

## 2018 HREC Educator Prize: Holodomor Lesson Plan Development

### Third Prize Winner

**Olga Chassé: St. Martin Catholic School, Edmonton District School Board, Edmonton, Alberta.**

*Relevant courses taught that may encompass the Holodomor: Social Studies, English Language Arts, Fine Arts*

### **GRADE 5 HOLODOMOR LESSON PLAN**

1. **Grade level of submission:** grade 5

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

#### **Social Studies**

Students will:

5.S.1 develop skills of critical thinking and creative thinking:

- generate original ideas and strategies in situations of individual and group activities

5.S.2 develop skills of historical thinking:

- explain the historical context of key events of a given time period

5.S.4 demonstrate skills of decision making and problem solving:

- use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment

5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- work collaboratively with others to achieve a common goal

5.S.8 demonstrate skills of oral, written and visual literacy:

- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others to understand their perspectives
- create visual images for particular audiences and purposes

#### **Fine Arts**

**PURPOSE 2:** Students will illustrate or tell a story.

- Concept A. A narrative can be retold or interpreted visually.

**PURPOSE 3:** Students will decorate items personally created.

- Concept A. Details, patterns or textures can be added to two-dimensional works.

**PURPOSE 4:** Students will express a feeling or a message.

- Concept A. Feelings and moods can be interpreted visually.

Concept B. Specific messages, beliefs and interests can be interpreted visually, or symbolized

## **English Language Arts**

### **1.1 Discover and Explore**

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information
- select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics
- select and explain preferences for particular forms of oral, print and other media texts

### **2.2 Respond to Texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- write or represent the meaning of texts in different forms

### **2.3 Understand Forms, Elements and Techniques**

- identify and discuss similarities and differences among a variety of forms of oral, print and other media texts
- experiment with words and sentence patterns to create word pictures;

### **2.4 Create Original Text**

- use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts
- experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes

### **5.2 Work within a Group**

- accept and take responsibility for fulfilling own role as a group member
- contribute ideas to help solve problems, and listen and respond constructively

## **3. Summary**

**Lesson summary:** This lesson consists of three parts. The first part is connected to social studies; it presents the topic of the Holodomor and includes group and whole-class discussions. The second part connects to English language arts; in it, students create poems about the Holodomor. The third part connects to fine arts; students can either draw and colour a picture or create a map of Ukraine using grain, both of which relate to the Holodomor.

### **Aim:**

---

The aim of this lesson is to educate students about the Holodomor (history, meaning and importance) and to engage them in discussions and activities that promote an analytical, critical and creative thinking guide for future research.

### **Strategies:**

---

This lesson uses visual supports (i.e. Prezi) to deliver content, differentiation by giving students options to demonstrate their learning, discussions (group and whole-class), brainstorming and hands-on activities.

**Methodology:** This lesson is based on a student-centred approach to learning. Following some teacher-directed instruction at the beginning of the lesson which serves to build a knowledge foundation, students play a central role in the lesson, from round-table discussions and the recording and sharing of group findings to choosing what kind of poem to create (thus catering to individual students' strengths and interests).

**Materials:** A computer with Internet access (for Prezi presentation), interactive whiteboard for projection, easel paper, markers, permanent markers, construction paper, card stock paper, blue and yellow pencil crayons, paper ribbon, white glue, grain (wheat), pins, a copy of the map of Ukraine.

**Differentiation strategies:** In part two, students are given the choice of poem to create. In general, the **acrostic** poem is the easiest; **cinquain** is more challenging because of the need to think of parts of speech; and **free verse** is the most challenging. But at the same time this freedom lets students be creative and does not restrict them by having to follow any one format. In part three, the teacher can choose to assign either a visual response to a poem or a texture artwork based on individual students' strengths.

### **Procedure:**

#### ***Part 1 (Social Studies):***

**Preparation:** Set up the classroom in such a way that students sit in groups of 4 to 5 to facilitate "round-table" discussions. Label each "round-table" with a number like "round-table 1", "round-table 2" and so on. In the middle of each round-table place a sheet of easel paper and a few markers.

Explain to students that during group time they will discuss and write down on the easel paper their responses. For each discussion question a different member of the group will share his/her group's answers with the class.

## Introduction to the lesson

**Activity 1: Brainstorm ideas** Ask students “What is famine?” and “Why do you think famines occur?” Students raise their hands and share their thoughts. Bring students to a common understanding that famine is “a severe shortage of food, but not the ‘I forgot to go to the grocery store and there's nothing to eat in the house’ kind of shortage. A *famine* is usually caused by crop failure or disaster.” (<https://www.vocabulary.com/dictionary/famine>)

**Activity 2: Prezi presentation** (the individual slides of the presentation are attached at the end of the lesson plan).

