

Lesson Plan Title: The Power of Hope in the Holodomor

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Grade Level/Course: Elementary: Grade 3/4

Lesson Time Frame: 4 lessons made up of a total of 7 teaching periods of 50-60 minutes each.

Curriculum Applications/ Education Standards across Canadian provinces and territories are provided.

1. **British Columbia:** English Language Arts Grade 3: Power of Stories to connect to self and community:

Narrative texts, whether real or imagined, teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

Use developmentally appropriate reading, listening, and viewing strategies

-examples include making logical predictions using prior knowledge and story structure; visualizing; making connections to text and self; making inferences; asking questions; engaging in conversation with peers and adults; showing respect for the contribution of others

Social Studies 2: Canada is made up of many diverse regions and communities. • Local actions have global consequences, and global actions have local consequences. • Individuals have rights and responsibilities as global citizens.

2. **Alberta** English Language Arts:

- Big Ideas: 1.1 Discover and Explore Grade 3
Express ideas and develop understanding, connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts, explain understanding of new concepts in own words, explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

- Grade 4 compare new ideas, information and experiences to prior knowledge and experiences, ask questions, paraphrase and discuss to explore ideas and understand new concepts, share personal responses to explore and develop understanding of oral, print and other media

- Social Studies: Grade 3: Values and Attitudes Students will: 3.2.1 appreciate elements of global citizenship: • recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) • respect the equality of all human beings (C, GC, I)

3. **Saskatchewan** Grade 3 ELA Comprehend and Respond:

- CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

Grade 3 ELA Compose and Create:

- CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity • community • social responsibility (e.g., Communities Around the World) and make connections across areas of study.
- CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.

4. **Manitoba** Grades 3-5 Bands: Language as Power and Agency

How does what learners hear, read, and view influence what they think? How do learners decide what and whose stories to tell? How do learners use language to influence others when they write, represent, and speak?

Elements ■ Recognize and analyze inequities, viewpoints, and bias in texts and ideas.

■ Investigate complex moral and ethical issues and conflicts.

■ Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives. Grade Band Descriptors Learners are recognizing the need for validity and reliability. Learners are beginning to analyze differences in opinion. Learners are expressing and supporting opinions and judgments. Learners are recognizing that point of view has an impact on understanding. Learners are exploring the decision making of text creators. Learners are exploring how ideas like justice, equity, and fairness are complex. Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.

- Language as Exploration and Design

How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

5. **Ontario** Grade 3 Language Arts: Reading for Meaning

Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)

Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence Teacher prompts: “Using information from the story opening, what can you infer about the outcome of the game?” “How do you think the other characters will react to the actions of the main character?” “Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to explain this?”

Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them Teacher prompts: “How are homes in this book the same as or different from homes today?”

By the end of Grade 3, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

6. Quebec

- Key Competency: Elementary
- To read and listen to literary, popular and information based texts
- To use a response process when reading and listening to literary, popular, and information-based texts
- To construct her/his own view of the world through reading and listening to literary, popular and information-based texts
-

7. Prince Edward Island

English Language Arts Entry K- 3

Students will be expected to respond personally to a range of texts.

Students will be expected to respond personally to texts in a variety of ways express opinions about texts and the work of authors and illustrators.

Students will be expected to make personal connections to text and share their responses in a variety of ways express and begin to support opinions about texts and the work of authors and illustrators.

Students will be expected to make personal connections to texts and describe, share, and discuss their reactions and emotions express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions.

8. Nova Scotia Grade 3

Learners will respond personally and critically to a range of culturally diverse texts.

Background Transitional

Students will be expected to make personal connections to texts and describe, share, and discuss their reactions and emotions express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions question information presented in print and visual texts

- use a personal knowledge base as a frame of reference identify some different types of print and media texts
- recognize some of their language conventions and text characteristics
- recognize that these conventions and characteristics help them understand what they read and view respond critically to texts
- formulate questions as well as understandings
- identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
- discuss the text from the perspective of their own realities and experiences
- identify instances of prejudice, bias, and stereotyping

9. New Brunswick part of Atlantic Canada curriculum: see PEI plus

General Curriculum Outcome 6. Students will be expected to respond personally to a range of texts.

