

## 2018 HREC Educator Prize: Holodomor Lesson Plan Development

### First Prize Winner

**Michael Anthony: Weston Collegiate Institute, Toronto District School Board, Toronto, Ontario.**

*Relevant courses taught that may encompass the Holodomor: Genocide and Crimes Against Humanity, Canadian and International Law, History, Social Studies.*

### **LESSON PLAN: Toward A True Understanding: Genocide and the Holodomor**

1. **Grade level of submission:** grades 11 and 12

2. **Curriculum application(s):**

Holodomor unit in the *Crimes Against Humanity* course, and others.

3. **Summary:**

This is a lesson plan that makes use of multiple types of media from a variety of sources in an attempt to explore the events of the Holodomor and the impact of these events on Ukrainians. The lesson utilizes different activities that allow students to be active, but also have time to reflect on the material with which they are interacting. In the lesson, students learn from pieces of literature, photographs, and survivor testimony to get a sense of the treatment of Ukrainians by Stalin's Communist Regime.

#### **Aim:**

The aim of this lesson plan is to give students the ability to interact with a variety of media that will introduce them to some aspects of the Holodomor. The aim is also to encourage students to develop questions about the Holodomor which they can use to guide future research.

#### **Learning Expectations/Outcomes:**

The learning expectations and outcomes of this lesson plan are many. The main expectations and outcomes are that students will be expected to demonstrate learning and growth in empathy and critical thinking. This will be demonstrated through their production of work throughout the activities.

#### **Strategies:**

All information about strategies, methodology, resources can be found within the lesson plan itself.

**Objective:** To provide students with an introduction and survey of the Holodomor, while also providing them with an emotional link through survivor testimony.

**Methodology:** This lesson revolves around the use of film as a teaching tool for the transmission of information. The latter part of this lesson involves providing students with the time to think critically about what they have seen and to ask questions to prompt further investigation.

**Materials:**

- Film: ***Genocide Revealed*** (Producers: Yuriy Luhovy, Zorianna Hrycenko). Available for purchase at <http://www.yluhovy.com/MML/Welcome.html>
- Cue cards

**Format:**

Depending on the length of the class, have students watch either the 26-minute or the 55-minute version of the film *Genocide Revealed*.

There is some advanced and era-specific language in the film with which students may be unfamiliar, so be prepared for some questions. Also, there are graphic descriptions and depictions of the events of the Holodomor, so preview the film to ensure it is appropriate for your students.

After the film, challenge your students to write a series of (3-5) questions based on what they saw in the film and what they would like to learn more about. These questions can be used to guide discussions throughout the unit.

**THE STUDY UNIT**

The remainder of this unit is done in groups. Divide your class into groups of 3 or 4, or however many you prefer. Each group will work together to review the various pieces of media that are a part of this unit plan. There are also tasks that accompany each of the pieces of media. Each group will work together on the unit and on the unit culminating activity, which is also included in the unit plan.

What follows is the description of the different types of media in the study unit, the rationale for those being contained in the study unit, and the activity that the students will be doing with that media.

Students do not necessarily need to start and finish one piece per class, although you can structure it that way if you want. View this as one big lesson with many different components. They can stop working at the end of a period and not be finished their work on a piece of media.

At the end of each period, students should be held accountable for their work by sharing their progress and challenges with their classmates. It is important to set this up as a routine when implementing this unit.

### **Lesson Plan Timeline:**

**Purpose:** To provide students with a hard copy of the events of the Holodomor which they can refer back to throughout the unit.

**Activity:** Students will assess each item on the timeline. On the blackline master, which is contained in this unit plan, students will summarize each item on the timeline. They will also use the attached blackline master to identify each item as either before, during, or after the genocide. If you have more advanced students, you should use the more advanced version of the blackline which contains the 10 Stages of Genocide, as developed by Gregory Stanton.

**TIMELINE ANALYSIS**

In the following chart, summarize each event of the Holodomor Timeline. Consider whether each event is something that happened before the genocide, during the genocide, or after the genocide. Explain why you selected before, during, or after.