Tell the students that today the lesson will be about the “Holodomor.” This word is related to the word “famine.” Start the presentation. Use the following link to access the Prezi presentation: [https://prezi.com/p/m7mtz\\_w4d4ri/](https://prezi.com/p/m7mtz_w4d4ri/)

**The presentation consists of four parts:**

- 1) **“The Holodomor”** - includes introductory information about the “Holodomor” and its meaning.
- 2) **“FACTS”** - includes “What? Why? When? Where?” information about the Holodomor, where Ukraine is situated, when and why it happened and the scale of the tragedy.

Parts 1 and 2 are designed for the teacher to present information that for most students will be new. This will serve as a foundation for group discussions in Parts 3 and 4.

- 3) **“CONNECT IDEAS”** - includes information on why we need to learn about the Holodomor.
- 4) **“WORLD”** - includes information about which countries have recognized the Holodomor and which have not recognized it, Canada’s perspective on this matter and the monuments around the world that are dedicated to the victims of the Holodomor.

Throughout the presentation there are questions that the teacher asks students. The questions are designed to get students to use their analytical, synthetical and critical thinking skills.

## **Activity 3: “Round table” discussions.**

**Questions for discussion** (included in the Prezi):

- Why do we need to know about the Holodomor?
- Why do you think Russia refuses to recognize the Holodomor?  
Why do some countries stay neutral about the Holodomor?
- Why does Edmonton's Holodomor monument have this shape? What does it represent?
- Why do you think Canada was one of the first countries to recognize the Holodomor?

#### **Activity 4: Forget-me-not closure activity**

Provide each student with a piece of construction paper, blue and yellow pencil crayons. Ask students to draw a forget-me-not flower and colour it with the pencil crayons.

Prior to the students' beginning their drawings, show a picture of forget-me-not flowers and a Ukrainian flag on the Smart Board. Explain that the "forget-me-not" flower is a common flower in Ukraine and is a symbol of faithful love and eternal memories. It is relatively an equivalent to the poppies that Canadians wear for Remembrance Day. Also, this flower has the Ukrainian colours: blue and yellow (the colours of the Ukrainian flag).



After students draw the flowers, ask them to write with a pencil or marker what they "will not forget" about the Holodomor after today's lesson. **"I will not forget..."** can serve as a sentence starter.

#### **End-of-lesson options:**

**Option 1:** students' "ticket out the door" would be to come to the teacher and show his/her forget-me-not flower. After that the teacher helps to pin the flower to the students' shirts. Students wear the forget-me-nots during the day/days while they learn about the Holodomor.

**Option 2:** students can place their forget-me-not flowers on the big sheet of paper to form a cross or a map of Ukraine. This activity piece can serve as a bulletin board to represent students' learning.



## **Part 2 (English Language Arts):**

### **Activity 1: Review the meanings of an acrostic poem, haiku and free verse**

Activation of prior knowledge: the teacher asks students the following: “Do you remember what an acrostic poem is? What is a cinquain poem? Are there any other types of poems you remember?”

As the students share their thoughts the teacher can write/type on the board brief notes that will support students in a later activity. For example (my notes):

#### **ACROSTIC POEMS**

The first letters of each line are aligned vertically to form a word. The word often is the subject of the poem. Attention! *Acrostic poems do not have to rhyme!* Each line might have only 2-3 words, so do what you can!

#### **CINQUAIN**

*Cinquains* have five lines.

**Line 1:** Title (noun) - 1 word

**Line 2:** Description - 2 words (adjectives)

**Line 3:** Action - 3 words (verbs)

**Line 4:** Feeling - 4 words

**Line 5:** Title (synonym for the title) - 1 word.

Most of the students will not be familiar with a “**free verse**” poem. Explain that “**free verse**” does not follow a fixed metrical pattern like acrostic or cinquain poems and make a note of this on the board. (<http://www.dictionary.com/browse/free-verse>)

#### **FREE VERSE**

Does NOT follow a fixed metrical pattern like acrostic or cinquain poems.

Show on the Smart Board an example of a **free verse** poem about the Holodomor:

“Through the eyes of a child” written by H. Dmytryshyn.

An extract of the poem is below; the full poem you can find by following this link:

<http://education.holodomor.ca/teaching-materials/poem-through-the-eyes-of-a-child/>

Read the poem aloud as a class. Ask students: how is this poem free verse? What story does the poem tell us? What pictures appeared in your imagination as we were reading the poem? What did you feel as we were reading the poem?

