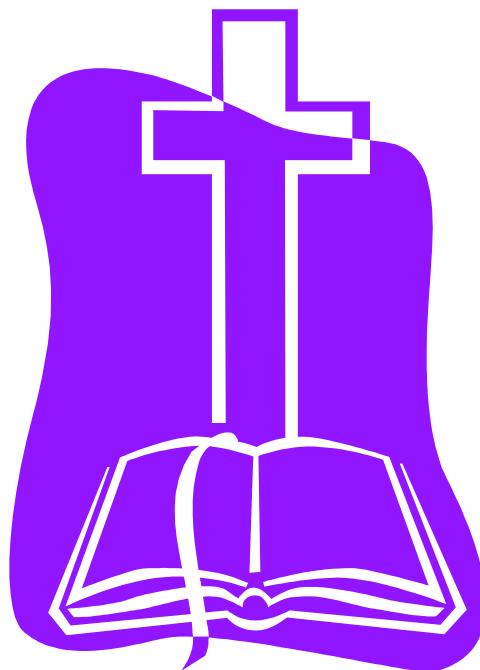


Надія - Nadiya - Hope
Holodomor
Supplemental Resource for Teachers



Acknowledgements

Edmonton Catholic Schools acknowledges with appreciation the valuable contributions of the following individuals:

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Holodomor Lesson Plans

Надія - Hope

Each class will culminate their project by writing a class prayer.

Sub themes that may be identified are listed below by subject area:

Social Studies

- Fairness
- Bullying
- Justice
- Human Rights
- Democracy
- Power/Control/Dictatorship
- Identity/Nationalism/Community
- Holodomor Monuments – location in world
- Ukrainians in the world
- Genocide
- Cultural Genocide
- Immigration
- Communication
- History
- Geography
- Mapping
- Economics
- Journalistic accounts (Language Arts)

Health

- Diet/ Nutrition /Canada Food Guide/Balanced diet
- Where and how food is produced
- Physical, emotional and mental changes when a body is starving
 - * tip – refer to the “body” as starving and avoid using “if you”
 - * tip – avoid the topic of cannibalism.
 - * tip - The mind also changes during starvation and both children and adults have difficulty understanding how mental illness occurs when a body is slowly dying.

Science

- Plant Growth
- Climate/Geography

Language Arts

- Prayers
- Vocabulary/Word Wall/Wordle
- Picture Books – *Stone Soup, Little Red Hen, Enough*
- Biographies and autobiographic accounts
- Journalistic accounts (Social Studies)
- Poems/Poem – written by Halia Dmytryshyn
<http://faminegenocide.com/commemoration/througheyes.html>

Art

- Calendar
- Images and symbols
- Colours
- Statues, sculptures, monuments created to commemorate or represent the Holodomor – create own sculpture

Music

- Vichnaya Pamyat – Вічна Пам'ят
- <http://www.youtube.com/watch?v=OQkmkAtric0>, Holodomor Soviet Genocide in Ukraine 1932-33 – “A Song of Remembrance”

Dance

- Create a dance, use props (ribbons, wheat), act the words to the song 1932-33 (Music)

100 Voices and Kindergarten
Growing Wheat- Planting Seeds of Hope

Description

Children in Ukraine were involved in all stages of agriculture (planting, cultivating, harvesting...). By growing wheat in the classroom students can begin to understand how food is grown and relate it to the Holodomor.

Curriculum Links

Science, Health, Social Studies

Materials

Bread, cereals (Shredded Wheat), grains (barley, oats, wheat, flax, etc.), flour, soil, pots for planting, natural light, watering can, chart paper or Smartboard

Procedure

- Teach lesson before snack time.
- Ask students "Is anyone hungry?"
- Engage students in discussion. Ask students to name their favourite food. "If you could eat something now, what would it be?" Have some foods available - carrot, potatoes, onion, etc.; "Where does our food come from?" People still need to grow our food. "Does your family have a garden?"
- Tell/paraphrase story about Holodomor.
I'm going to tell you a story about some people who grew wheat that was sent all around the world. These people lived in a country called Ukraine....continue with history.
- Show children what wheat looks like. "Do you know any food that is made from wheat?" Show flour. Wheat grains are ground up to make flour. "Do you know what food is made from flour?" Show bread.
- A long time ago in 1933, Ukrainian people grew their wheat, but it was taken away, along with all of their other food.
- "How would you feel if you had your food or snack taken away?"
- Many of these people died because they had no food. This really happened and it is called "Holodomor".
- We will be remembering all of the people who died in Ukraine by planting wheat seeds.
- Plant wheat seeds with children.

Prayer

Compose classroom/collaborative prayer with children.

Sample:

Lord, we hope and pray that people will not be hungry.