Event	Before/During/After	Explanation of Selection

**TIMELINE ANALYSIS**

In the following chart, summarize each event of the Holodomor Timeline. Consider the stages of genocide at which that event occurs. Refer to the attached document “10 Stages of Genocide” for that information. Explain why you selected that stage.

Event	Stage of Genocide	Explanation of Selection

**The following are excerpts from “10 Stages of Genocide”**

**By Gregory H. Stanton, President, *Genocide Watch***

(<http://genocidewatch.net/genocide-2/8-stages-of-genocide/>, retrieved on April 2/18)

1. **CLASSIFICATION:** All cultures have categories to distinguish people into “us and them” by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. Bipolar societies that lack mixed categories, such as Rwanda and Burundi, are the most likely to have genocide.
2. **SYMBOLIZATION:** We give names or other symbols to the classifications. We name people “Jews” or “Gypsies,” or distinguish them by colors or dress; and apply the symbols to members of groups. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to dehumanization. When combined with hatred, symbols may be forced upon unwilling members of pariah groups.
3. **DISCRIMINATION:** A dominant group uses law, custom, and political power to deny the rights of other groups. The powerless group may not be accorded full civil rights, voting rights, or even citizenship. The dominant group is driven by an exclusionary ideology that would deprive less powerful groups of their rights. The ideology advocates monopolization or expansion of power by the dominant group. It legitimizes the victimization of weaker groups. Advocates of exclusionary ideologies are often charismatic, expressing resentments of their followers, attracting support from the masses.
4. **DEHUMANIZATION:** One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects or diseases. Dehumanization overcomes the normal human revulsion against murder. At this stage, hate propaganda in print and on hate radios is used to vilify the victim group. The majority group is taught to regard the other group as less than human, and even alien to their society. They are indoctrinated to believe that “We are better off without them.” The powerless group can become so depersonalized that they are actually given numbers rather than names, as Jews were in the death camps. They are equated with filth, impurity, and immorality. Hate speech fills the propaganda of official radio, newspapers, and speeches.
5. **ORGANIZATION:** Genocide is always organized, usually by the state, often using militias to provide deniability of state responsibility. Sometimes organization is informal or decentralized. Special army units or militias are often trained and armed. Arms are purchased by states and militias, often in violation of UN Arms Embargos, to facilitate acts of genocide. States organize secret police to spy on, arrest, torture, and murder people suspected of opposition to political leaders. Special training is given to murderous militias and special army killing units.
6. **POLARIZATION:** Extremists drive the groups apart. Hate groups broadcast polarizing propaganda. Motivations for targeting a group are indoctrinated through mass media. Laws may forbid intermarriage or social interaction. Extremist terrorism targets

moderates, intimidating and silencing the center. Moderates from the perpetrators' own group are most able to stop genocide, so are the first to be arrested and killed. Leaders in targeted groups are the next to be arrested and murdered. The dominant group passes emergency laws or decrees that grants them total power over the targeted group. The laws erode fundamental civil rights and liberties. Targeted groups are disarmed to make them incapable of self-defense, and to ensure that the dominant group has total control.

7. **PREPARATION:** Plans are made for genocidal killings. National or perpetrator group leaders plan the "Final Solution." They often use euphemisms to cloak their intentions, such as referring to their goals as "ethnic cleansing," "purification," or "counter-terrorism." They build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim that "if we don't kill them, they will kill us," disguising genocide as self-defense. Acts of genocide are disguised as counter-insurgency if there is an ongoing armed conflict or civil war. There is a sudden increase in inflammatory rhetoric and hate propaganda with the objective of creating fear of the other group.

