Famagusta Gate is today). In Frankish Times (1192-1489), "the Seneschal was the King's appointee, responsible for the defense of the city and the kingdom and he resided in or adjoining the castle. The Bridge of the Pillory was the preferred place for public scorn of petty offenders, who were placed in the same named device, their heads and hands locked in the holes. It was also the site of public executions".



**Map 4 (p.85). Celebrations of August 1310:** "On hearing of Henry II's release and eminent return from Armenia to Cyprus, the riverside was again covered festively from one bank to the other. The chronicles conserve that the dwellers joined in groups dressed in vestes of varying colors: The Frank borghesi in white and red striped vestes, the Syrian borghesi and scrivani in red and green, the Genoese in yellow and mauve half-coats, the Venetians in yellow and red, and the Pisans all in red".



**Map 7 (p.183).** "The serf population in Cyprus worked for three days of each week for their masters, another three for themselves and on Sundays, the seventh day, they gathered in the towns, paying tax at the gate for their products and conducting their public trading (while the Church detested this practice). It was not until 1424 or 1425 that the bazaar was changed from Sunday to Saturday. There were also a line of shops along the Covered Street, probably opened every day. The flour, wheat and barley markets must have lay near the cotton market, for they undoubtedly used the same cistern for their measures. The first royal court and its vicinity were destroyed by the Saracen army (Egyptians) in 1426".



**Map 12 (p.305).** "Throughout the mid 16th century the capital of Venetian Cyprus was immersed in oblivion and decadence. The Frankish walls have fallen to the ground, weakened by the gardens that engulfed the city. Drained by its resources by the continuous export of its products to the Venetian mainland, Nicosia bordered on perpetual starvation. When the city's masses and its borghi revolted in 1565 and when Selim II became Sultan in 1566 the decision was taken to refortify the capital in less than one year. The river was diverted in order to flow in the new moat surrounding the city. Yet, as the Ottoman army was landing on Cyprus in the summer of 1570, the walls were not completely faced in stone and the moat was not completely dug".

**Further written sources:**

**Richard Pockock**, English Traveller to Cyprus in 1738, was impressed by the numerous Venetian mansions in Nicosia. He refers to the capital's industry of cotton fabrics of excellent quality.

**Ali Bey** visited Nicosia in 1806 describing it as a desert consisting of rubbish and relicts, inhabited by 1000 Greek and 1000 Turkish families.

**Louis Salvator** visited Nicosia in 1872. According to him "The population of Levkosia numbers about 20,000 but the exact number of inhabitants cannot be ascertained, the women not being included in the census. The majority of the inhabitants are Turks, although they are nearly equalled in number by the Greeks. There are besides a few Armenians, about eighty to ninety Roman Catholics, and no Jews at all".

(L. Salvador, *Levkosia- The capital of Cyprus*, Newdigate Press, 1983, p.18)

## Nicosia is calling

### DURING THE VISIT

The student's booklets (one for the age group 11-12 years old and one for the age group 14 – 16 years old) contain many activities that can be used during the on-site visit.

The time needed for these activities to be completed is

maximum two hours, depending on the interests, the level of children, time available and escort-teachers or parents present.

You can also download the booklets from the website of the Association for Historical Dialogue and Research at: <http://www.hisdialresearch.org/>

#### Exploration of Pafos and Kyrenia Gates and their surrounding areas

##### General Information

It was back in 1565 that the Venetians had decided to fortify the city of Nicosia against the rising threat by the Ottoman Empire. So Giulio Savorgnano, an architect and engineer, arrived on the island to design new fortifications for the city according to contemporary defense methods.

The ancient fortifications around the city during the Middle Ages were pulled down by the Venetians between 1489 and 1571. The reason for this was the invention of gun powder which meant that cities had to be defended with cannon. This required not only high walls, but walls of great width, along which cannons could be rolled up the ramps.

The new walls that Savorgnano designed have the shape of a star, a circumference of 4.5 km and possess eleven heart-shaped bastions. The walls weren't completely finished by 1570 when the Ottomans attacked Cyprus.

The bastions are polygonal, and the slopes of the walls are usually at two angles. They were named after the contributors who were local noble families and Venetian officers. Each contributor was in charge of the building of the bastion that bore his name.

There were only three entries to the city through gates, in the north, south and east. The entrances were connected to the 3 ports of Paphos, Kyrenia and Famagusta, illustrating the importance of sea trade in the mediaeval economy.

Pafos Gate, at the western part of the walls next to Rocca Bastion, was originally known as Porta di San Domenico. Its name is associated with the famous mediaeval monastery of St. Dominic, which was once placed at the

area. The second Lusignan royal palace was within the enclosure of this monastery (the ruins now of Kasteliotissa).

Between Quirinni and Barbaro Bastions, in the north, is Kyrenia Gate which was originally known as Porta de Proveditore. In 1821 the Ottomans repaired the gate and added the square building on top, surmounted by a dome. During the restoration, a stone tablet recording the construction date of the gate by the Venetians was found (MDLXII or 1562) and was placed above the gate archway. Another commemorative tablet refers to 1931, and George V, king and emperor. This records the date when the gaps in the walls were made to take the modern roads into the city. Above this is a small tablet inscribed in ancient calligraphy with a quotation from the Koran.

##### Objectives :

- To find elements of continuity and change in the surroundings.
- To discover the initial use of the gate and its change through time
- To suggest ways to improve the aesthetics of the area.

##### Short description of activity / procedure:

Students with the help of their booklets walk around and inside the gate. The teacher gives feedback during work and to whole class/ plenary at te end.

##### Methodology:

- Students work in groups of 4
- Photo-camera, Video-camera, Tape-recorder

##### Sources - Material:

- Booklet
- Photo-camera, Video-camera, Tape-recorder

## Pafos Gate: Answers-suggestions for the Booklet of students aged 11 – 12

### ACTIVITY 1

**Name of activity:**

Pafos Gate - Outside the gate.

1.1. Buildings/places in the surrounding area: Municipal Theatre, Public Garden, CYTA Building, Markos Drakos statue, Tennis Court

**1.2. Modern additions:**

on the walls: On the top of the walls there are constructions (the building of the fire brigade), that were built during the British Period (1871 – 1960).

in the moat: The moat was in a lower level than today. The parking place and tennis courts are contemporary additions.

in the surrounding area: the roads, the public garden, several buildings etc.

### ACTIVITY 2

**Name of activity:**

Pafos Gate - Architectural elements

2.1. **Description of walls:** the walls are massive and very impressive. They are more than four metres high,

they are of great width and look very strong. They are constructed of yellow local stone and cement. Even though they look very well preserved in some parts this is not so

### ACTIVITY 3

**Name of activity:**

Pafos Gate - The Bastions

- Pafos Gate is located between Roccas and Tripoli Bastions

- Kyrenia Gate is located between Quirini and Barbaro Bastions

- Famagusta Gate is located between Garaffa and Podocataro Bastions

### ACTIVITY 4

**Name of activity:**

Inside the gate

4.1. **Impressions:** Entering the gate you find a dark, ob-long tunnel with a low ceiling (around two metres). The tunnel is divided in two parts: a wide, short, part at the beginning where we can see the wooden doors (see photo in student's worksheets) were used to close the gate and a more narrow and lengthy part at the end.

4.2. The gate was shut at dark and remained closed until the following day for security reasons. During the night it was not so easy to check who was entering the city.