Emergent Early Transitional (K-1) (1-2) (3-4)

Emergent: Students will be expected to respond personally to texts in a variety of ways express opinions about texts and the work of authors and illustrators

Early: Students will be expected to make personal connections to text and share their responses in a variety of ways express and begin to support opinions about texts and the work of authors and illustrators

Transitional Students will be expected to make personal connections to texts and describe, share, and discuss their reactions and emotions express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions.

10. Newfoundland and Labrador

English Language Arts Grade 3

GCO 6: Students will be expected to respond personally to a range of texts.

- *make personal connections to texts and describe, share, and discuss their reactions and emotions
- express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions

24.0 make connections from text-to-self, text-to-text, and text-to-world

25.0 express opinions about a variety of texts

26.0 support responses using text information and personal experiences

11. Yukon Territory

- The Yukon Territory follows the British Columbia Curriculum
- English Language Arts Grade 3 : Power of Stories to connect to self and community: narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

Use developmentally appropriate reading, listening, and viewing strategies examples include making logical predictions using prior knowledge and story structure; visualizing; making connections to text and self; making inferences; asking questions; engaging in conversation with peers and adults; showing respect for the contribution of others

Social Studies 2: not sure if I should use: Canada is made up of many diverse regions and communities. • Local actions have global consequences, and global actions have local consequences. • Individuals have rights and responsibilities as global citizens.

12. North West Territories

- English Language Arts

*Use conversation and questions to explore personal understanding of oral print and other media texts

Begin to reflect upon personal understanding to reach tentative conclusions

13. Nunavut follows the Northwest Territories Curriculum for Language Arts

Source: https://www.ece.gov.nt.ca/sites/ece/files/resources/english_language_arts_curriculum_k-3.pdf

Lesson Summary / Overview & Purpose:

Through reading, listening, viewing, discussing and exploring thematic concepts within a picture book based on true events during the Holodomor, students will develop deep understanding of the Holodomor and make personal meaning using text to text, text to self and text to world connections.

Each lesson in the weekly plans will have its own more specific Summary.

Aims / Objectives:

In this study of literature written for elementary children about the Holodomor, students will explore the thematic concept of hope and its power and impact in the Holodomor.

Each lesson will have its specific objectives.

Learning Expectations/ Outcomes/ Understandings

1. Learning and integration of new vocabulary related to the Holodomor.
2. Students will make text to text, text to self and text to world connections.
3. Students will share their understanding of the Holodomor using multiple modalities such as art.

Each lesson will have its own specific learning expectations.

Strategies/Methodology:

1. Listening for information
2. Recording/ documenting key/ unknown words
3. Comparing ideas and roles of characters
4. Categorizing vocabulary
5. Making observations about artistic techniques and characterization details
6. Comparing character's community to their own
7. Making personal connection/s to power of community and the hope it brings
8. Formulating, exploring, and communicating opinions and discussing ideas with classmates
9. Creating a class character sketch of Maria.
10. Using analytical skills to compare/ contrast characters and themselves - Venn Diagram
11. Writing/ Dictating/ Blogging/ Vlogging a journal entry about which characteristics are the same and using examples from the book and from students' own life experiences.
12. Using multiple modalities to reflect/ journal on larger thematic questions in the books

Materials Required

Bottle of Grain by Rhea Good, Illustrated by Natalie Warner

More specific materials are required for each lesson and are listed for each.

Lesson Plan Activities

Each lesson plan is outlined below, and a suggested time frame provided. The total time frame for these lessons is for a period of two-weeks. To provide continuity for students to delve deeply into the topic, daily lessons are suggested. At the Grade 3-4 level, a time frame of 50 - 60 minutes for each lesson is recommended to provide opportunities for discussion, inquiry, collaboration, and creation.

Assessment

Each lesson includes suggested methods for assessment including rubrics.

Resource List/References Appendix/Handouts

Includes a letter for parents/ families to share about the lessons.

Appendix: Sample Letter to Parents: Province of Alberta

November _____

Dear Families of _____,

This month, we will be studying a work of literature entitled *A Bottle of Grain* by Rhea Good and illustrator Natalie Warner. This picture book is based on true events that took place during the Holodomor in Ukraine during the winter of 1932-33.