8. **PERSECUTION:** Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often expropriated. Sometimes they are even segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. They are deliberately deprived of resources such as water or food in order to slowly destroy them. Programs are implemented to prevent procreation through forced sterilization or abortions. Children are forcibly taken from their parents. The victim group's basic human rights become systematically abused through extrajudicial killings, torture and forced displacement

9. **EXTERMINATION** begins, and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human. When it is sponsored by the state, the armed forces often work with militias to do the killing. Acts of genocide demonstrate how dehumanized the victims have become. Already dead bodies are dismembered; rape is used as a tool of war to genetically alter and eradicate the other group. Destruction of cultural and religious property is employed to annihilate the group's existence from history. In total genocides all the members of the targeted group are exterminated.

10. **DENIAL** is the final stage that lasts throughout and always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes and continue to govern until driven from power by force, when they flee into exile.

### A Rural Catastrophe:

**Purpose:** To understand the Holodomor, one needs to understand the terms *kurkul (Ukrainian)/kulak (Russian)* and *collectivization*. One needs to understand the basic definition of these terms, but also the working definition of these terms.

**Activity:** Students are to go through the document called “A Rural Catastrophe.” They should put down information regarding the basic definition as well as the details about how society was impacted by the term “kulak” and the process of collectivization.

### A Rural Catastrophe

There is a difference between a dictionary definition and a working definition. A dictionary definition is one that has the basic meaning of the word. A working definition is the basic meaning of the word AND information about how the idea is implemented in society and the impact that it has on society.

Your task is to read the document called “A Rural Catastrophe” by writing down all information that will form the working definition of “kulak” and “collectivization.”

## KURKUL/KULAK

## COLLECTIVIZATION



### Laws That Cause Harm:

**Purpose:** The Stalinist regime passed many laws that were aimed at further discriminating against, starving, and killing off Ukrainians. Familiarizing oneself with these laws and thinking about these laws compared to laws that govern Canadians is an interesting practice for students.

**Activity:** Each group has one law to read and with which to work. Once they have read and understand the language of the law, they are to work through an activity that forces them to think about the one law from multiple perspectives. For this activity, there are two recording devices. One asks students to look at only two perspectives. While it can be used for anyone at any grade level, it is designed specifically for students in junior grades. The second asks students to look at four perspectives. This is for students in senior grades.

## Laws that Cause Harm

In your own words, summarize the contents of your law:

In the chart below, pretend that you are first a Soviet citizen, and then a Ukrainian citizen, at the time of the Holodomor. For each, describe what your reaction would be to the new law. What would you think about the new law? How would you change the way you act, given this new law?

<b>Perspective</b>	<b>Reaction</b>
<b>Soviet</b>	Think:          Act:
<b>Ukrainian</b>	Think:          Act:

## Laws that Cause Harm

In your own words, summarize the contents of your law.

In the chart below, pretend that you are first a Soviet citizen (or citizens), and then a Ukrainian citizen (or citizens), at the time of the Holodomor. For each, describe what your reaction would be to the new law. What would you think about the new law? How would you change the way you act, given this new law?

<b>Perspective</b>	<b>Reaction</b>
<b>Member of Stalin's Forces</b>	Think:          Act:
<b>Supporter of Stalin's Regime</b>	Think:          Act:

**Laws that Cause Harm**

<b>Perspective</b>	<b>Reaction</b>
<b>Soviet, non-supporter of Stalin's Regime</b>	Think:   Act:
<b>Ukrainian</b>	Think:   Act:

Now, step away from those different perspectives, and be yourself. But, be yourself at the exact time this law was being approved by Stalin's Regime. What would you think? How would you act?

### Essays:

**Purpose:** Students at an advanced grade level need to have experience reading academic essays, finding their thesis and main arguments. They also need to use critical thinking skills to challenge the ideas of the author(s) and to uncover any bias. The inclusion of essays as part of this unit is to provide them with an opportunity to practice and develop these critical thinking skills.

**Activity:** Students are to read one of the essays provided in the addendum to this unit plan. As they read the essay, they should be highlighting key terminology, annotating the essay by writing their thoughts and questions in the margins, as well as completing the following worksheet.