Grade One
Hope for Sharing and Kindness
<p>Description Students will listen to the story, <i>Stone Soup</i>, and discuss the need for sharing and kindness. By relating the story to the Holodomor, students will understand that Ukrainians needed to work together to survive because they were suffering together.</p>
<p>Curriculum Links Social Studies – My Community</p>
<p>Procedure</p> <ul style="list-style-type: none"> • Read story <i>Stone Soup</i> http://www.youtube.com/watch?v=PgD1cwsjmLg http://www.extremelinux.info/stonesoup/stonesoup.html • Engage the students in a discussion – “If you were the soldier, how would you be feeling?” Hungry, tired, lethargic... • Introduce the events of the Holodomor (See 100 Voices and Kindergarten Lesson Plan) • Ask the students, “How were the people in the story, <i>Stone Soup</i>, similar to Ukrainians during the Holodomor?” Elicit the response that Ukrainians shared in order to survive. • Discuss how the story ending of <i>Stone Soup</i> differed from that of the Holodomor. Response: In Ukraine, eventually the pot was empty and people died.
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Potluck - ask each child to bring an item for a meal or a soup. • Draw a picture of the soup; each child draws and colours the food that could have gone into it. • Provide the students with a template of two bowls or pots. Label one bowl/pot as Holodomor and leave it empty. In the other pot/bowl have students draw and color foods that may have been included in <i>Stone Soup</i>. A large-classroom size pot may be made for bulletin board display. • Organize a Food Bank/Hamper drive.
<p>Prayer Compose classroom/collaborative prayer with children</p> <p>Sample: <i>We hope and pray that people will continue to share.</i></p>



Grade Two Hope for Health and Cooperation
<p>Description</p> <p>Students will read or listen to the story, <i>The Little Red Hen</i>, and identify the importance of cooperation. The analogy will be drawn to Ukraine as being the <i>Little Red Hen</i>. Ukraine/Ukrainians, however, did not get to eat their bread. Students will also identify the value of and need for a healthy and balanced diet.</p>
<p>Curriculum Links</p> <ul style="list-style-type: none"> • Health – W 2.5, Canada Food Guide, R 2.9 – group cooperation • Social studies – Communities
<p>Procedure</p> <p>Part I</p> <ul style="list-style-type: none"> • Introduce Canada's Food Guide (Show students on Smartboard; provide individual copies. • Discuss Canada's Food Guide – categories, recommendations <p>Part II</p> <ul style="list-style-type: none"> • Show picture/visual of child with a swollen belly • Ask students, "What do you think is wrong with this child?" or "What happened to this child?" • Discuss what students know of starvation and reasons for it • Explore and develop the idea of balanced diet. What is it? Why do people need it? Does everyone have one? If not, what can we do so that everyone does have a balanced diet? <p>Part III</p> <ul style="list-style-type: none"> • Introduce "Holodomor" • Relate story about eating the flower blossoms http://www.holodomorct.org/accounts.html "In the spring when acacia trees started blooming everyone began eating their flowers. I remember that our neighbor who didn't have her own acacia tree climbed on ours and I went to tell my mother that she was eating our flowers. My mother only smiled sadly." (as remembered by Vasil Demchenko) <p>Part IV</p> <ul style="list-style-type: none"> • Share story- <i>Little Red Hen</i> http://www.youtube.com/watch?v=U8Ugo5sGeco http://www.iboard.co.uk/activity/Little-Red-Hen-Story-Book-Read-Alone-316 • Discuss similarities/differences between the Holodomor and the story. Discuss cooperation and how Ukrainians would pool food together (share) so that they would not starve. Discuss how Ukrainians, like the hen, did all of the work, but

unlike in the story, they were not allowed to enjoy their bread.

- There are several stories about cooperation during the Holodomor. Many relate to sharing food and helping those who escaped, regardless of race, ethnicity, nationality...
- My family story and that of a colleague:
 - My grandfather in Canada received a letter from his family that lived near the city of Lviv in Western Ukraine. They said that if anyone came to their home hungry, they fed them and didn't ask any questions. Ukrainians in Canada knew about starving families in Ukraine.
 - Her father relayed a story of how her grandfather and grandmother (baba and dido) living in a village in Western Ukraine, shared what they had with a Jewish mother and her two children who came knocking at their door for help.