4.3. **The human figure is missing from the drawing.** The drawing is the sign of the Nisocia Master Plan, the bi-communal program that undertook a project with the aim to restore the Venetian Walls of Nicosia and to promote co-operation and collaboration between the Greek Cypriot and Turkish Cypriot communities.

### ACTIVITY 5

**Name of activity:**

A trip to the past

5.1. and 5.2. **Comparing the two pictures showing the gate:** Picture A is older than picture B. A part of the gate (the arch above the entrance) is missing in picture B. At the same time new constructions were added on the top of the Gate in picture B.

5.3. **Comparing picture A and how the gate looks today:** Differences: the arch is missing, there is no road next to the gate (in picture A), there is no con-

struction above the gate today.

5.4. **Many people are entering the town.** We encourage students to refer to their occupations, their gender, age, ethnic origin etc. The idea is to help them understand the current multicultural character of the city.

**How people prefer to travel today?** By cars

5.5. **Why were people entering the gate?** People were coming to the city either to sell or to buy products in one of the city's markets or bazaars. Other people were coming to the city to look for work.

# Nicosia is calling

## ACTIVITY 6

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | G | G | H | I | W | F | N | P | S | R | I |
| N | B | A | S | T | I | O | N | R | T | T | O |
| N | P | T | Y | U | I | F | W | V | G | N | M |
| I | E | V | E | N | E | T | I | A | N | S | B |
| C | A | Q | O | T | F | H | L | J | H | V | C |
| O | C | D | P | R | U | S | L | S | G | H | J |
| S | E | R | O | C | C | A | S | S | F | V | C |
| I | B | H | J | C | I | T | Y | W | S | F | X |
| A | C | O | O | P | E | R | A | T | I | O | N |
| S | O | M | O | A | T | S | F | E | C | V | B |

- A: Pafos Gate,
- B: Kyrenia Gate,
- C: UN Post at Pafos Gate,
- D: Famagusta Gate,
- E: Kasteliotissa
- F: Holy Cross Catholic Church

## Pafos Gate: Answers-suggestions for students aged 14 – 16

### ACTIVITY 1

#### Name of activity:

The Venetian Walls of Nicosia – The Bastions

- 1.1. During the period that the construction of the walls took place unemployment and poverty rates were reduced as a result of the employment of many poor Cypriots as workers by the construction project.
- 1.2. The bastion's height is approximately 4 and half metres. It is made of rectangular cut local yellow

stones. The bastions were constructed in order to facilitate active defence against assaulting troops. Bastions were designed in such a shape (heart like) as to cover each other offering at the same time a full range on which to attack oncoming troops. The cannons positioned on the top of bastions created a deadly crossfire with those on the other two bastions next to it. Some cannons were covering the curtain side of the wall whilst others were concentrated on oncoming targets.

### ACTIVITY 2

#### Name of activity:

The Venetian Walls of Nicosia – The Gates

- 2.1. Pafos Gate is at the western part of Nicosia and was also known as Porta di San Domenico
- 2.2. The walls were strong because of the way they were built, the big yellow stones of which they were made, as well as their width and height and the bastions' shape.

- 2.3. During the 18th century as new weapons were developed the walls ceased to have a military use.
- 2.4. **The differences in the surrounding area:** The area outside the walls could not have any constructions because that construction could be used by those who wanted to conquer the city.

### ACTIVITY 3

#### Name of activity:

The Venetian Walls of Nicosia – Pafos Gate

- 3.1. The first level of the construction was part of the original walls whilst the second and third levels are later additions.
- 3.3. **The corridor is divided in two parts.** It was very narrow in order to make it easier to control those

who were entering the city. Additionally the narrow corridor gave a military advantage to the city's defenders. The doors of the gate are made of wood and metal (cooper). "The gate was shut at dark and remained closed until the following day because the control of those who were entering the city was a very difficult task during the night."



## ACTIVITY 4

### Name of activity:

Pafos Gate – the inner side

4.1. The Sultan wanted to underline his dominance over the city and its inhabitants by having his signature on the top of the gate.

4.2. Venetians constructed the two ramps at the left and right of the gate so that cannons could be rolled up to the city's walls.

## ACTIVITY 5

### Name of activity:

Pafos Gate – Travelling back to time

5.1. Compare how the gate is depicted in the picture and how the gate looks like today:

Differences: the arch is missing, there is no road next to the Gate, there is no construction above the Gate

Similarities: the ramp, the tunnel, the narrow entrance, the use by pedestrians.

5.2. People coming from the countryside are entering the gate in the picture.

5.3. These people look like they are coming to the city in order to sell their products. Students can give several other reasons why people were coming to Nicosia: to buy products, to work, to visit their relatives etc.

## ACTIVITY 6

### Name of activity:

The surrounding area

6.1. Many people work in the area but very few actually live here. Students may refer to those working at CYTA or even those working at the fire brigade next to the gate. The few residents of the area live across the road next to Kaseteliotiissa.

6.2. Evidence that shows:

a. the multicultural character of the area: the presence of the Catholic Church of Holy Cross

(where people from various cultural and ethnic background frequent), the UN post, the fact that in the area you can see people from various ethnic, language, or/and religious backgrounds.

b. The commercial character of the area: The old coffee-shop (now abandoned), the butchery, the fire brigade, Kasteliotissa cultural centre, CYTA building.

6.4. Around 1400: Kasteliotissa, around 1900: Church of Holy Cross, around 1950: Butchery.

## Kyrenia Gate: Answers-suggestions for students aged 11 – 12

## ACTIVITY 1

### Name of activity:

Kyrenia Gate – Walls and Gates

1.1. & 1.2.: Kyrenia Gate on the north wall, between Quirini and Barbaro Bastions, Famagusta Gate on the east wall, between Podocataro and Garaffa Bastions and Pafos Gate on the west wall, between Roccas and Tripoli Bastions.

# Nicosia is calling

## ACTIVITY 2

### Name of activity:

Kyrenia Gate - Walls and Gates

- 2.1. **The city's gates were constructed on the way to the three main ports at the time:** Kyrenia, Pafos and Famagusta.
- 2.2. The bastions were constructed in order to facilitate active defence against assaulting troops. Bastions

were designed in such a shape (heart like) as to cover each other offering at the same time a full range on which to attack oncoming troops. The cannons positioned on the top of the bastions created a deadly crossfire with those on the other two bastions next to it. Some cannons were covering the curtain side of the wall whilst others were concentrated on oncoming targets.

## ACTIVITY 3

### Name of activity:

Kyrenia Gate – Parts of the Gate

- 3.1. **General impressions:** An impressive construction of historical importance well preserved. It stands apart from the city walls and look like it comes from the past.

- 3.2. The gate, when looked at upside down reminds one of a T.
- 3.3. **On the top of the gate there is a square room with a dome on it.** Above the gate archway there is a marble tablet with an inscription on it. A wooden grilled door is being used to close the gate's entrance. There are supportive walls on the two sides of the archway.

## ACTIVITY 4

### Name of activity:

Kyrenia Gate – Gate's elevations

- 4.1. **Differences between the two elevations:**
  - a. the inscriptions

- b. the tablets
- c. at the outer elevation the archway is projected outward
- d. the inner elevation is symmetrical.

## ACTIVITY 5

### Name of activity:

Kyrenia Gate - Masonry

- 5.1. **Materials used for the construction of the gate:** stone, wood, iron, copper.

