

Lesson Plan Title

The Holodomor and Its Children

Author

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Grade Level/Course

Grade 10, World History.

Lesson Time Frame

5 days, 50-minute periods.

Curriculum Applications/
Education Standards

California Social Studies Standards:

10.7: Students analyze the rise of totalitarian governments after World War I.

10.7.2: Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the "Terror Famine" or Holodomor in Ukraine).

California Common Core Standards:

CCSS.ELA-Literacy.RH.9-10.4, Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.2, Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.W.9-10.3, Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.D, Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.9, Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson Summary/
Overview/Purpose/Background

How did the Holodomor affect the children?

Prior to this lesson students have studied human emotions and behavior. They have looked at the moral and ethical obligations of human beings and their role in society. Through the lens of the 8 Stages of Genocide (classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial), students have studied and assessed King Leopold in the Congo, the Armenian Genocide, and the Holodomor. They are equipped with the historical facts of the Holodomor, its significance to world history, and have labelled it a genocide using the United Nations Convention definition. In this lesson, students will apply those historical facts of the event and use them to understand the struggles of children who experienced it. This is a Unit of 5 lessons. On day 1, students will look at primary sources and use them to understand some of the struggles people went through during this difficult time. They will also see and hear interviews from Holodomor survivors and their children. For homework, they will read and annotate a chapter from *Holodomor: Silenced Voices of the Starved Children*. On day 2, debrief chapters and annotations with the teacher. Each student will be tasked to create a graphic novel (10-15 pages) that will explain the struggles and experiences that child went through. They will also be asked to write a 500-word essay on the integration of the reading and their historical knowledge of the Holodomor. Day 2, 3, and 4 will be workdays for the development of the graphic novel and essay. Day 5, the class will have an opportunity to look at and explore these graphic novels.

Aims/Objectives

To be able to evaluate primary and secondary sources using a critical historical lens while developing an understanding of human rights violations. The lesson will tap into a student's empathy and sympathy in order for them to ponder human behavior and their own role in humanity.

Learning Expectations/
Outcomes/Understandings

1. Analyze primary and secondary sources.
2. Read, annotate, and construct from text.
3. Explain what the Holodomor was.
4. Explain how it affected children.
5. Understand the human cost of the Holodomor.
6. Use a historical context and apply it to firsthand accounts of the Holodomor.
7. Have students reflect on their role in their community, society, and the world.
8. Examine the Holodomor in the context of the 20th century.

Strategies/Methodology

Students will participate in cooperative learning through group reflection and discussion. The use of technology for research and the collection of notes will take place throughout the lesson. Students will be asked to read, evaluate, and annotate a chapter from a book. The culminating project of this lesson will be a handmade graphic novel depicting the struggle of their child from their assigned chapter. The graphic novel will reflect originality and artistry. They will also write an essay where they integrate the reading and what they know about the Holodomor. They will present their findings in class.

Materials Required

Computer, colors, paper, whiteboard, and markers. Also, chapters of *Holodomor: Silenced Voices of the Starved Children*

Lesson Plan Activities
Suggested outline

Day 1:

1. Students will be divided into groups of four. Each student will be given a quote on a strip of paper to read, analyze, and discuss with group members (strips of paper will be from the Holodomor Quotation List for Analysis). Students will be asked to create a list of impressions, and what struck them the most. One member from the group will go up to the board and write their list down. The teacher will point out the similarities and review important facts about Holodomor.
2. Students will use this website in groups to watch 3 interviews of the children of survivors from the Holodomor: [http://www.ucrdc.org/Archive-Oral-History-Children of Holodomor Survivors Speak.html](http://www.ucrdc.org/Archive-Oral-History-Children%20of%20Holodomor%20Survivors%20Speak.html) Students will take notes on who they were and how they were affected by their parents' experiences while watching. The teacher will debrief.
3. The teacher will distribute chapters from the book: *Holodomor: Silenced Voices of the Starved Children*. Hand out one chapter per student. Each chapter is about a child who lived through the Holodomor. The teacher will discuss annotation techniques. Students will view Annotate the Reading Directions.
4. Students will read and annotate chapters for homework.

Day 2:

1. The teacher will debrief any questions and discuss with students their chapter reading findings. The teacher will reference the board notes from Day 1 and point out some important facts about the Holodomor.
2. The class will be introduced to the Graphic Novel project/essay/presentation assignment. Students will review requirements/checklist and the rubric. They will begin working on their graphic novel and essay (10-15 pages). Students can use the Essay Planning Sheet to develop their work.

Day 3 and 4:

1. Students work on their graphic novel and essay.

Day 5:

1. The graphic novel and essay are due. The class is given an opportunity to view the graphic novels created by their classmates. Each student will present their graphic novel to the class. Students will have 5-10 minutes each for the presentation. Each student will select another student's graphic novel to review using the Graphic Novel Peer Review Sheet.

Assessment

Students will be assessed using several methods. Multiple capacities (skills, knowledge, creativity) will be assessed through the student's notes, discussions, reading annotations, essay planning sheet, 500- word essay, project rubric/presentation, and peer review sheet. Listening, assessing, analyzing, critical thinking, writing, speaking, and creativity will all be assessed through this lesson. The teacher will use the Graphic Novel/Essay/Presentation Rubric to grade each student's work.

Resource List/References

Quotes from Holodomor survivors:
<http://holodomorct.org/holodomor-survivor-eyewitness-accounts/>

Interviews with the children of Holodomor survivors:
<http://www.ucrdc.org/Archive-Oral-History-Children of Holodomor Survivors Speak.html>

Melnyczuk, Lesa, and Phil Webster. *Holodomor: Silenced Voices of the Starved Children*. Carina Hoang Communications, 2018.

Appendix/Handouts

[Holodomor Quotes List](#) (attached)
[Annotate The Reading Directions](#) (attached)
[Graphic Novel/Essay/ Presentation Rubric](#) (attached)
[Essay Planning Guide Sheet](#) (attached)
[Graphic Novel Peer Review Sheet](#) (attached)