Suggested Activities

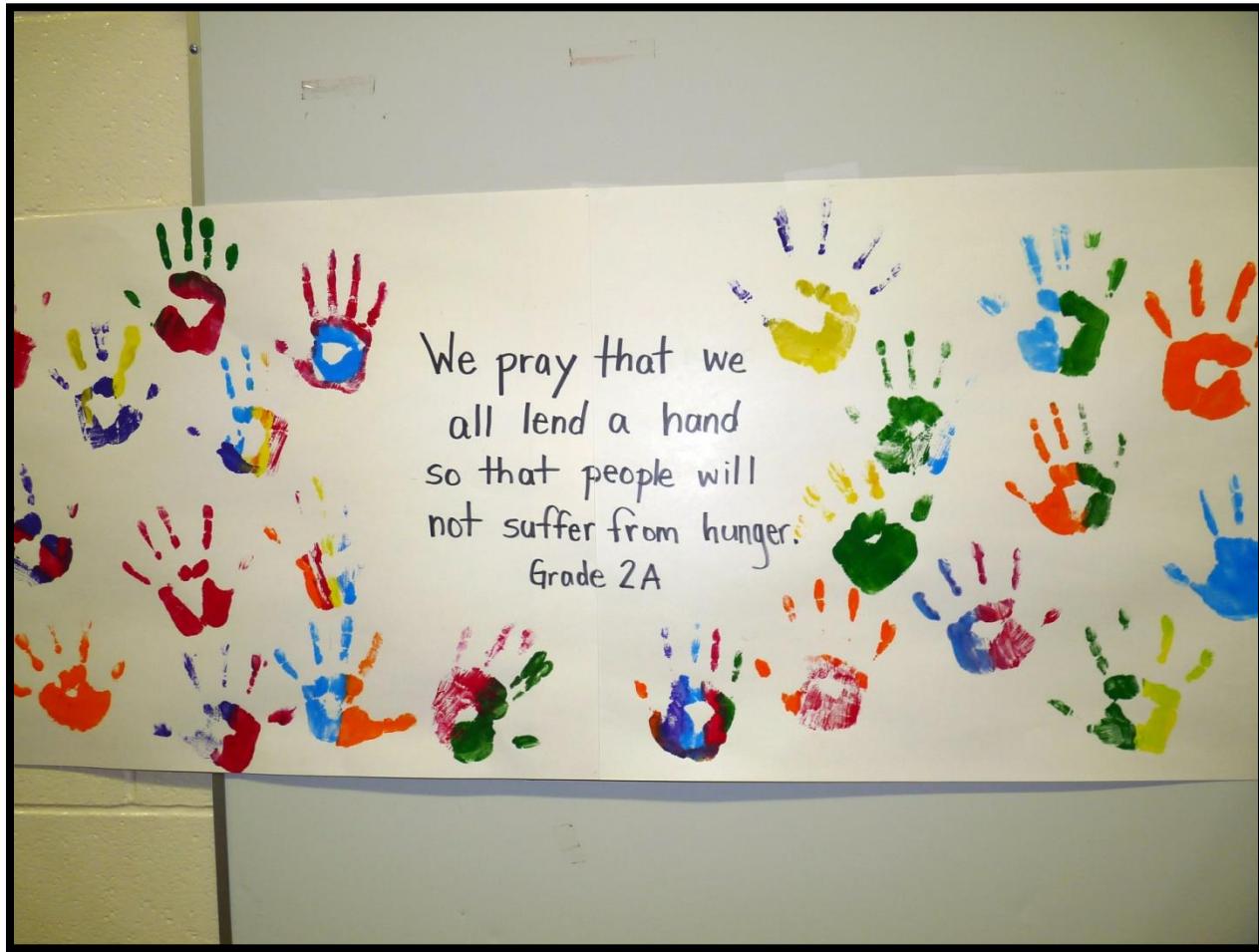
- Plan a meal together
- Organize a Food Bank/Hamper drive
- Bake bread together (each student bringing/contributing an ingredient), but instead of consuming it, donate it to a local mission or share it with another class.
- Design/Create a poster showing/encouraging co-operation and sharing of food

Prayer:

Compose classroom/collaborative prayer with children

Sample:

We hope that people will not suffer from hunger.



Grade Three
Hope for Global Citizenship

Description

Students will locate Ukraine on a world map/using Google Earth or an Atlas and identify why it was considered the “Bread Basket of Europe”. They will examine the similarities of the geography of Ukraine and Alberta.

Procedure

- Read the book *Enough* and discuss the general events about the Holodomor.
- Use a globe/world map/Google Earth to find the location of Ukraine.
- Discuss the climate and geography of Ukraine; compare/contrast to Alberta.
- Investigate and create a list of the foods/crops grown in these areas.
- Discuss the concept of the “Bread Basket of Europe”.
- Discuss greed and the concept of Global Citizenship – A global citizen would not take more than they need and would ensure that food is distributed as equally as possible to everyone.

Suggested Activities

- Show children examples of old maps that were decorated and embellished with drawings. Use Google images to illustrate the “art” in maps.
- Have children draw a map of Ukraine by folding a paper into four and draw the map in quarter sections. Unfold the paper to see the whole map or create a classroom map of Ukraine (2m by 1m)
- Together identify/locate the regions where the Holodomor occurred.
http://faminegenocide.com/resources/famine_map.html
<http://www.faminegenocide.com/kuryliw/map.jpg>
- Have the students draw pictures on their personal map or larger images for the classroom map such as: people growing the wheat, the wheat being taken away, etc. Use images from the book *Enough* to spark their imaginations.
- Have the students retell the story *Enough* in a comic strip format. Comic strips may be hand drawn or use Bitstrips or other comic sites to produce the comic strip. Stipulate that the phrase “Bread Basket of Europe” must be included somewhere in the comic strip.
- Have the students create a museum box
<http://museumbox.e2bn.org/>
<http://nlutie.com/jalsirt/images/Museum%20Box%20How%20to.pdf>
<http://www.slideshare.net/digitalmaverick/how-to-use-museum-box-presentation>