- 5.2. For the construction of the gate big, rectangular yellow stones were used.
- 5.3. Big and heavy stones were used for the construction of the gate – but also for the construction of the walls in general – in order to be strong enough for an attack of medieval cannons.

## ACTIVITY 6

### Name of activity:

Kyrenia Gate – Function

- 6.1. **No, this kind of fortification is not useful today.** The walls are not strong enough to stop an army

- today using modern weapons (tanks, missiles, air-force).
- 6.2. Today Kyrenia Gate is used as a small information office for tourists.

## ACTIVITY 7

### Name of activity:

Kyrenia Gate – Let's explore the corridor of the Gate

- 7.1. **In the gate there is a small tourist information office (desk, chairs, leaflets etc).** There are also the old doors for closing the gate's entrance, some old

- photos and a wooden ladder leading to the upper part of the gate.
- 7.2. **Many different kinds of people enter the town on a regular basis.** Students go to their schools, tourist, people go to their work.

## ACTIVITY 8

### Name of activity:

Kyrenia Gate - The surrounding area

**8.1. What changed/what remained the same:** New roads, some buildings remained the same whilst

some new were built. There were fewer buildings and houses around the city's walls.

**8.2. Professionals around the gate:** people selling sweets, taxi drivers, store owners etc.

## Kyrenia Gate: Answers-suggestions for the Booklet of students aged 14 – 16

## ACTIVITY 1

### Name of activity:

The Venetian Walls of Nicosia – Kyrenia Gate

**1.1.** Kyrenia was the smallest town on the island with a very humble harbour.

## ACTIVITY 2

### Name of activity:

Kyrenia Gate – The Architectural elements

**2.1.** When looked at upside down the gate reminds one of a T. The inner elevation is symmetrical.  
We can identify four distinct parts: The tunnel (archway), the two supporting walls to the sides and the small square room with the dome at the top.

**2.2. Materials used:** Yellow local stone, wood, and soil. The yellow stone that was used for the construction

of the gate is a usual constructive element in Cyprus from older times. It could be found easily in the country at the time.

**2.3. Which part was added during the Ottoman period:** the small square building, with a dome on top.

**2.4. Functional use:** The central part as a corridor (archway) sided supportive walls and the small square room on the top.

**2.5. Decorative use:** The arch has more or less a decorative use.

## ACTIVITY 3

### Name of activity:

Kyrenia Gate – A closer look

**3.1. Material:** Local yellow stone.

**3.2.** Buyuk Han, several mosques and churches

**3.3.** The majority of the stones are rectangular. This makes the construction more coherent and the walls stronger.

**3.4. Inscriptions:** There are three inscriptions.

The inscription in the centre is written in Latin characters and is related to the Venetians.

Above it is an Ottoman inscription and on its two sides a British one.

**3.5. Construction year:** M D L XII (1562)

## ACTIVITY 4

### Name of activity:

A closer look!

**4.1. Similarities:** The same height, the same arch-like entrance, similar wooden door

**4.2. Differences:** While there is only one inscription – Ottoman – at the outer side, at the inner side there

are three different inscriptions. The inner side is more symmetrical. At the inner side the arch-like corridor is projected outside the main construction.

**4.3.** The gate today is used as a small museum and information office for tourists.

# Nicosia is calling

## ACTIVITY 5

**Name of activity:**  
Changes through time

**5.1. From which side?** The picture depicts the inner elevation (the one that leads to the walled city)

**5.2. What has remained the same? What has changed?**  
The gate remains almost the same but is isolated by a cut on each side.

**5.3.** The year when the gate closed and was isolated by a cut on each side is written on an inscription above the inside gate's door (1931).

## ACTIVITY 6

**Name of activity:**  
Changes through time

**6.1. Differences and Similarities:** In the past the surrounding area had fewer houses and buildings. Until the '60s there was a cemetery outside the gate.

**6.2.** The British Authorities decided to construct the road on this part on the walls for practical reasons: they wanted to enable the entrance of vehicles into the city and also to link by a road Nicosia with Kyrenia.

## ACTIVITY 7

**Name of activity:**  
Kyrenia Gate – The surrounding area

**7.1 & 7.2.** Most of the buildings outside the city's walls were built in recent years. Until the mid-60s the city

was limited within the walls. During the 60s the increasing population of the city led to the expansion outside the walls.

**7.3. Professionals around the gate:** people selling sweets, taxi drivers, store owners etc.

## ACTIVITY 8

**Name of activity:**  
Kyrenia Gate – The surrounding area

**8.2.** The first picture depicts Mevlevi Tekke - the Mosque of the Dancing Dervishes (It is a late 16th - early

17th century building and tradition has it that it was built upon land that was donated by a rich lady named Emine Sultan) whilst the second picture depicts an Ottoman fountain outside the mosque.

## Exploration of Arabahmet and Chrysaliniotissa Neighbourhoods

### General Information:

For many years the walled city has been subject to physical decay and socio-economic decline, conditions that resulted in loss of population and employment and deterioration of its architectural and environmental quality. That's why one of the priorities identified by the Nicosia Master Plan was the revitalization of traditional residential quarters within Nicosia's historic city centre which constitutes a common heritage for all the communities of Nicosia.

The preservation and regeneration of the historic centre was seen as a multidimensional process incorporating not only the architectural conservation of existing traditional buildings but also social objectives, relating

to housing rehabilitation and the provision of community facilities in order to attract new residents. Also economic objectives aiming to revitalize the commercial core would increase suitable employment opportunities.

Chrysaliniotissa in the south-eastern part of the city, and Arabahmet in the north-western part of the city, were ideally suited to attract new residents and activity because of their traditionally residential character and availability of properties in the early 1990's.

Because they were adjacent to the buffer zone area they transformed into "urban frontiers" and suffered from the devastating effects of the continuing division of Nicosia. The Arabahmet quarter has long been an area of his-

toric, architectural and multicultural merit. The area takes its name from Arab-Ahmet Pasha, who participated in the Ottoman conquest of Nicosia from the Venetians. During the Ottoman period, because of its elevation, the highest in level part of the walled city, many high-ranking officials and the affluent chose to live here. When the Ottomans moved to the area they made changes to the buildings structure that were particular to their culture by adding bay windows (jumba) and building high garden walls.

The Armenian quarter of Nicosia also used to be in Arabahmet. On the eastern part of the area are the ruins of a medieval building which became the Armenian Church prior to and then again shortly following the Ottoman conquest. It remained so until the 20th century. Today Arabahmet quarter to a great extent preserves its historic charm with street patterns, buildings typical of the late Ottoman era and its old urban fabric.

Chrysaliniotissa is in the lowest part of the walled city, where Pedaios River used to run through. The river formed a delta in the area and created problems of humidity in the vicinity. The particular area contains fine examples of Byzantine, French, Venetian, Ottoman and Colonial architecture, giving a rich architectural character to the area.

In general the area retains its character as a residential area, enriched with commercial and cultural activities located on its main streets which in the past were part of the main city's commercial east-west axis, but also scattered within its urban fabric. Traditional houses form large parts of the area and also workshops or shops appear on the street facades.

## Chrysaliniotissa Neighbourhood: Answers-suggestions for the Booklet of students aged 11 – 12

### ACTIVITY 1

#### Name of activity:

Chrysaliniotissa Neighbourhood - Famagusta/  
Taht-El-Kale Road

The buildings' facets in Famagusta/ That- El-Kale road (some front doors are so tall and wide that a carriage could enter the building in order to deliver and/or collect products) provides evidence for the commercial character of the particular road in the past.