### ***Through the Eyes of a Child***

*In the 1920's 1930's, the people of Ukraine,  
Lived north of the Black Sea, on beautiful terrain,  
in villages, cities, towns and farms  
Trees and flowers grew all around.*

*The people were hardworking and strong,  
Proud of their heritage and bountiful land,  
And dearly yearned someday to see their beloved country, Ukraine,  
Independent and free!*

*...All across Eastern Ukraine,  
Crosses and graves covered the terrain.  
Death didn't care if you were big or small,  
Bodies lay dead where they fell,  
Few were left to mourn them all.*

### **Activity 2: Discussion**

Attached are poems about the Holodomor written by grade 5 students. Show the poems on the Smart Board. Pick students to read a poem aloud to the class. Discuss with the students for each poem: What type of poem is it? Is it free verse, cinquain or acrostic? Why?

This activity is designed to inspire and motivate students for the third activity where they need to write their own poems. **See Appendix (pages 10-13).**

### **Activity 3: Writing poems.**

This activity is meant to review what was learned in grade 4 and extend the learning of different forms of writing.

The activity works well for differentiation purposes. Review the different types of poems (acrostic, cinquain, free verse, etc.) and give students the choice to work on whichever type of poem they are interested in creating. In general, the acrostic poem is the easiest, cinquain is more challenging because of the need to think of parts of speech, and free verse is the most challenging. But at the same time this freedom lets students be creative and does not restrict them by having to follow any one format.

### **Part 3 (Fine Arts):**

**Option 1:** On the Smart Board, show H. Dmytryshyn's poem "Through the eyes of a child." The full poem can be found by following this link:

<http://holodomor.ca/education/teaching-materials/poem-through-the-eyes-of-a-child/>

Read the poem aloud to the students or you can take turns reading between teacher and students. After reading the poem, ask the students what kind of pictures it made them imagine. You can also write some ideas on the board, so students can use it as a support: 1932-1933, Ukraine, blue-yellow flag, wheat, black ribbon, no food, sadness, hunger, etc.

Students subsequently draw pictures. Show the examples of pictures made by grade 5 students. **See Appendix (pages 14-15).**

**Option 2:** Map of Ukraine made of wheat.

Supplies:

- ✓ Card stock paper
- ✓ Black paper ribbon
- ✓ Tissue paper (red and yellow colours)
- ✓ Black construction paper
- ✓ Wheat (grain)
- ✓ A copy of the map of Ukraine
- ✓ Black permanent marker
- ✓ White glue

Instructions (See the picture below of a sample finished product for reference):

1. Print out a copy of the map of Ukraine, an outline (borders) only. Cut it out following the borders, and glue it onto the card stock paper.
2. Cut a long rectangle out of the black construction paper to make a candle. Cut out two drops/flame shapes out of tissue paper to form the candle flame, one flame red and the other yellow. The yellow should be slightly smaller than the red.
3. Glue the black rectangle in the middle of the map to form the candle. Then glue the two flames above the rectangle, the yellow one over the red one.
4. On the rest of the map apply white glue generously and spread it out with a brush or a hard piece of paper. After, sprinkle the grain. Add more glue and more grain if needed.
5. Outline the map of Ukraine with a Sharpie marker.
6. Measure your piece of card stock paper where you glued the map and cut four strips of black paper ribbon. Glue the ribbon on the sides of the map to form a frame.
7. Allow it to dry.



End of Lesson

## **Bibliography**

Calgary's Holodomor Monument, Edmonton Trail NE and Memorial Drive in Bridgeland by the Bow River [Online image]. (n.d.). Retrieved November 12, 2018 from <http://ukrainiancalgary.blogspot.ca/2012/10/calgarys-holodomor-commemoration-2012.html>

Clancy, Clare. (November 21, 2017). "Alberta legislature marks Holodomor Remembrance Day." Retrieved from <http://edmontonjournal.com/news/local-news/alberta-legislature-marks-holodomor-remembrance-day>

Detail of the Chicagoland Ukrainian Genocide Monument in Bloomingdale, IL [Online Image]. (n.d.). Retrieved November 12, 2018 from [http://www.ukrainiangenocide.org/Chicago\\_Torch\\_AlbumSA1.html](http://www.ukrainiangenocide.org/Chicago_Torch_AlbumSA1.html)

Facts About the 1933 Famine-Genocide in Soviet Occupied Ukraine. (n.d.). Retrieved November 9, 2017 from <http://www.faminegenocide.com/resources/facts.html>

Holodomor monument in Winnipeg [Online image]. (n.d.). Retrieved November 12, 2018 from <https://www.ukrainianwinnipeg.ca/30-year-anniversary-of-holodomor-monument-in-winnipeg/>

Holodomor recognition map [Online image]. (n.d.). Retrieved November 11, 2017 from <https://saint-tepes.deviantart.com/art/Holodomor-recognition-map-429364192>