More information on the Government of Alberta's commemoration can be found here:

https://kings-printer.alberta.ca/1266.cfm?page=U00P5.cfm&leg_type=Acts&isbncln=9780779735877

Through our study, students will be engaged in listening, documenting, discussing and journaling tasks, vocabulary building, understanding perspectives, art analysis, and art creation.

Our book uses grain as a symbol of hope for the community and students will be making personal connections to examine what and who brings them hope. We encourage you to ask your child about their learning experience each day and to contact us should you have any questions.

Thank you, as always, for your support and partnering in learning.

Sincerely,

- Other appendix items & handouts are provided with each lesson.

Holodomor Lesson 1: Which Words Give Us Power to Understand the Holodomor?

(Time: 50 - 60 minutes)

Summary: After listening to the story *A Bottle of Grain* read aloud, students will explore the vocabulary encountered in the book to ensure students' understanding.

Aims/ Objectives: To ensure students understand and can explain the vocabulary encountered.

Learning Expectations:

Students will match the vocabulary words with their meaning.

They will share their understanding of each word with each other and then confirm as a whole group.

Students will then categorize the words as being either: Positive or Negative

Strategies:

1. Listening for information
2. Recording unknown words
3. Close examination of ten chosen words
4. Comparing ideas about meaning
5. Categorizing vocabulary

Materials:

1. *Bottle of Grain* by Rhea Good, illustrated by Natalie Warner.
2. Students' notebooks and pencils for circle time.
3. Chart Paper and Pens to record student vocabulary.
4. Handout to match meaning to vocabulary word, working in pairs.
5. Scissors to cut out vocabulary words and their meanings.
6. Glue sticks.
7. Chart paper for categories and for students to glue their findings.

Lesson Plan Activities:

1. The teacher gathers students to the circle area and introduces the book through a Book Talk. Covering the book cover title, the teacher asks students to look deeply at the picture and share ideas, encouraging students to predict what they think this book is about:
 - a. Who is on the cover? How can they describe her appearance, her clothing, her facial expression, her approximate age?
 - b. What is she holding? What could be inside? Why?
 - c. Where do you think she is? Where do you think the story takes place? Why?

2. Uncovering the book title, the teacher shares with the students that this is a Holodomor story based on true events. What does this mean?
 3. After asking about what students may know (prior knowledge) about the Holodomor, the teacher will explain the task.
 4. The teacher explains that students will hear some words they may not know in this story (such as “Holodomor”) and their task is to write the words they do not know down when they hear or see them. Tell the students not to worry about the spelling.
 5. The teacher begins to read the story about Maria. The meaning of the word Holodomor will be explained at the end of the story. The teacher reads slowly, encouraging students to write down the unknown words.
 6. At the end of the reading, the teacher will ask students to rate their understanding of the story by showing thumbs up, sideways, or down. Students will share as a group what they understood and what was challenging to them.
 7. The teacher confirms students’ feedback, as this is a very complex topic for understanding, and reaffirms that through words and their use in stories we can better remember events.
 8. The teacher asks students to share what words they recorded and record them on chart paper. How many students had the same word? Which words really stood out to you?
 9. The teacher will explain that in the next task, students will be working with a partner to match the meaning of some of these words with the vocabulary word. Working in pairs, students will cut out the words and their definitions and match each to its meaning. When they are unsure, tell them to talk it out and use examples from the story they just heard.
 10. The teacher will confirm students understand the task and have one student from each of the pairs collect the handout and scissors. (No glue at this point)
 11. After students make their word matches, the teacher calls them back to the circle for Part 2 of the task. The teacher explains that some of these words have positive meanings, and we have positive feelings towards them: words like *friend* and Maria *waving* to her friend. Some words are negative words that make us feel unhappy, angry, or afraid.
- In Part 2, student partners use chart paper provided to place their word matches under their appropriate category of positive and negative. When they are satisfied with their decision, students will glue the vocabulary words and their meaning in their respective category.
12. After Part 2 of the task, the paired students will write their names on the back of the paper and bring it to the front to stick them up on the white board for everyone to see.