#### Street numbers of buildings that used to be stores 100 years ago and their current use:

Famagusta Street No 57: used to be a bakery (you can see the ovens if the door open) now it is an artist's workshop. .

Famagusta Street No 59: used to be a confectionary – now is an artist's workshop.

Famagusta Street No 29: used to be a coffee-shop – now abandoned.

Famagusta Street No 15: used to be – and still is carpenter's workshop.

Famagusta Street No 17: used to be - and still is carpenter's workshop.

### ACTIVITY 2

#### Name of activity:

Chrysaliniotissa Neighbourhood – Taht-El-Kale Mosque

- The spire-like tower next to the mosque is called a **minaret**.
- The **Muezin** is the person who calls the faithful to prayer.
- On the top of the tower there is a **crescent**.
- The **Koran** is the **holy book** of the Muslims.

# Nicosia is calling

## ACTIVITY 3

### Name of activity:

Chrysaliniotissa Neighbourhood – Ermou Street.

#### 3.1. What has remained the same:

- Ermou Street remains mainly a commercial road with many stores and shops on it,
- Most of the buildings remain the same and
- The street is still as narrow as it used to be in the past.

#### What has changed:

- Ermou Street is not as populous today. Compared to the picture you do not see as many people many people walking around today.
- The street's surface has changed: streets used to be earth-made whilst today they are covered by asphalt.
- The street used to be covered (in some parts) but today is totally open to the sky.
- There weren't any cars in the street that time.

3.2. Ermou Street was one of the most commercial and most populated streets in Nicosia until the early 1960's. In Ermou street you could feel Nicosia's multicultural character. People with various ethnic,

language and religious backgrounds visited the bazaars along Ermou street in order to sell or to buy products and materials.

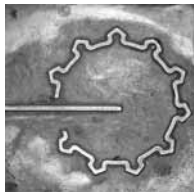
Walking in Ermou Street some decades ago you could hear street vendors loudly promoting and touting their products to pedestrians. Many different languages were spoken in the streets across from the bazaars and the stores (Greek, Turkish, Armenian, English, Arabic).

If thirsty you could buy something cold from street vendor like lemonade or airan (Turkish Ayran) or even water from street vendors. You could also sit in a coffee shop. Cypriots used to move their head backwards whispering "ts" when they wanted to say "no". Mahalepi, halouvas and loukoumia were sweet desserts. Mahalepi is a traditional Cypriot summer dessert made from ground rice or corn flour. Halouvas (Turkish: halva) is also a traditional refreshing sweet made from sesame seeds pulp and sugar melded into a square, sometimes with nuts, or vanilla flavoring. Loukoumia (Turkish: lokum =Turkish delights) are confections made from starch and sugar.

## ACTIVITY 4

### Name of activity:

Chrysaliniotissa Neighborhood – Chrysaliniotissa Church



#### 4.1. Taht- El – Kale Mosque / Chrysaliniotissa Church: Architectural similarities

- the yellow local stone as the main construction material - limestone ashlar
- the arches
- the columns
- both buildings have an open front part with arches and columns (narthex)

- small – humble buildings
- yard around them
- minaret – bell tower

4.2. The presence of a church and a mosque in the same neighborhood tells us that people from different languages and religions (Muslims and Christians, Turks, Greeks, Armenians, Maronites and Latins) lived together, even sometimes in predominantly Christian or Muslim areas of the island.

Today no Turkish Cypriots live in Chrysaliniotissa neighborhood. The current political situation led to the division of the city and the forced separation of its two main communities.

## ACTIVITY 5

### Name of activity:

Chrysaliniotissa Neighbourhood - Tufexis/Axiothea Mansion

5.1. During the 18th and 19th century, as the visual protection of family life from street life became the foremost design criterion for the living environments of the city (Pulhan and Numan,2006, p. 113) the affluent people's houses (konak/mansions), looked

like small castles as they were built behind tall yard walls around a central courtyard.

5.2. From the mansion's introverted space organization, the orientation of all spaces towards the garden we learn that the house was private to the outside. The house has an enormous size and this is evidence that many people were living in it. Actually the house during the 19th century hosted the family members of different generations (grandparents, parents, children).

## ACTIVITY 6

### Name of activity:

Chrysaliniotissa Neighbourhood –  
Walking down alleys

**6.1. Stone built (limestone ashlar):** A/adobe bricks and whitewash (lime): B/stone built with clay and whitewash:C

**6.2.** Several artisans use the facilities of the Chrysaliniotissa Craft Centre for the production of traditional handicrafts. These include: silversmith; glass blowing; stained glass production; woodcarving; restoration of antique furniture; doll-making; mosaic and oil distilling/packing of aromatic herbs.

## Chrysaliniotissa Neighbourhood: Answers-suggestions for the Booklet of students aged 14 – 16

## ACTIVITY 1

### Name of activity:

Chrysaliniotissa Neighbourhood – Taht-El-Kale/Ammo-hostou Street

**1.1.** Famagusta/Taht-El-Kale and Ermou Street are part of the east – west commercial axis of the Walled city along which the city's social, commercial and administrative activity has always been located. In a later stage the social and commercial activity was expanded to the north – south axis. Along its main commercial east-west and north – south axis,

bazaars and open markets were organized to sell special products (the bazaar of textiles, the bazaar of iron-smiths, women's bazaar etc).

- 1.2.** On the way to the mosque we walk along a street dominated by traditional one or two storey buildings attached to each other. Some of these buildings are houses whilst other are used as artisans' workshops or for other commercial and/or professional use.
- 1.3.** The tall wide doors which served as front doors of some buildings are an indication that those buildings used to be stores.

## ACTIVITY 2

### Name of activity:

Chrysaliniotissa Neighbourhood – Taht-El-Kale Mosque and Koran School

### 2.1.

| Building     | Function                                                | Architectural characteristics                                                                                                                             |
|--------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mosque       | Place of worship/area used for prayers                  | A rectangular, stone-built structure with a double pitched roof. It has a main entrance featuring three arches with single arches at each side entrances. |
| Minaret      | Traditionally the call to prayer is given from its top. | A single-balcony, stone built, tall, spire-like, cylindrical building with cone-shaped crown.                                                             |
| Koran School | Home to the Taht-El-Kale Children's School.             | A rectangular, stone-built structure with a double-pitched roof.                                                                                          |

**2.2.** The presence of the mosque tells us that Muslims (Turkish-Cypriots) used to live in the surrounding area.

**2.3.** Walking around the plot next to the Mosque we are moving through narrow pedestrian streets. The buildings along the streets that are mainly used for housing have been recently renovated preserving their original and unique qualities while being adapted to the requirements of contemporary use.

**2.4.** Some students may prefer to live in an area like that because it is so calm, not noisy and a place where you can build close relationships with people living around you. Actually this is something difficult to avoid. For the same reasons of course, some students may dislike the idea of living in an area like that as they perceive close relationships with neighbors threatening to their private life. A great advantage of the area is of course that it is very close to the city's centre. On the other hand the lack of parking places is a big disadvantage.