Holodomor Research and Education Consortium. (2016). Monuments. Retrieved November 9, 2017 from <http://education.holodomor.ca/introduction/monuments/>

Political map of Canada [Online illustration]. (n.d.). Retrieved November 10, 2018 from <http://libguides.gwumc.edu/c.php?g=27779&p=170351>

---

Political Map of the World [Online illustration]. (n.d.). Retrieved November 10, 2018 from <https://geology.com/world/world-map.shtml>

Svichka pamiati [Online image]. (n.d.). Retrieved November 11, 2017 from <https://glavcom.ua/news/v-kijevi-proyde-blagodiyno-prosvitnicka-akciya-svichka-pamyati-383175.html>

Tradytsiyna emblema zhalobnykh zahodiv za zhertvamy Holodomoru [Online image]. (n.d.). Retrieved January 28, 2018 from [https://uk.wikipedia.org/wiki/День\\_пам%27яті\\_жертв\\_голодоморів](https://uk.wikipedia.org/wiki/День_пам%27яті_жертв_голодоморів)

[Untitled graphic with text "Holodomor 1932-1933"]. Retrieved November 9, 2017 from <http://www.holodomorct.org/art.html>

[Untitled graphic with text "Holodomor, Grade 5"]. Retrieved November 9, 2017 from <http://slideplayer.com/slide/8067740/>

["The Road of Sorrow," painting by Nina Marchenko of bodies being taken away on a wagon. From the Collection "Holodomor: Through the Eyes of Ukrainian Artists." Founder and Trustee Morgan Williams]. Retrieved November 9, 2017 from <https://redice.tv/news/holodomor-remembrance-day-why-the-past-matters-for-the-future>

[Untitled image of a bouquet beside candles]. Retrieved November 10, 2017 from <https://www.ukrinform.ua/rubric-society/2351650-u-kievi-rozpocalisa-zahodi-iz-vsanuvanna-zertv-golodomoriv.html>

[Untitled image of "Bitter Memories of Childhood" sculpture in Kyiv]. Retrieved November 10, 2017 from <http://education.holodomor.ca/introduction/monuments/>

[Untitled image of burning candles]. Retrieved November 9, 2017 from <http://ukrainianinstitute.org/holodomor-remembrance-day/>

[Untitled image of the flag of Alberta]. Retrieved November 9, 2017 from [https://en.wikipedia.org/wiki/Flag\\_of\\_Alberta](https://en.wikipedia.org/wiki/Flag_of_Alberta)

[Untitled image of the flag of Canada on a pole]. Retrieved November 9, 2017 from <https://www.theflagstore.ca/store/shop/sewn-nylon-canadian-flag/>

[Untitled image of the Holodomor Memorial in Edmonton]. Retrieved January 28, 2018 from <http://archive.artsrn.ualberta.ca/caradonn/Lefebvre.html>

"Why study the Holodomor - the Ukrainian Famine-Genocide?" (n.d.) Retrieved November 9, 2017 from <http://education.holodomor.ca/introduction/why-we-study/>

## Appendix

### Section 1: Sample Poems

Arina 5A

Terror of Holodomor  
On holodomor,  
In villages, towns and cities,  
Terror spread night and day.  
Kids stopped laughing,  
Flowers stopped glooming,  
Cause hunger came.  
People were hungry, People were dead,  
And terror spread and spread.  
More terror,  
More terror every day.  
Many days passed like this,  
Dying people, tears and blood,  
Every day and night.

## My Holodomor Poem

Holodomor

Threatend, killed

Starving, searching, shot

Their suffering and crying

Tragedy

Lucas - Z

Holodomor

Poor Starving

Hiding crawling crying

They feel horrible and ill

Worried

# The Ukrainian Genocide By: Talia

Ukraine was beautiful, calm and peaceful.

People were happy, kind and faithful.

Then one day the Soviets came,

they took the wheat and food away.

People were crying starving and dying.

Happy Ukraine turned into sorrow and blues,  
the sky turned gray, and their hearts did too.

People were weak, starving and crying,  
and if they begged soon they'd be dying.

If they grasped a shred of wheat,

it would surely be a treat.

The Holodomor lasted from 1932-1933.

We will forever remember this horrible  
tragedy.

To all the survivors we strongly thank you,  
and we mourn your loved ones who are not  
here with you.

Daniel

"85 Years Ago..."

Ukrainians farmed,

worked hard.

Went to church,

and prayed.

Laughed, played,

and danced all day.

They had the right,

to do what they wanted,

then someone, and took it all away,

and he will not be named.

The horror that they faced,

the starving,

and the deaths.

The officers came in,

kicked them out,

took all their food,

and threatened to shoot,

## Section 2: Sample Visual Art