13. The teacher gathers the students together into the circle so they can look at all the charts and identify their similarities and differences.
14. The teacher then guides a discussion about the key words and their understanding of each word as it relates to the book.
15. The teacher answers any questions factually and then reads page 2 of the book to students to end the lesson.

A NOTE HERE FROM HREC EDUCATION TO ALL TEACHERS:

If you are going to be using the page 2 explanation in the book, we strongly suggest you do not use the figures of 6-12 million because these numbers have not been verified yet. Estimates of death during the Holodomor are difficult to determine. Demographers have already established that at least 3.9 million died of starvation during 1932-34. It is safest to say that "millions died" and that every third death was a child under the age of 10 (or: 31% of those who died were children under the age of 10).

Assessment:

Teacher assessment will be anecdotal and will consist of student participation in carrying out the tasks, asking questions, making observations and connections.

Handout:

See Appendix 1 below.

Appendix 1: Word Power Handout

obzynky	a time of calm and no war
Holodomor	people in our community
confiscate	extreme hunger that can lead to death
survival	Government enforced death by starvation
genocide	it is quiet with no sounds
conversation	basic needs of food, water and shelter are met
neighbours	deliberate destruction of a nation or group of people
silence	harvest festival
peace	to take something that belongs to another person
starvation	two or more people talking to each other

Lesson #2: What impact did power of community have on families during the Holodomor? (2 periods for learning and creating; 1 period for student sharing)

Summary: Students will share their understanding of family and community members, roles and connections in *Bottle of Grain* and use this to examine their own family and connections to community.

Aims/ Objectives: To utilize understanding of the power of family and community for working together for survival and giving hope during the Holodomor to develop a strong sense of pride and understanding of how students' own communities work together and support each other, giving hope to each other.

Learning Expectations:

1. Students will understand what a "Communitree" is with the teacher modelling how to make one about the classroom. The teacher will ask students to describe the community of their classroom. Who's the leader of the classroom? What role do they play in the classroom? What roles do students play in the classroom and in the school community as a whole? Who else is a part of the classroom community? Example: who cleans the classroom? Who relies on whom for survival? The teacher will record student ideas on the white board or chart paper.
Using this information, the teacher will draw an outline of a deciduous tree with several branches. What role goes where? Students will share their ideas and explain their thinking about the interconnectedness and dependence of each branch of the Communitree.
2. Students will examine the characters in *Bottle of Grain* and look at how the artist drew them.
3. They will create Maria's "Communitree" in their notebooks to show their understanding of roles and characterization in the book.
4. They will deepen their personal meaning and understanding of the importance of community in survival by creating their own "Communitree."

Strategies

1. Read the book.
2. Students are to listen for key characteristics of each character.
3. Discussing artistic techniques and characterization details.
4. Comparing roles of Maria's community to their own.
5. Making personal connection to power of community and hope it brings.

Materials:

1. See Handout in Appendix 3 explaining and showing examples of a Communitree.
2. *Bottle of Grain* by Rhea Good, illustrated by Natalie Warner.
3. Student notebooks and pencils for creating their ideas for their personal Communitree.
4. Character cards with names of *Bottle of Grain* characters and a bag to put the cards in.
5. Chart paper.

6. Wide selection of loose materials / paints/ materials for students to create their own Communitree to be added to larger Communitree for whole class to represent how everyone plays an important role in our lives.

Lesson Plan Activities:

1. Teacher will gather students to circle area and re-introduce book through a Book Talk. Using yesterday's questions as a guide, students will be invited to re-tell what they remember about Maria's story from yesterday.
 - a. Who is on the cover? How can they describe her appearance, her clothing, her facial expressions, her age, her emotions?
 - b. What do they notice she is holding? What is inside? Why is it important to the story?
 - c. Where does the story takes place?
 - d. What events do they remember?
 - e. What other characters do they remember? Why do they think they remember them when this is Maria's story?
2. Before reading, the teacher will explain that each character in the story had either a positive or negative impact upon Maria and her community. The students' task is to listen to the story, focusing upon the characters that are part of Maria's positive community, who support her and help her and her family, and do not hurt them.
3. The teacher will read the story.
4. After reading, the teacher will ask for student volunteers to pick out a card from the bag that has a character's name on it from the story. Explain that some character cards have Ukrainian words such as Dido for Grandfather and we will respect these.
5. The teacher will explain that these cards fit into a Communitree that they have already drawn on chart paper in Lesson 1. (See Appendix)
6. Each student determines the best place in the Communitree that fits each character and to share what the character's role is in the story; how do they help the community? Who is most vulnerable in Maria's community? How do the students know this?
7. Provide time for students to work in partners (if numbers warrant this). The teacher will remind students that once a character is placed on the Communitree, we will respect their placement.
8. Student pairs will take turns sharing the character they selected, where they think the character fits best on the tree, and what their role is in the community.

9. After all characters have been placed, the teacher will hold up Maria’s card. Where do students think she should be placed and why? This is an important discussion of equanimity in community about how everyone has an important role to play.

10. Explain to students that next, they will be creating their own Communitree, not only with family (and their names) but also with the community of support in their lives. They will include names/pictures or photographs (they can bring in) and a brief description of the important role they play in the student’s life.

11. Together, the teacher and students will create a rubric with criteria regarding:
- a. number of members of their Communitree (suggested is 5 plus themselves)
 - b. written documentation of each member’s role
 - c. visual depiction of members in the Communitree
 - d. Pride in work and understanding interconnectedness of their Communitree

This art creation is limitless in how it can be completed. The use of three-dimensional art creation is encouraged as it brings to life how a community is alive. Being November when these lessons may be used, it is suggested that small tree branches could be collected in September and October for this art project. Branches could be inserted into a small piece of clay for foundational support. When displayed together, they will form a forest and a powerful visual of community.

Alternatively, recycled items such as wire/ pipe cleaners, rolled newspapers can also be used.

It can also be created as a two-dimensional project in a visual journal for those students who prefer to do so.

Assessment:

Student made rubric is suggested for this project.

Appendix 1: Sample Rubric attached below

Appendix 2: Character Cards

Appendix 3: Two Examples of “Communitree”

Appendix 1:

I have included at least 5 other people as part of my Communitree, plus ME.		
I have clearly documented each of our roles in supporting our community.		
I have drawn or included photographs of the members of my Communitree.		
I am proud of my work and understand my role in the Communitree.		

Appendix #2:

Dido-Grandfather	Pani Soroka	Neighbors
Lesia	Younger Brother	Youngest Brother
Younger Sister	Youngest Sister	Uncle