# Nicosia is calling

## ACTIVITY 3

**Name of activity:**

Chrysaliniotissa Neighbourhood  
- Ermou Street

| 3.1. Modern day professionals                                                                                                                                                  | Old day professionals                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Bronze and iron smiths<br>Wood carvers                                                                                                                                         | Bronze and iron smiths<br>Furniture makers and wood carvers |
| Furniture sellers<br>Shop keepers<br>(Coffee shops, restaurants, Kiosks, bookshops, souvenir shops etc)<br>Craftsmen ( wood carvers, glass makers, painters of holy icons etc) | Shoemakers<br>Potters<br>Tanners<br>Mattress makers         |

## ACTIVITY 4

**Name of activity:**

Chrysaliniotissa Neighbourhood –  
Chrysaliniotissa Church

- 4.2. The presence of a church and a mosque in the same neighborhood tells us that people from different languages and religions (Muslims and Christians, Turks, Greeks, Armenians, Maronites and Latins) lived together, even sometimes in predominantly Christian or Muslim areas of the island.
- 4.3. Comparison of Chrysaliniotissa Church and Taht-El-Kale Mosque Both buildings are worship places. They are built with local yellow-stones (limestone).

The mosque has a more simple structure – rectangular- whilst the church a more complex one. There is a “tower” attached to each building (bell tower – minaret) with a similar function ( call to prayer/ invite the folk to come to the church).

Both buildings have a main entrance featuring arches. The Taht-El-Kale Mosque is considered a fine example of Islamic architecture whilst the Chrysaliniotissa Church combines gothic and Byzantine architectural elements. The mosque has a double-pitched roof and the church a domed roof. Both buildings are surrounded by gardens however the church does not have a school attached to it.

## ACTIVITY 5

**Name of activity:**

Chrysaliniotissa Neighbourhood –Toufexis/Axiothea Mansion

- 5.1. **Building materials:** local yellow stone (limestone),

## ACTIVITY 6

**Name of activity:**

Chrysaliniotissa Neighbourhood – Chrysaliniotissa Craft Centre

- 6.1. Several artisans use the facilities of the Chrysaliniotissa Craft Centre for the production of traditional handicrafts. These include: silversmith; glass blowing; stained glass production; woodcarving; restoration of antique furniture; doll-making; mosaic and oil distilling/ packing of aromatic herbs.

- 6.2. The original house and its courtyard were transformed into a crafts centre, a complex of individual buildings-workshops, connected as they face the front courtyard. The result is a modern commercial centre but in full harmony with the character of the historical urban area of Chrysaliniotissa. Therefore, the objective has been realised.
- 6.3. The students are asked here to give their own opinions and develop arguments to support it.



## Arabahmet Neighbourhood: Answers-suggestions for the Booklet of students aged 11 – 12

### ACTIVITY 1

**Name of activity:**

Arabahmet Neighbourhood – Walking along the Walls

1.1. The fountain is an octagonal shaped structure (eight corners and eight sides/faces)

### ACTIVITY 2

**Name of activity:**

Arabahmet Neighbourhood – Keep walking along the Walls

2.1. **Similarities between the houses:** attached to one another, their front door is street oriented, all have balconies, well preserved/renovated etc.

2.2. **1913/1917/1931:** These dates refer to the year that the houses were constructed.

### ACTIVITY 3

**Name of activity:**

Arabahmet Neighbourhood – Walking down alleys.

3.1. The houses of this neighbourhood are built very close to each other. The streets between the houses are very narrow.

3.2. Close relationships with their neighbours; living in nice houses next to the city centre; not so noisy area.

3.3. Close relationships with their neighbours; not easy for a car to reach their house; not many parking places.

### ACTIVITY 4

**Name of activity:**

Arabahmet Neighbourhood – Notre Dame de Tyre

4.1. The presence of the Armenian church is additional evidence of the multicultural character of Nicosia: For centuries people from different ethnic, religious and/or language backgrounds were living together in Nicosia.

### ACTIVITY 5

**Name of activity:**

Arabahmet Neighbourhood – Dervish Pasha Mansion

5.2. **Materials used for the Mansion:** wood, iron, local yellow stones, roof tiles, gypsum-whitewash, adobe bricks, clay

5.3. The figure is pictured preparing the “table” for lunch or dinner.

5.4. **Kitchen utensils still used today:** plates, spoons, coffee pot

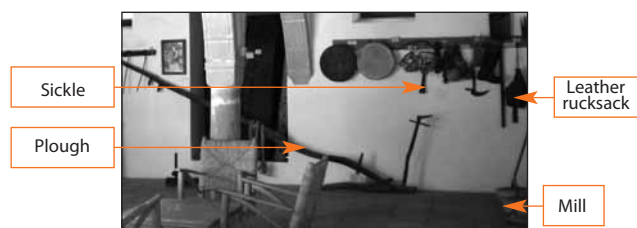
5.5. a. Students here have to use their imagination.

They can give any answer they like (an ice-cream, Vase, cup, etc)

b. The particular (brazier) vessel was used for burning coal (charcoal), for heating closed spaces or for cooking purposes.

c. It is made of cooper or brass.

5.6.



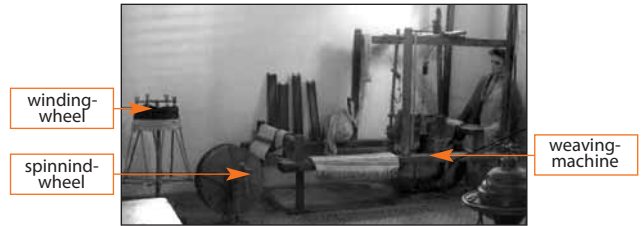
5.7. In general we do not use these objects today as we can buy the textiles we need or even our clothes. However some people use these objects in order to produce traditional wearing and textiles.

# Nicosia is calling

## ACTIVITY 6

**Name of activity:**  
Dervish Pasha Mansion –  
Agricultural Tools

6.1.



## ACTIVITY 7

**Name of activity:**  
Dervish Pasha Mansion - Inside the Mansion

7.1. Clothes of the bride: bridal dress, wedding veil  
Clothes of the groom: fes (on his head), white shirt,

dark vest with bright designs, loose blue vraka (knee pants), high wool socks, pinner.

7.2. To keep the room warm they were using the brazier which was placed in the room's centre.

7.3. Objects that were placed later in the room: sockets,

## ACTIVITY 8

**Name of activity:**  
Dervish Pasha Mansion - Inside the Mansion

8.1. Only (or mainly) the men used the main room  
(baş oda)

8.2. They used to drink coffee and tea.

8.3. They spent their time discussing, having coffee and nargile (Turkish water pipe)

8.4. a. No we don't have separate rooms for women and men today.

b. In general no, however some times - especially in the villages - we don't see many women in particular places that men used to go (traditional coffee shop)

## ACTIVITY 9

**Name of activity:**  
Arabahmet Neighbourhood – Mosque

9.2. These graves tell us that people used to bury their dead in cemeteries next located next to places of worship.

9.3. The construction pictured in the photo is a fountain. It is built next to the mosque because before entering the mosque to pray, every Muslim must wash his/her hands, arms, feet, ankles, head & neck with running water.

## Arabahmet Neighbourhood: Answers-suggestions for the Booklet of students aged 14 – 16

### ACTIVITY 1

#### Name of activity:

Arabahmet Neighbourhood – Walking along the Walls

1.1. The presence of this fountain tells us that until some decades ago (till the first decades of 20th century) there was no water distribution to all the houses of the city. Because of that people had to go to the public fountains or the public wells in order to get water for the needs of their households.

