# Graffiti Walk with Quotations on the Holodomor

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[Excerpt From *Holodomor in Ukraine, The Genocidal Famine 1932-33: Teaching Materials for Teachers and Students* – By Valentina Kuryliw]

*The* ***Graffiti Walk*** *instructional strategy encourages higher-order thinking among stu­dents. In this activity students read and respond to a selection of quotations on the Holodomor. Students interpret and analyze the quotations and the impressions of their classmates, and thus, have an opportunity to deepen their understanding of the topic studied. This activity is especially well suited to kinesthetic learners and can easily be differentiated to suit the needs of students in diverse classrooms.*

**Appropriate for students:**

Grades 7 to 12

**Curriculum Fit / Specific Expectations / Learning Outcomes:**

Please select outcomes you wish to cover from either English language arts or so­cial studies or history and prepare an assessment to share with the students at the outset.

**Materials Required:**

1. A selection of quotations on the topic of the Holodomor. See suggested quota­tions in this activity and Section 2, 2.8
2. Chart paper
3. Marker for each student

**Set-up Required:**

1. Choose 5 to 6 of the suggested quotations provided below or selected from Sec­tion 2.
2. Print each quotation on a separate sheet of chart paper.
   1. Place quotations in stations around the classroom, ensuring sufficient space be­tween stations. Quotations may also be hung on the wall and/or dispersed on desks around the classroom. Note: Whiteboards or chalkboards may be used instead of chart paper pro­vided there is ample space between each station to prevent overcrowding of students.
   2. Print out instructions that follow the suggested quotations. Place in the class­room for easy reference for students
   3. Divide students into groups of 4-6.

## TASK 1

1. Students are instructed to move with their group from station to station at timed intervals until each group has visited all stations.
2. At each station students read the quotation and the responses contributed by students in previous groups.
3. Students record their comments directly on the sheet of chart paper. Comments may be about their interpretation of the quotation, their opinion about what was said, inferences they have made, questions that came to mind, connections to previously learned course content, connections to ideas, topics, news, and/or events beyond the classroom, or their thoughts on what their classmates have written.

## TASK 2

* 1. Groups return to their first station to analyze the responses. Within their group, students choose: group leader—ensures everyone has the opportunity to participate and that opinions are respected, maintains order.
  2. time keeper—ensures the discussion is on topic and manages the group’s discussion time
  3. recorder—records the group’s ideas, arguments, and evidence
  4. presenter—presents the group’s arguments to the class
  5. Students identify common themes and interesting ideas among the comments, as well as develop questions based on their findings for class discussion.
  6. Each group presents a summary of their comments, analysis, and questions to the rest of the class.
  7. **Using brainstorming technique, teacher aids students to find 5 focus items from the class presentations.**

### Variations:

1. *Differentiation*

Quotations may be substituted with photographs, statements, facts, video clips, audio clips, visual media, and/or questions developed by the teacher.

1. *Individual variation*

Students can be asked to respond to quotations without discussing or collaborat­ing with others in their group.

1. *Group variation*

Students within each group may be asked to collaborate when generating their responses to the quotations. Students assigned to a role in the group to ensure a productive group environment (e.g., leader, time keeper, presenter) may change roles and responsibilities at each station.

## POST-TASK ACTIVITY

• Students may choose a quotation on the Holodomor that most closely reflects their conclusions, based on their thoughts, analysis, and class discussion.

## SUGGESTED QUOTATIONS ON THE HOLODOMOR

Student Handout

### Quotations for grades 7-12

“Food is a weapon.”

*Maxim Litvinov, Soviet Commissar of Foreign Affairs, 1921*

“But — to put it brutally — you can’t make an omelet without breaking eggs…”

*Walter Duranty, New York Times Correspondent, Moscow, 1933*

“Farmers present by themselves the basic force of the national movement. With­out farmers there can be no strong national movement. This is what we mean when we say that the national question is, actually, the farmers’ question.”

*Joseph Stalin, General Secretary of the Communist Party of the Soviet Union (1922-1952)*

“Famine has not taught the farmers a lesson.”

*Stanislav Kosior, First Secretary of the Communist Party of Ukraine (1928-1938), March 1933*

“To go against the dominant thinking of your friends, \_of most of the people you see every day, is perhaps the most difficult act of heroism you can perform.”

*Theodore H. White (1915-1986), Political Journalist, historian and novelist*

“Death solves all problems. No man, no problem.”

*Joseph Stalin, General Secretary of the Communist Party of the Soviet Union (1922-1952), 1950*

### Quotations for grades 10-12 only

“A Famine that came about without drought and without war.”

*Alexander Solzhenitsyn, Russian Dissident, The Gulag Archipalego*

“If we do not start rectifying the situation in Ukraine now, we may lose Ukraine.”

(Letter from Stalin to Kaganovich Aug 11th, 1932)

*Joseph Stalin, General Secretary of the Communist Party of the Soviet Union (1922-1952)*

“The child of a Ukrainian kulak deliberately starved to death by the Stalinist re­gime is worth no less than a Jewish child in the Warsaw ghetto starved to death by the Nazi regime.”

*Stéphane Courtois, French historian and editor of Le livre noir du communisme Crimes, terreur et repression, 1997*

“Ukrainians, with their profound religiosity, individualism, tradition of private property, and devotion to their plots of lamd, were obviously not suitable material for building communism and this fact was noted by the high ranking Soviet officials.”

*Vasyl Ovsiienko, Ukrainian dissident member of Helsinki group, 2007*

Huge events like the Ukraine famine of 1933, involving the deaths of millions of people, have actually escaped the attention of the majority of English russophiles.”

*George Orwell, English novelist and journalist, 1954*

“Ukrainian nationalism is our chief danger.”

*Stanislav Kosior, First Secretary of the Communist Party of Ukraine (1928-1938), Izvestiia, December 2, 1933*

“...[Our reporting] served Moscow’s purpose of smearing the facts out of recognition and declaring a situation which, had we reported simply and clearly, might have worked up enough public opinion abroad to force remedial measures. And every correspondent each in his own measure, was guilty of collaborating in this monstrous hoax on this world.”

*Eugene Lyons, Moscow United Press Correspondent 1928-1934*

## INSTRUCTIONS

1. Students record their comments directly on the sheet of chart paper.
2. Comments may be about: their interpretation of the quotation, their opinion about what was said;
   1. - inferences they have made,
   2. - questions that came to mind,
   3. - connections to previously learned course content, connections to ideas, top­ics, news, and/or events beyond the classroom,
   4. - their thoughts on what their classmates have written.