## **Essay Analysis Worksheet**

Use the following worksheet to help you dissect your assigned essay. Use point form jot notes throughout this sheet.

**Thesis (Main Idea):**

**Main argument I:**

Supporting Facts/Details:

**Main argument II:**

Supporting Facts/Details:

**Main argument III:**

Supporting Facts/Details:

**Concluding Thoughts and Ideas For Further Investigation:**

### Photographs:

**Purpose:** Photographs make excellent primary documents with respect to providing information about genocide. They show the power dynamics, they show abuses of power, and they show the bystander effect. The purpose of this activity is to have students examine photographs and to use them to create or tell a story through inferencing.

**Activity:** In this activity, students will look at a photograph, or a series of photographs, depending on what you want to do with them. They will use the recording device below to draw information from the photograph and will use the questions below that - to add possible details to the events captured in the photograph.



### Learning Through Photographs

In the following chart, record all the people, objects, and actions that you see. Make sure that you look at all parts of the photographs, even those images that seem irrelevant, off to the side, or in the background. These are all vital details.

PEOPLE	OBJECTS	ACTIONS

## Learning Through Photographs

### Follow Up-Questions

1. What are the relationships between the different people or groups of people in the photograph?

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2. Which of the objects are most important to the action in the photograph?  
In what way(s) are they important?

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3. Describe the action in the photograph.

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4. What do you think was happening before this photograph was taken?

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5. What do you think happened after this photograph was taken?

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### **Fiction:**

**Purpose:** The use of fiction in understanding the Holodomor plays a big role in how genocide is understood and how the important messages are passed on to future generations. The purpose of this activity is also to provide students with the opportunity to think about the events of the Holodomor without needing to think about real people. This can provide a nice mental break for the students.

**Activity:** Students should read one of the pieces of fiction. As a group, they should take the piece of fiction and turn the plot into a short skit. To help them do this, they should first summarize the piece of fiction by writing a list of characters and the important pieces of plot. They will then each pick a character and start developing their skit and rehearsing it. At the end of the period, you can have the groups perform their skits. The audience can have the opportunity to ask questions and the actors can answer their questions, to the best of their ability.

### Illustrations:

**Purpose:** The selected illustrations provide a darkly beautiful image of what occurred during the Holodomor. This allows the students to come to terms with their feelings and express their emotional reaction in writing.

**Activity:** Students should look at the selection of illustrations. For each illustration, or for the entire selection, students should do the following tasks. You can either write these on the board or copy them for the students:

1. **Write a brief description of what you feel when looking at this/these illustration(s)?**
2. **Why do you feel the way you do?**
3. **Are the feelings which you are experiencing useful in learning about and understanding the events of the Holodomor? Can these feelings be harnessed to have you educate others about the Holodomor, and about the general subject of genocide? How?**

### **Survivor Testimony:**

**Purpose:** Survivor testimony is a crucial type of primary source to work with in order to understand past events, like the Holodomor. This is included in this package in order to force students to work with issues of bias and the impact of memory on how one tells stories from one's own past.

**Activity:** Students are provided with a section of a survivor testimony from the Holodomor. They will read their section and complete the "bias hunt" and "memory hunt" using the worksheets.

### Bias Hunt

Use the following worksheet to accompany your reading of the survivor testimony that is in your package. Every person has their own set of experiences and their own background. This makes us biased in many ways. We must work to challenge our own biases and see to understand the biases of others.

In the chart below, write quotations from the piece of writing that show the author's bias. Make sure that you record the quotation, the page number, and what evidence of bias you think there might be in the testimony.

Quotation	Page Number	Evidence of Bias

### Quotations:

**Purpose:** Short, succinct quotations are powerful primary sources that can shed light on the Holodomor. The purpose of this media is to provide students with information about significant individual “characters” involved in the Holodomor and to show students what these individuals thought about the situation.