- 1.2. Today we don't need such fountains (public fountains) because every household has running water thanks to the city's water supply system.
- 1.3. The size and the luxury of these building is proof of the high socio-economical status of those who first built them.
- 1.4. These houses were renovated due to their historical importance.

### ACTIVITY 2

#### Name of activity:

Arabahmet Neighbourhood – Keep walking along the Walls

- 2.1. These dates refer to the year that the houses were constructed.
- 2.2. a The moat was built as part of the city's defensive system. The attacking troops moving to the city

walls though the moat were an easy target for the defenders.

b. Today part of the moat is used as a parking place. Another part is used as a park. Part of the moat is also in the buffer zone, full of rubbish and waste.

c. The moat could become a peace park, part of a zone of cooperation between Turkish and Greek Cypriots.

### ACTIVITY 3

#### Name of activity:

Arabahmet Neighbourhood – Walking down alleys

3.1. This area composed of narrow pedestrian streets that are defined by attached buildings, still keep their spatial quality of human scale and the local identity. The streets are dominated by traditional houses most of which are two stories high and are built with stone and adobe bricks.

3.2. The people living in these houses were in close contact with their neighbors which some times may have cost them their privacy. The narrow streets were an obstacle (and still are) for the vehicles (no big vehicles can reach the houses). There weren't any public spaces available and not many open spaces for the children to play.

### ACTIVITY 4

#### Name of activity:

Arabahmet Neighbourhood – Notre Dome de Tyre

4.1. **What can we see if we stand at the building's entrance:** A pointed arch (gothic style), a symmetrical entrance, columns on both side of the entrance, an iron-door.

4.2. **The presence of the Armenian Church is additional evidence of the multicultural character of Nicosia:** for centuries people from different ethnic, religious and/or language backgrounds were living together in Nicosia.

### ACTIVITY 5

#### Name of activity:

Arabahmet Neighbourhood – Dervish Pasha Mansion

5.1. **Materials used for the construction of the building:** Local yellow stones, adobe bricks, clay, gypsum - whitewash, roof-tiles, iron.

- 5.2. From the size of the building we can ascertain that its original owner should be of high socio-economic status.
- 5.3. Axiothea/Tufexis Mansion, Kadi Mentis Mansion, Dragoman Hadjigeorgakis Kornessios's house.

# Nicosia is calling

## ACTIVITY 6

### Name of activity:

Dervish Pasha Mansion -

Inside the Mansion

6.1. The female figure is pictured preparing the "table" for lunch or dinner.

### 6.2.

#### OBJECT

#### USE/ FUNCTION

|                  |                                       |
|------------------|---------------------------------------|
| Plate            | eating/decoration                     |
| Coffee pot       | cooking coffee                        |
| Casserole        | cooking the food                      |
| kazan (cauldron) | boiling the water/washing the clothes |
| kneading trough  | kneading the bread/decoration         |

6.3. a. Students here have to use their imagination.

They can give any answer they like (an ice-cream, Vase, cup, etc)

b. The particular (brazier) vessel was used for burning coal (charcoal), for heating closed spaces or for cooking purposes.

c. It is made of cooper or brass.

6.4. See activity 6.1. for Students 11 – 12 years old.

6.5. According to this reconstruction women at that particular time spent their time weaving. In this way they were contributing to the wellbeing of their households.

## ACTIVITY 7

### Name of activity:

Dervish Pasha Mansion - Agricultural Tools

7.1. a. **Plough:** Farm tool having one or more heavy blades to break the soil and cut a furrow prior to sowing

b. **Leather rucksack:** Bag for carrying the food and the drink of the shepherd

c. **Mill:** Farm tool for grinding the corn

d. **Stirrup:** Flat-based loop or ring hung from either side of a horse's saddle to support the rider's foot in

mounting and riding

e. **Sickle:** Curved, hand-held agricultural tool for harvesting grain crops

f. **Yoke:** Device for coupling two or more animals to one vehicle; usually a wooden bar that sits on the top of the neck with a metal loop to go around the neck of each animal.

7.2. **Old times:** the stone-built fountain and the wheel  
**Today:** Tap

## ACTIVITY 8

### Name of activity:

Dervish Pasha Mansion - Inside the Mansion

8.1. Clothes of the bride: bridal dress, wedding veil  
Clothes of the groom: fes (on his head), white shirt, dark vest with bright designs, loose blue vraka (knee pants), high wool socks, pinner.

8.2. The presence of an open Koran next to the bed demonstrates the importance of religious in the couple's life.

8.3. To keep the room warm they were using the brazier which was placed in the room's centre.

8.4. The coffee pot and the nargile are used today.

## ACTIVITY 9

### Name of activity:

Arabahmet Neighbourhood – Mosque

9.1. The particular mosque is proof of the presence of a Muslim community in the walled city.

9.3. **Three key elements of the Ottoman architecture of the building:**

- The curved arches
- The domes
- The spire-liked minaret.

9.4. **The particular construction is a fountain.** It is built next to the mosque because before entering the mosque to pray, every Muslim must wash his/her hands, arms, feet, ankles, head & neck with running water

9.5. These graves tell us that people used to bury their dead in cemeteries located next to places of worship.

# AFTER THE VISIT

After-the-visit activities are designed to help students broaden their new knowledge, enrich their creativity and inspiration, to research and collect more information on issues touched upon during the visit.

Depending on the level of the students and time available, these activities can take the form of short projects.

## ACTIVITY 1

### Name of activity:

**Role play:** - Travellers and locals in 1573

- Leather makers and Gate Guards in 1810
- British officials in 1920
- Citizens in 2007

### Objectives:

Contextualize their previous knowledge on given directions.

### Short description of activity/procedure:

1. The teacher provides the students short scenarios and asks them to write imagined conversations based on these scenarios (Each group is divided into two groups whilst writing the imagined conversation).
2. The students perform their dialogues in front of the whole classroom.

### Methodology:

Group work based on the scenarios

### Sources (written):

#### Scenario I: Travellers and locals in 1573

Group A: Imagine that you are travellers visiting Cyprus in 1573. This is the second time you have visited the island. You have already visited Nicosia in 1560 and you were fascinated by the beautiful monastery of the Dominicans. When you arrive to the spot where the monastery was you are puzzled because nothing exists there. You ask some local passersby. The locals inform you that many things changed in Cyprus since 1560.

Group B: Imagine that you are local merchants going to Nicosia to sell your merchandise at the bazaar. As you are ready to pass through Pafos Gate and enter the city you meet some foreigners who are trying to find the Dominicans Monastery. You inform them that many things changed in Cyprus in the past few years. First of all the Venetian Walls were built in 1568-9. For defense purposes the Dominicans monastery – along with all other buildings that remained outside the Walls – was demolished. On the grounds of the monastery Pafos Gate was built. Further you tell them that the ruler of the place has changed as the island was conquered by the Ottoman Empire.

#### Scenario II: Leather makers and Gate Guards in 1810

Group A: Imagine that you are young leather makers i.e. craftsmen who take animal skin and convert it into leather. In order to do that you need some substances (that smell really bad) and lots of water to wash these substances off the leathers. You must also soak the leathers. Therefore you always work near the river, where you can wash and soak the leathers. You found a perfect place near the river right outside Pafos Gate and you are about to start working. As you are about to start you see the Gate Guards running towards you. Probably they will ask you to leave. Explain to them why you want to work there.