Prayer

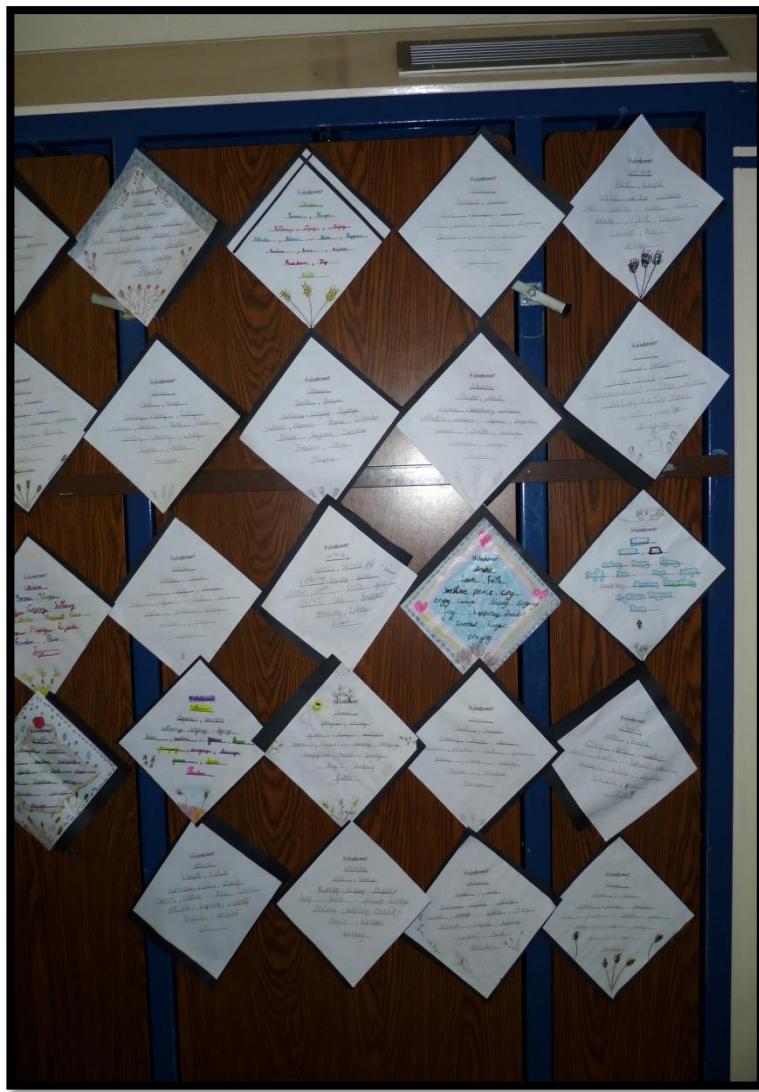
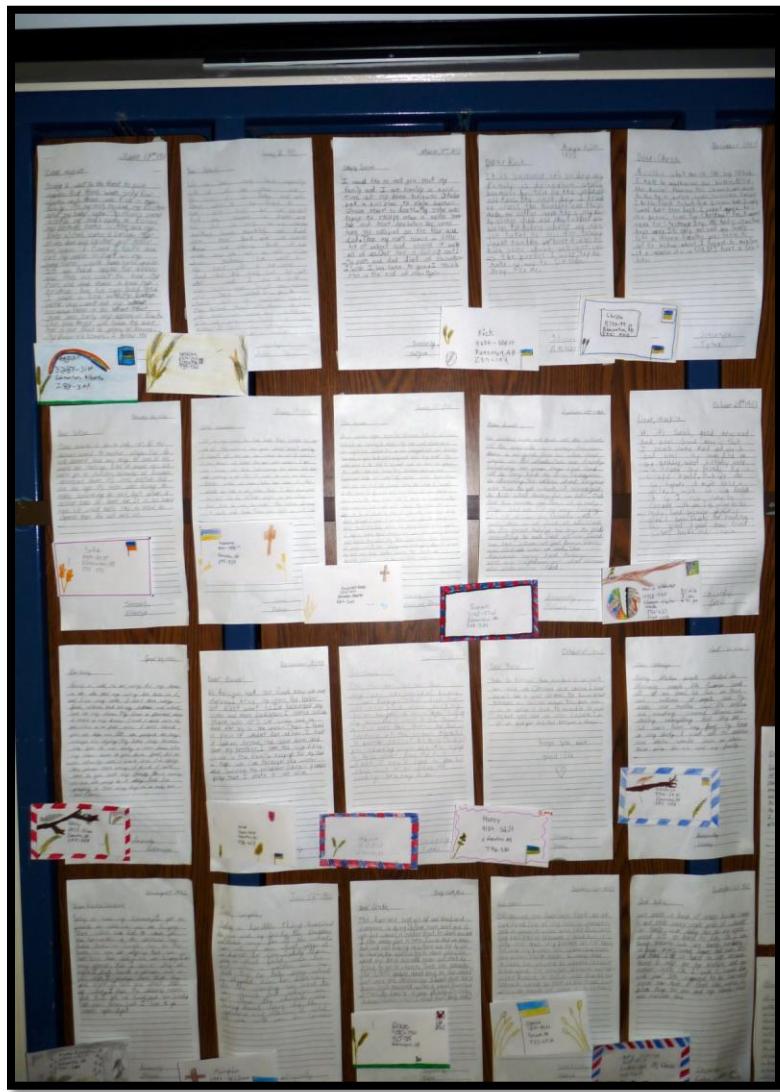
Compose classroom/collaborative prayer with children.

Sample:

We hope that the world will not allow hunger/genocides to occur.