**Activity:** Students should read the quotation. They should then place themselves in the room with the individual who said this. They will consider this quotation as a part of a conversation. Students should write an exchange that follows this quotation with their own response followed by a comment from the original speaker, and then a statement from them as a conclusion to the conversation. This is set up to be a quick activity given the short nature of the reading and a short writing activity. While there is a worksheet for this activity, the writing can also be done on any paper.

## Quotation Worksheet

This activity has you creating an imagined conversation with the speaker of the quotation with which you have been provided. Write the original quotation in the space provided followed by your response to the quotation. Continue the conversation with one more comments from the speaker of your original quotation and a final comment from you.

Original Quotation:

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Your response:

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Speaker's Response:

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Your response:

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### **A Tale of Truth and Two Journalists:**

**Purpose:** This is another article dealing with bias and the connection to the truth, but also to denial of the Holodomor. The purpose of this activity is to have students understand that newspapers don't necessarily report the truth and using newspapers to then tell stories from the past is not always an option.

**Activity:** The students are asked to pretend that they are authors writing an article about the Holodomor. They are presented with the following scenario and question:  
“During your research, you come upon articles by Walter Duranty and Malcom Muggeridge. How do you go about using these articles in the research and eventual writing of your article?”  
The task is to come up with a step-by-step plan of action as well as to provide the rationale behind each step.

## A Tale of Truth and Two Journalists

Pretend that you are a team of authors and you've been tasked with writing an article on the Holodomor for a magazine. You want/need to write the truth. As you are researching, you come upon articles by Walter Duranty and Malcom Muggeridge.

Read the article, "A Tale of Truth and Two Journalists" to understand the research and written work by both Duranty and Muggeridge.

As the team of authors, how do you go about using these articles in the research and eventual writing of your article? Come up with a step-by-step plan of action. Provide the rationale or purpose for your selection of each step.

Step1: \_\_\_\_\_  
\_\_\_\_\_

Rationale/Purpose: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

Step2: \_\_\_\_\_  
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Rationale/Purpose: \_\_\_\_\_  
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Step3: \_\_\_\_\_  
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Rationale/Purpose: \_\_\_\_\_  
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Step4: \_\_\_\_\_

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Rationale/Purpose: \_\_\_\_\_

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Step5: \_\_\_\_\_

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Rationale/Purpose: \_\_\_\_\_

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Step6: \_\_\_\_\_

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Rationale/Purpose: \_\_\_\_\_

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Step7: \_\_\_\_\_

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Rationale/Purpose: \_\_\_\_\_

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\*\*If there are more than 7 steps, please continue writing the description of the steps and the rationale/purpose on another sheet of paper.

### **Memorials:**

**Purpose:** Memorials are crucial to commemorate the events of a genocide. Memorials to the Holodomor have been put up around the world. The purpose of this activity is to have students understand the significance of memorializing the Holodomor and what goes into memorializing the events and the victims in a respectful and meaningful way.

**Activity:** Students will be provided with images of one Holodomor memorial from around the world. They should identify the different design elements and symbols within the Memorial. Translation of text, where possible, is provided for your students. Students are asked to write a two-paragraph artist's statement to describe the inspiration and meaning behind the memorial and what they hope the memorial will achieve for the community in which the memorial is housed.

### **Unit Culminating Activity: Designing a Memorial Day**

**Purpose:** The purpose of this activity is to demonstrate more than a simple understanding of the Holodomor. The purpose of this activity is to also have students plan a way of teaching the Holodomor to fellow students and staff in the school in a way that respectfully memorializes the victims and pays tribute to their memory. It also needs to respect the Ukrainian people of today.

The purpose is also to engage students with something real that happens every year to commemorate the Holodomor.

**Activity:** The final product of this unit is the group producing a plan for a Holodomor Memorial Day in your school. They will engage with materials produced by The Holodomor Research and Education Consortium (HREC Education: [education.holodomor.ca](http://education.holodomor.ca)) as well as a law that has been passed by the Canadian Government. Through a number of steps, they will design a Holodomor Memorial Day in your school and complete a reflection on the experience.