Group B: Imagine that you are the guards of Pafos Gate. It is sunrise and as you open the doors you spot some young leather makers ready to start working right outside Pafos Gate near the river. You run towards them and ask them to leave. Explain to them that they cannot work there because of the smell and they have to leave. Propose to them to go to the Tabakhane – which is a some hundreds meters away (at the northern part of the current Public Garden) – where all the other leather makers work.

#### Scenario III: British officials in 1920

Group A: Imagine that you are British officials, who have just come to Cyprus and do not know the area very well. Your first task is to prepare the welcoming of the new Governor, who will arrive to the island in the next few weeks. You suggest that the Governor should enter the city through Famagusta Gate because it is the biggest and the most beautiful of the three gates. Some other British officials, who have been in Cyprus for ten years, have different views. Explain your ideas and try to convince them.

Group B: Imagine that you are British officials in Cyprus and with some other colleagues you are preparing the welcoming ceremony for the new Governor, who will arrive in a few weeks. There are three ways to enter the city (pass through Famagusta or Kyrenia Gate, or through the road near Pafos Gate. (Pafos Gate ceased to function as a door since 1878). You propose that the

## Nicosia is calling

Governor should go through the road near Pafos Gate. It is a wider road and the Governor's carriage can go through easily. Your colleagues, who are newcomers and do not know the area, want the Governor to pass through Famagusta Gate. Explain your ideas and try to convince them of the opposite

### Scenario IV: Citizens in 2007

**Group A:** Imagine that you are citizens of Nicosia today. You love your city and you often take walks in the old town within the Walls. Today you are accompanied by other friends, who don't know the history of the town very well. As you pass by Pafos Gate you explain to them that the area was renovated some years ago. You both believe that the renovation was nicely done but it could be improved. Suggest ways to improve the area around Pafos Gate.

**Group B:** Imagine that you are citizens of Nicosia today. You live in an area outside the walls and you don't know the history of the town very well. Today you accompany some friends who know the history of the monuments. As you pass by Pafos Gate your friends talk to you about the recent renovation of the city's Venetian Walls. You both agree that the renovation was nicely done, but the area around Pafos Gate could be improved. Suggest a few of ways of improvement.

### References for further reading:

George Jeffery, A description of the historic monuments of Cyprus, (Nicosia, 1918), Agni Michaelidou, Hora i palia Lefkosia, (Nicosia 1977).

## ACTIVITY 2

### Name of activity:

Learn about the Venetians.

### Objectives:

Acquire historical knowledge

### Short description of activity / procedure:

- The teacher divides the class in groups of four students
- Assign to each group a project relating to the Venetians in general or the Venetians in Cyprus
- Suggested topics:
  - The Venetian ruling system in Venice or Cyprus or Crete
  - The Venetian conquests in the Mediterranean Sea
  - The Ottoman conquest of Cyprus
  - Queen Catherine Cornaro
  - Literature and Art in Cyprus during the Venetian period
  - A comparison between the walls of Nicosia and Famagusta
- The students are asked to prepare a presentation of their project and present in front of the whole classroom

### Methodology:

Group or individual work, Presentation in plenary

### Sources (written, visual):

1. Arbel, B., 2000, Cyprus, the Franks and Venice, 13th–16th Centuries.
2. Arbel, B., «Η Κύπρος υπό Ενετική κυριαρχία», in Theodoros Παπαδοπουλλος (ed) Ιστορία της Κύπρου Δ, Ίδρυμα Αρχιεπισκόπου Μακαρίου Γ', Nicosia, 1995, pp 455 – 536.
3. Haggard, H. R., 1901, A Winter Pilgrimage: Being an Account of Travels through Palestine, Italy and the Island of Cyprus, accomplished in the year 1900. London.
4. Jeffery, G., 1918, A Description of the Historic Monuments of Cyprus. Nicosia.
5. Jennings, R. C., 1993, Christians and Muslims in Ottoman Cyprus and the Mediterranean World 1571–1640. New York.
6. Newman, P., (1940), "A Short History of Cyprus", Longmans, Green & Co., London.

### ACTIVITY 3

**Name of activity:**

Recreating the Venetian Walls of Nicosia

**Objectives:**

Improve skills in designing and making artefacts

**Short description of activity/procedure:**

1. The teacher divides the class in groups of four students
2. The teacher asks the students to design and construct a miniature version of the Nicosia Walls, Kyrenia or Pafos Gates

3. The children's constructions can be presented in an exhibition at the school

**Methodology:**

Group work

**Sources (written, visual):**

Map of the Venetian Walls of Nicosia. Pictures of the Walls and Pafos and Kyrenia Gate.

### ACTIVITY 4

**Name of activity:**

Designing a Euro note

**Objectives:**

Improve skills in designing, Develop European citizenship

**Short description of activity/procedure:**

1. The teacher divides the class in groups of four students
2. The teacher points out that on the one side of the new Euro notes are designs of several Gates and windows from various European countries
3. The teacher asks the children to design a new Euro note based on Pafos/ Kyrenia/ Famagusta Gates

4. The children's designs can be presented in an exhibition at the school

**Methodology:**

Group or Individual work

**Sources (written, visual):**

Map of the Venetian Walls of Nicosia. Pictures of the Walls and Pafos Gate

**References for further reading:**

web site <http://www.histdialresearch.org>  
[http://www.euro.cy/euro/euro.nsf/dmlcoins3\\_en/dmlcoins3\\_en?OpenDocument](http://www.euro.cy/euro/euro.nsf/dmlcoins3_en/dmlcoins3_en?OpenDocument)

### ACTIVITY 5

**Name of activity:**

Learning about the area around Pafos Gate

**Objectives:**

Discover elements of continuity and change in the surroundings.

**Short description of activity/procedure:**

1. The teacher distributes the short excerpts of texts that describe the area around Pafos Gate in previous times or provides information related to the area.
2. The teacher asks the question "What has changed and what has remained the same through time?"

**Methodology:**

Group work (5 groups of 4-5 pupils)

**Sources (written, visual):** Texts in laminated A4 paper. George Jeffery, A description of the historic monuments of Cyprus, (Nicosia, 1918),

**p 29.** On the west side of the city the gate of St Domenico (now the Pafos Gate) probably occupies the position of the medieval gate of the same name. It formerly adjoined the famous monastery and royal chateau of St Domenico, the creation of King James I at the end of the XIVth century, of which not a vestige now remains. The gate was closed by the English when they made the new cutting at the side through the rampart in 1878.

**p 47.** In this division (i.e. near Pafos Gate) the Roman Catholic community of Nicosia has been established... (Their church is the) Franciscan convent of Santa Croce. (It was restored) in 1642. The modern church... (was built) in 1900. Étienne de Lusignan, Lusignan's Chorography an Brief General History of the Island of Cyprus (A.D. 1573), edited and translated by O. Pelosi, New York, 2000.

**p 20.** ...in the time of the Lusignan kings it was made an archiepiscopal city and a royal city, and the head of the whole island... It has a very fine climate and delicate water.

## Nicosia is calling

It is a delightful site with gardens and fruits.