Grade Four Hope that stories and people will always be remembered
Description Students view a video and read accounts of Holodomor survivors to learn that some people survived and live in Edmonton. Their previous knowledge from grade three social studies will aid them in connecting the knowledge of Ukraine to the stories of Ukrainians settlement in Canada and Alberta. Students will gain an understanding of the importance of the Holodomor to Ukrainians in Alberta, Canada and the world.
Curriculum Links <ul style="list-style-type: none"> • Social Studies • Language Arts • Religion – stories/traditions
Procedure <ul style="list-style-type: none"> • Introduce story – <i>Enough</i> • Discuss “story telling” and extend discussion to include the importance of stories and traditions in Religion class. • Relate to Aboriginal storytelling. • Differentiate between story, autobiography and biography. • Refer back to <i>Enough</i> and identify the genre. • Read poem, “Through the Eyes of a Child” – how is information related? http://faminegenocide.com/commemoration/througheyes.html • Show a video and/or read a survivor account of the Holodomor http://www.holodomorsurvivors.ca/Survivors.html • Relate the methods of storytelling • Teach about historical fiction; transition into why stories keep history alive. • Discuss the events of Holodomor and relate them to the stories
Suggested Activities <ul style="list-style-type: none"> • Pretend that you are a student/child in Ukraine in 1933. Send a letter/postcard to your cousin in Canada. • Have the students create a museum box http://museumbox.e2bn.org/ http://nlutie.com/jalsirt/images/Museum%20Box%20How%20to.pdf http://www.slideshare.net/digitalmaverick/how-to-use-museum-box-presentation • Retell a story using Windows Movie Maker
Prayer Compose classroom/collaborative prayer with children Sample: <i>Lord we hope and pray that we will always remember those who have suffered.</i>



Grade Five
Hope that positive change can happen
<p>Description</p> <p>Students will examine newspaper accounts, videos, and survivor accounts of the Holodomor. Their focus will be to identify how these stories inspire people/Ukrainians across Canada to memorialize the Holodomor. Students will be able to examine why it is important to gather as a community and how symbols/monuments are used to represent a communities' feelings/perspectives.</p>
<p>Curriculum Links</p> <p>Social Studies – identity Art – sculpture Religion – community/unity/tradition</p>
<p>Procedure</p> <p>Part I</p> <ul style="list-style-type: none"> • Read the book <i>Enough</i> and focus on how Marusia travelled across the ocean and found “women and men dressed in the clothing of Ukraine, working in the fields.” • Ask students to identify how these people felt when they met Marusia. What traits did they display? What were they thinking about? • Refer to the section, “Give our love to our cousins in Ukraine.” • How does the title of the book reflect the Canadian immigrant perspective? • Identify cities across Canada that have a large Ukrainian population. http://en.wikipedia.org/wiki/Canadian_Ukrainian • Focus on Edmonton, Saskatoon, Winnipeg, Toronto, and Quebec <p>Part II</p> <ul style="list-style-type: none"> • View the video survivor stories of Holodomor victims and read the newspaper accounts • Engage students in a discussion about the events but also about the manner that Canadians mark the occasion (gatherings, marches, monuments, liturgies). • Ask students to research Holodomor events across Canada and the world. • Introduce students to the school event that has been scheduled. • Direct students to the many different monument designs and symbols of the Holodomor and ask if they can explain the symbolism.
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Wordle • Poems • Design own monument – sculpture • Make a collage of several student-created Holodomor symbols • Write a song

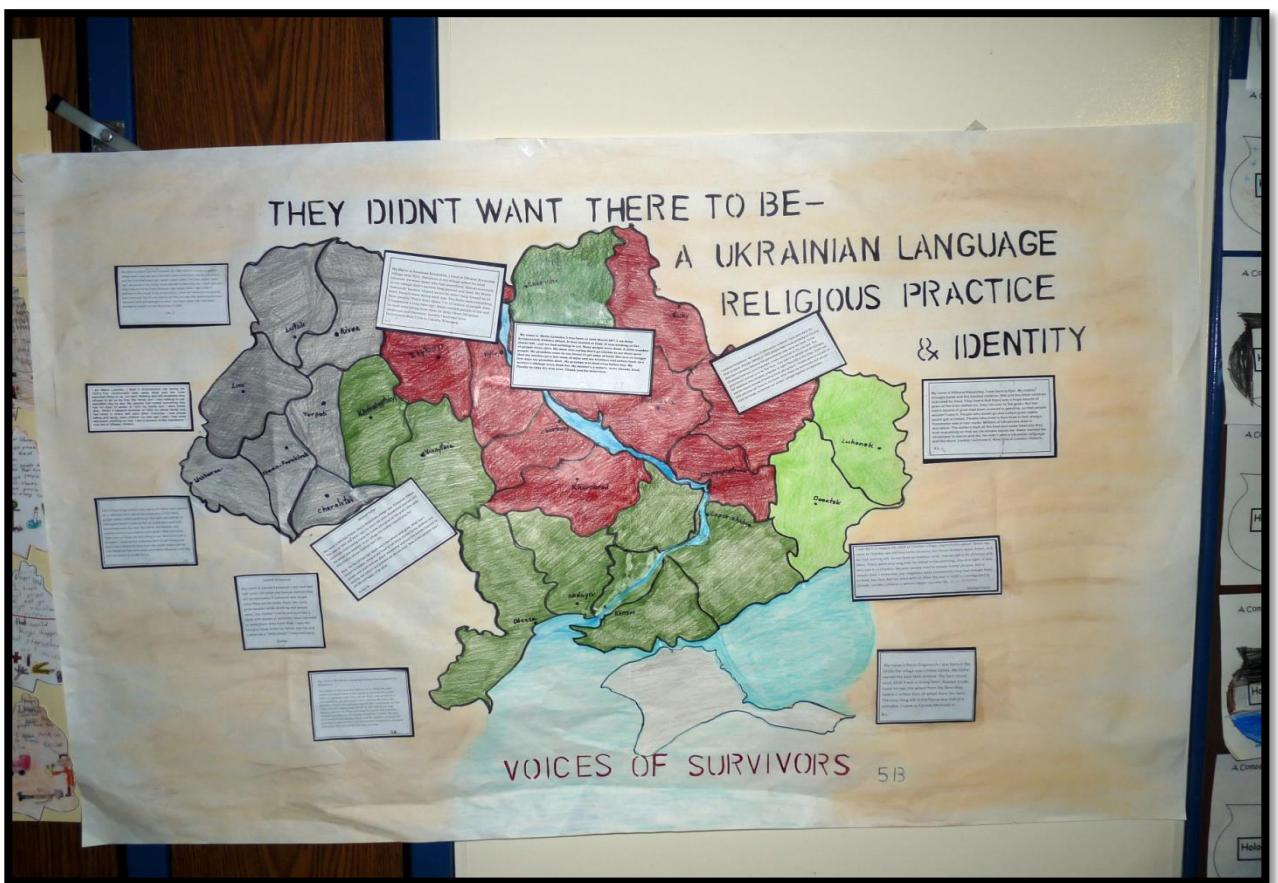
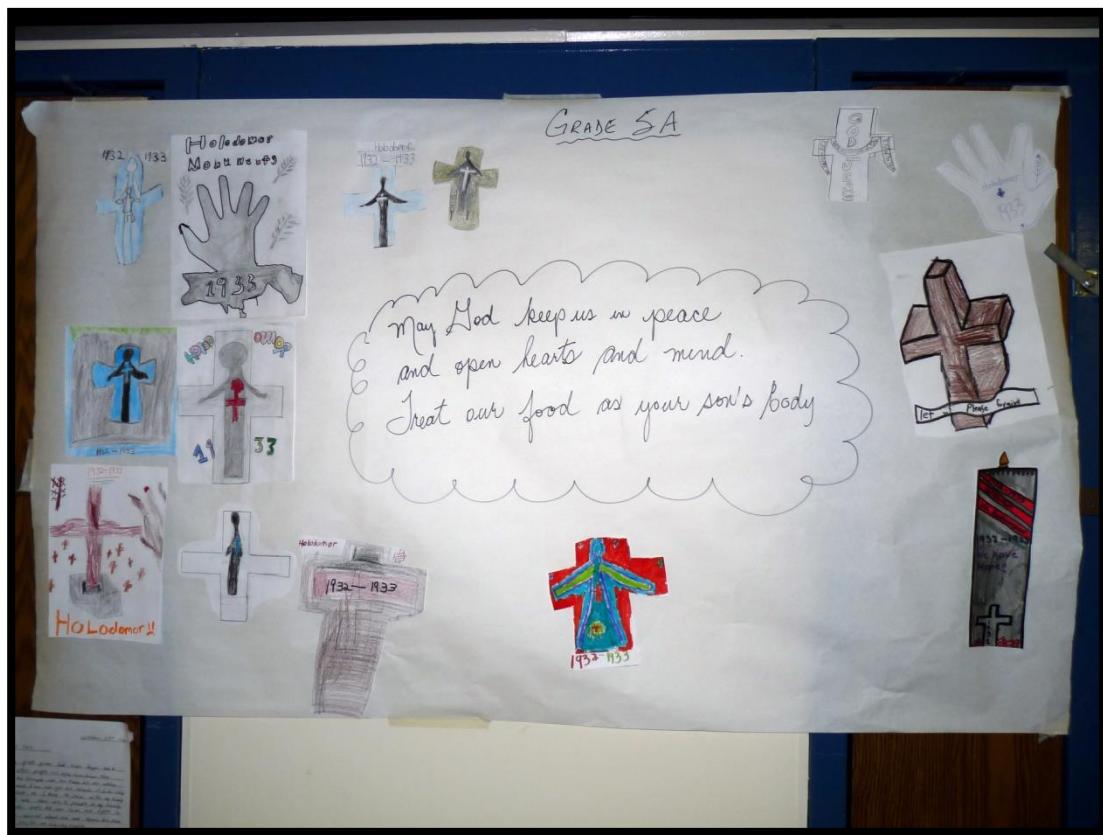
- Have the students create a museum box with different symbols
<http://museumbox.e2bn.org/>
<http://nlutie.com/jalsirt/images/Museum%20Box%20How%20to.pdf>
<http://www.slideshare.net/digitalmaverick/how-to-use-museum-box-presentation>

Prayer

Compose classroom/collaborative prayer with children.