Outside of it and close together are two springs; one is called Piadia and the other Acqua Dolce (= Sweet Water). Kinner, Captain

of East India Company. Visitor of Cyprus in 1814 in C. D. Cobham (ed), *Excerpta Cypria*, p 417

The city is entered by three gates namely those of Larnaka (i.e. Famagusta Gate), Cerina (i.e. Keryneia Gate) and Paphos. Anne Cavendish (ed), *Cyprus 1878*. The Journal of Sir Garnet Wolseley, (Nicosia, 1991), p 47  
Wednesday 14 August Archbishop Sofronios visited Wolseley. He told me that sometimes the neighbouring river overflowed its banks and the water reached up to the walls of the city: that in 1859 the water had rushed in at the Pafos Gate and out at the Larnaka Gate  
Agni Michaelidou, *Hora i palia Lefkosia*, (Nicosia 1977)

**p 15.** At the end of the previous century (i.e. 19th century) there was nothing outside the Pafos Gate, apart from the Tapahane, the primitive tannery, which was at the location where now stands the north side of the Public Garden.

**p 31.** West of the Pafos Gate, the Porta San Domenico, lays the beginning of Victoria Street, the old Frangomahallas, a narrow and long street, drowned by the shadows of tall two-floored houses and various kiosks. The pointing bell-tower of the Armenians church, which tears the sky vertically, completes the picture of the old street, preserved almost as it used to be. In the Frangomahalla, as attested by its name, mostly foreigners were residing... During the first years of the British period many British resided in the area... and changed the name of the road into Victoria Street. When the first gov-

ernmental house was built on a tower near Strovolos the British residents of the street deserted the area and moved around the area of the Governmental House. Since then the Street was inhabited by Armenians that created their own neighborhood around their church.

**p 108.** In 1897 outside the Paphos Gate the governmental hospital was built, in commemoration of Queen Victoria's Jubilee.

**p 162.** Outside the Pafos Gate in a distance of 200m was operating the Tapahane- the tannery. There were thirty ditches; in each ditch about 300 pieces of leather could be placed... When a western wind was blowing the unpleasant smell from the tannery was carried into the town. In 1888, when action was taken by the Town Hall, the tannery was moved outside of the city, into the northwestern area and later to the Piroi village.

### Answers-suggestions:

The monastery of Saint Dominic was demolished during the construction of the walls. When the walls were constructed no building existed outside mainly because of defence purposes. After the Ottoman conquest the city began gradually to expand outside the walls. The Latin church of Santa Croce is still there. It's the church that the Latin community of Cyprus uses still today. Nicosia is still the capital and the archiepiscopal see of the island.

The entrances of the city are no longer the three gates on the walls. The river (Pediaios) no longer passes through the town. The Armenian Church is there but the Armenians left Victoria Street.

**References for further reading:** Above

## ACTIVITY 6

### Name of activity:

Revision activity (14-16 year olds)

### Objectives:

Revise what they learned prior to and during the visit. Distinguish between accurate and inaccurate historical information.

### Short description of activity/procedure:

1. The teacher asks the students to underline what they consider to be false historical information and justify their answer.

As soon as the Venetians realized that Cyprus was probably a target of the Ottoman Empire they decided to reinforce the defence of the island. So the first thing that they did was to strengthen the capital, Nicosia. The walls of Nicosia were built with the sweat and blood of the local people, who worked day and night as slaves without being paid. The twelve bastions took the names of the noblemen who gave money for their construction and the three gates were named Proveditore, San Domenico and Giulia. The name of the gates changed through time but their use as the town's doors continued until the 1960s. Since their construction and until the 1950s the walls were the border and the main defence mechanism of Nicosia.



**Methodology:**  
Individual work

**Sources (written, visual):**  
Leaflets with the above text

**Answers-suggestions:**  
As soon as the Venetians realized that Cyprus was probably a target of the Ottoman Empire they decided to reinforce the defence of the island. So the first thing that they did was to strengthen the capital, Nicosia. The walls

of Nicosia were built with the sweat and blood of the local people, who worked day and night as slaves without being paid. The twelve bastions took the names of the noblemen who gave money for their construction and the three gates were named Proveditore, San Domenico and Giulia. The name of the gates changed through time but their use as the town's doors continued until the 1960s. Since their construction and until the 1950s the walls were the border and the main defence mechanism of Nicosia.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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# Nicosia is calling

## ACTIVITY 7

**Name of activity:**  
Revision activity (10-12 year olds)

**Objectives:**  
Revise what they learned prior to and during the visit

**Short description of activity/Procedure:**  
The teacher asks the students to discover words hidden in the table. The words that are:  
**Bastion, Renovation, Walls, Ottomans, Venetians, Medieval, Defense, Gate, Roccas, Tannery, War, Pafos**

**Methodology:**  
Individual work

**Sources (written, visual):**  
Leaflets with the above text

**Answers-suggestions:**  
**Some more ideas:**

- Students are asked to prepare a project under the title "Revitalizing the old walled city of Nicosia". This project could include
  - A list of the problems that the current inhabitants of the city face and suggestions on how to deal with these problems.

- Propositions on how to develop the economical life in the city (renovations, building's function transformation).
- Thoughts on how, in a reunited city, people from various ethnic, religious, language, socio-economical backgrounds, would live together based on tolerance and mutual respect.

- Learning more about Nicosia Master Plan
- An in - class debate on "Is it a good idea to choose to live in the walled city of Nicosia – Why or why not?"
- Prepare a composition about a monument that impressed them during the visit.
- Organize a photograph and drawing exhibition accompanied by texts students have composed.

**Explanation:**  
The teacher will apply according to her/his wish only those activities, which are adequate for the general characteristics of the classroom and pupils.

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| L | N | O | O | T | T | O | M | A | N | H | L | I | E | N |
| Q | N | S | E | W | K | N | F | O | S | G | V | U | R | B |
| R | E | N | O | V | A | T | I | O | N | F | N | Y | T | V |
| S | R | D | R | Q | F | L | F | P | Q | D | M | T | Y | C |
| T | Y | E | B | A | S | T | I | O | N | S | Q | R | U | X |
| G | K | F | D | Z | V | Q | L | S | A | W | A | L | L | S |

### ARCHITECTURE

- Terms for buildings as a whole;
- Parts of buildings defined by their function;
- Styles of buildings or architectural movements;
- Building materials or construction methods.

### MATHEMATICS

- Quantity of materials
- Structure - geometry
- Estimation of Space, distance.
- Change

### ARTS

- Drawings, Clay creations, Paper work creations, Collage
- Photos
- Exhibitions
- Drama activities
- Music

### RELIGION

- Places of worship
- Religious symbols
- Religious beliefs and practices

### MORE IDEAS



### TECHNOLOGY

Technology used during construction of the various buildings.

### POLITICS

- Empire
- Imperialism
- Conquest
- Colonialism
- Interrelation of economic and political interest
- Municipalities
- Administration

### GEOGRAPHY

- Place, space, location
- Country
- Culture
- Content

### PSYCHOLOGY

- Feelings of people who lived in the area
- Feelings of those who constructed the buildings
- Beliefs, attitudes, possible prejudice of inhabitants, visitors
- Family ties and relations
- Power asymmetries (rich-poor, ruler-subject, master-servant, man-woman, adult-child, city inhabitant-villager)
- Challenge

### HISTORY

- History of Art in Cyprus
- History of Architecture in Cyprus
- Cyprus in the Middle Ages
- Medieval Intellectual History
- Institutions and Communities of Cyprus under Frankish, Venetian, Ottoman and British rule (15 and 18 BC) – Change and continuity

### ANTHROPOLOGY

- people
- ethnic group
- language
- life styles

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