Sample

Lord, we hope that by remembering we will remain strong as a community and ensure that genocides will never occur.



Grade Six
Hope for fair and just leadership, human rights and social justice
<p>Description Students will identify some key differences between democracy and dictatorship by learning about the events surrounding the Holodomor.</p>
<p>Curriculum Links Social Studies Language Arts Art Religion</p>
<p>Procedure</p> <p>Part I</p> <ul style="list-style-type: none"> • Read the book <i>Enough</i> and identify the references made to “Dictator”. • List the traits of a Dictator as identified in the story, but also the effects of dictatorship on the people. • Research the term dictatorship through use of a dictionary and on-line encyclopedia • Ask students to reflect on our government. Are there similarities and/or differences? • Begin inquiry investigation into the events surrounding the Holodomor with a KLO chart and identify areas of investigation. • Encourage students to begin investigation by using the suggested student resources and to record and organize the information for presentation. <p>Part II</p> <ul style="list-style-type: none"> • Introduce the concept of democracy by showing a video from the House of Commons http://teachertube.com/viewVideo.php?video_id=209651&title=Remembering_the_Holodomor • Display the Holodomor Memorial Day Act. Introduce what an “act” is and discuss the possibilities of why it was instituted. http://laws-lois.justice.gc.ca/eng/acts/U-0.4/page-1.html http://www.holodomorsurvivors.ca/Canadian%20Recognize/Holodomor%20recognized%20as%20genocide%20by%20Canadian%20Parliament.html • Ask students to reflect on the characteristics of Canada’s form of government. How are decisions made, and what is the role of citizens? I.e. voting, petitions, freedom of the press. Could the Holodomor have occurred in Canada? Why/why not?

- List elements of democracy using a graphic organizer.

Part III

- Develop an understanding of human rights by reading the Universal Declaration of Human Rights.
<http://www.un.org/en/documents/udhr/index.shtml>
- Ask students if the Holodomor would fit into the Declaration.
- Reflect on the freedom within our lives and why social justice activities are performed within Edmonton Catholic Schools.

Suggested Activities

- Debate – Stalin and Mackenzie King.
- Have the students create a museum box by juxtaposing democracy with dictatorship.
<http://museumbox.e2bn.org/>
<http://nlutie.com/jalsirt/images/Museum%20Box%20How%20to.pdf>
<http://www.slideshare.net/digitalmaverick/how-to-use-museum-box-presentation>
<http://www.glogster.com/>
- Have the students create an “automotivator” poster with an image of their choice and a concise phrase that would describe the Holodomor.
<http://wigflip.com/automotivator/>
- Create a poster that depicts the differences between dictatorships and democracy using the theme Holodomor.

Prayer

Compose classroom/collaborative prayer with children.

Sample

Lord, we hope that we will always live in freedom and will be able to help those who do not.



St. Matthew Holodomor Project

Spoons - Images - Despair - Hope (Надія)

Curriculum links

- Art (colours, symbols, expression of feelings)
- Social Studies (souvenirs-linked to culture recognized around the world – i.e. sombrero)
- Religion – Ukrainian tradition of sound-symbolism on Good Friday when wooden clackers are used to represent the sound of Jesus being nailed to the cross
- Math – Ratio – one spoon = number of people
- Language Arts – add a poem or written description to the art

Procedure

- Students will paint wooden spoons to portray two opposing emotions.
- The back of the spoon will represent despair, sorrow, suffering and the front/cup side of the spoon will represent hope (even though the spoon is empty of food).
- Wooden spoons may be linked to folk culture. Bring samples of souvenirs to illustrate concept.
- Colours – warm-hope/cold-despair
- **Back side of spoon**
 - Despair
 - Discuss phrases associated with the “back” - world turned “back” on Ukraine, hit with “back” of hand, “back” handed comment.
- **Front side of spoon (cup side)**
 - Using a visual organizer, list words related to hope.
 - Discuss related words and phrases associated with hope - courage, full of “hope”, empty hand “filled” with hope, cup half “full”.

School culminating event

Each spoon may be suspended from a frame so that they face the same direction. When viewed from the “back” side, the viewer is struck with images of despair. When rotated and viewed from the “front”, the images of hope are displayed.

Sounds

- While viewing the “back” side of the spoons, run hands through them and listen to the sounds. A hollow, wooden sound is produced.
- This can evoke images of nails being banged into a coffin. This can also be linked to the Ukrainian religious tradition practiced on Good Friday, when clackers are sounded to represent the sounds of Jesus being nailed into the cross.
- Please note that most of the dead during the Holodomor were not even placed into a coffin
- While viewing the “front” side of the spoons, run hands through them and listen to the sounds. A positive, constructive sound is produced.
- This can evoke the sounds of building homes, churches, and schools. It can symbolize the re-building a life, culture, and nation.

Student explanation of “Spoons”

- Spoons - We use them to eat our pudding, soup, cereal and ice cream... and some of us even use them to play our favorite tune..... In many countries throughout the world, spoons are a folk symbol and visitors or tourists purchase them as souvenirs to give to friends and family members upon their return home.
- At St. Matthew School we have some very special spoons...these spoons were not used to eat or make music, they were created as a two faced symbol to remember the Holodomor. First, all of the students, grades Early Childhood through Grade 6, painted the back of their spoons in dark colours and with symbols of sorrow and sadness. They did this remembering the way Ukrainians felt during the Holodomor when the world turned their back on them.

Students run hands through the spoons.....

- Sadness, sorrow, tears, anguish...nails being pounded into a coffinbut sadly...most of the people, who perished in the famine, were not given the grace of a coffin.

Students – turn the spoons

- A time to re-build, homes, schools, lives....

- Although the Holodomor claimed millions of lives, the hope and spirit of the Ukrainian people were not killed or starved. Ukrainians, believing that God was their guide and Savior, maintained an unwavering HOPE and FAITH. They prayed for a better life for future generations. Their prayers were answered. People did survive to tell their story and educate future generations. The Ukrainian nation survived and Ukrainian people, their religion, language, culture and traditions, continue to thrive in Canada and throughout the world. They are a living example that, no matter how bad or frightening things get, with God, there is always HOPE.

Mrs. Natalia Talanchuk – Holodomor Survivor, November 30, 2012



"Back" side of spoons



“Front” side of spoons



Resources

World view:

This short video describes the political and economic interests of the United States and media.

<http://www.youtube.com/watch?v=Qmz3wGFQDkk&feature=related>

<http://www.holodomoredducation.org/index.php/id/180>

Gareth Jones – British Journalist

Teacher resources:

<http://www.winnipegfreepress.com/local/teaching-kids-about-the-horrors-of-life-125259354.html>

- Newspaper article

<http://www.holodomorsurvivors.ca/Survivors.html>

- Survivor videos

<http://www.holodomorsurvivors.ca/Home.html>

- Excellent resource – contains most information needed.

<http://www.holodomorsurvivors.ca/Docs/TeachingtheHolodomor.pdf>

- Primary lesson plans used in Toronto

<http://www.ukrainiangenocide.org/index.html>

- Ukrainian Genocide Famine Foundation - USA, Inc.

<http://www.ukrainiangenocide.org/index.html>

- Ukrainian Genocide Famine Foundation - USA, Inc.

<http://www.ucc.ca/programs/committees/national-holodomor-education/>

- Appropriate resources for children

<http://faminegenocide.com/resources/resources.html#education>

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

- Excellent resource, includes maps, etc. , Toronto

<http://www.edu.gov.mb.ca/k12/cur/multic/holodomor.html#lessonplans>

- Manitoba Education

<http://suffolkalumni.blogs.suffolk.edu/2011/10/17/your-witness/>

- Interesting story supporting the need to remember the Holodomor and other genocides

<http://www.scribd.com/doc/100464756/The-Ukrainian-Holodomor-Educational-Materials-v2>

- Includes lesson plan ideas for Jr. High and High School levels, the media cover up, vocabulary and history. Illinois, USA

<http://www.holodomoredducation.org/index.php/id/158> - not as useful as others

<http://www.infoukes.com/history/famine/>

- Academic focus but has links to other countries and archival information

Student Resources:

<http://www.holodomorsurvivors.ca/Docs/Holodomor%20Genocide%20ukrainien.pdf>

- Holodomor brochure in French

http://www.holodomorsurvivors.ca/Docs/Holodomor_Ukrainian%20Genocide.pdf

- Holodomor brochure in English

<http://www.holodomorsurvivors.ca/Docs/HolodomorGenocideEarly30s.pdf>

- Excellent resource but vocabulary may be difficult for elementary students. It is suggested certain slides be used according to lesson and age of student.

<http://www.ucc.ca/programs/committees/national-holodomor-education/holodomor-memorial-day-in-canadian-schools/>

- Edmonton Catholic Schools is joining other schools across the world in remembering the Holodomor.

<http://www.ucc.ca/programs/committees/national-holodomor-education/holodomor-education-resources/>

- Brochure

<http://faminegenocide.com/commemoration/througheyes.html>

- Poem, *Through the Eyes of a Child*, by Halia Dmytryshyn

[http://teachertube.com/viewVideo.php?video_id=209651&title=Remembering the Holodomor](http://teachertube.com/viewVideo.php?video_id=209651&title=Remembering%20the%20Holodomor)

- Grade 6 – MP statement

<http://wcr.ab.ca/WCRThisWeek/Stories/tabid/61/entryid/358/Default.aspx>

- Edmonton event

<http://www.ucc.ca/programs/committees/national-holodomor-education/#prayers>

- Toronto schools, both English and Ukrainian

Student Created Work:

<http://www.youtube.com/watch?v=Sxr7SH-OF0c&feature=related>

Appropriate for division two students – some photographs may be disturbing.
Power Point made by Kolya Fialka

Videos:

<http://www.youtube.com/watch?v=qaOfPVgTjlo&feature=youtu.be>

- Images, very moving

<http://www.youtube.com/watch?v=GleBon3-vhk&feature=related>

- Ukrainian video – Requiem Concert – Bells of Sorrow - students of Holy Spirit Seminary, Lviv Ukraine.