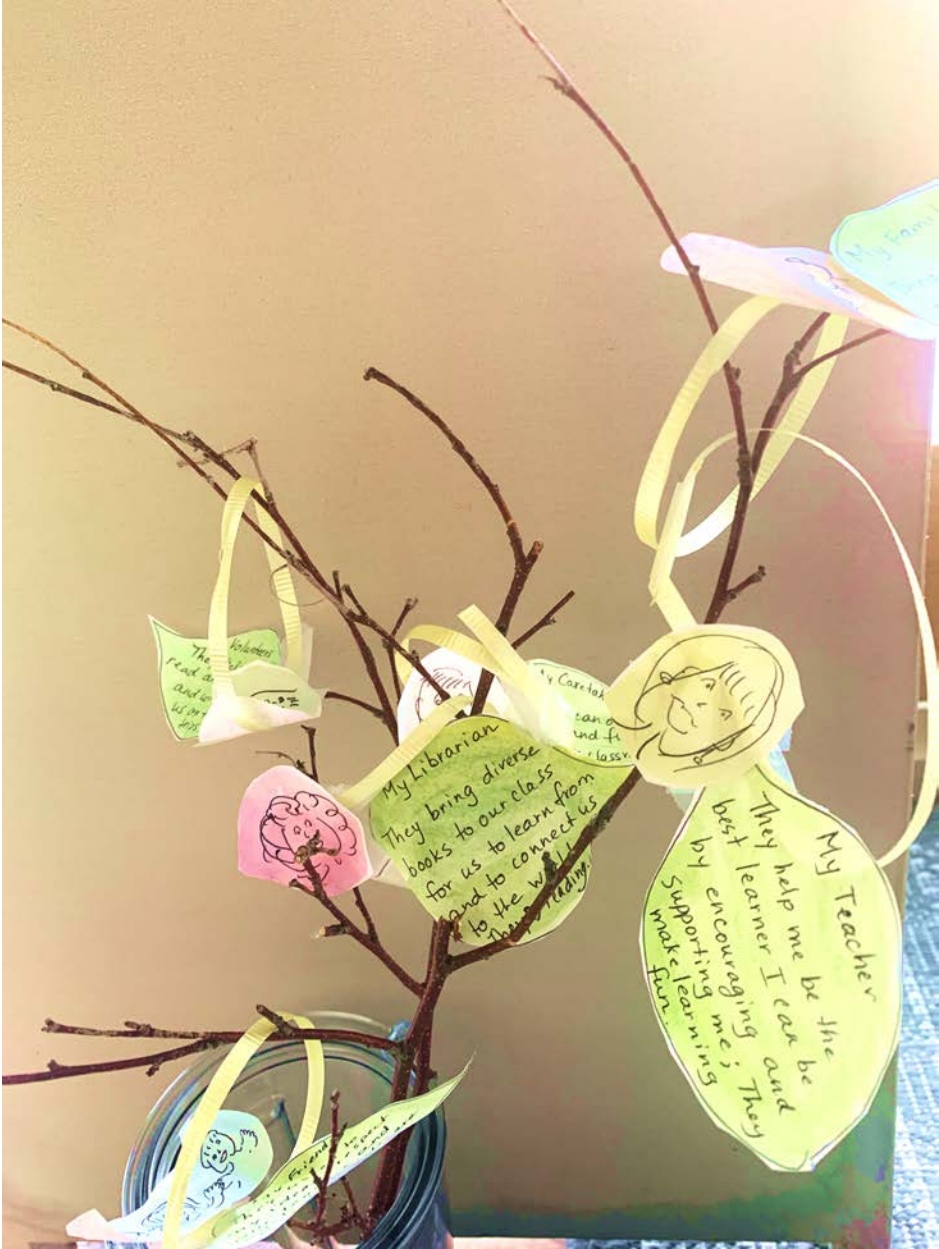
Appendix 3:

Example 1 – Sample “Communitree”

A Communitree is a visual depiction of the connections we have with each other in our circle of support. Students’ use of a tree connects them to the land as a primary support for their life. Through the process of identifying people in their lives who support and care for them, students will gain a deeper understanding of their own role in their immediate circle as well as their role in the greater community and ultimately as a global citizen. Understanding how our actions impact others, and how these connections and support were vital to survival during the Holodomor, is integral to this activity. We are all connected.



Example 2:
“Communi-
tree”



Lesson #3: What is the Power of Hope?

(Two periods of 50 - 60 minutes each)

Lesson Summary: We all possess inner qualities that make us feel strong and safe. In this lesson, students will examine the internal qualities of Maria and how they gave her hope and then compare themselves to Maria in a Venn Diagram.

Aims / Objectives:

1. To list and assess Maria's character traits as she exhibits them during the Holodomor and compare these with students' own traits.

Learning Expectations:

1. Students will activate their character analysis skills to document and understand Maria's character traits.
2. Students will create a Venn Diagram of themselves and Maria to show how they are similar and different than Maria and that we all can have hope.

Strategies:

1. Listen and document key character traits to describe the main character, Maria.
2. Share their descriptive character traits with each other.
3. Create a class character sketch of Maria.
4. Use analytical skills to compare and contrast Maria and themselves in a Venn Diagram.
5. Create (Write/ Dictate/ Blog/ Vlog) a journal entry about which characteristics are the same and use examples from the book and from students' own life experiences.

Materials:

1. *Bottle of Grain* by Rhea Good, illustrated by Natalie Warner.
2. Student notebooks and pencils.
3. Chart paper for class character sketch, and markers.

Lesson Plan Activities:

1. Students will join the teacher at the circle and review what they know about *Bottle of Grain* so far. The teacher will ask students to give the main character/s, details about the setting, the key plot events and encourage discussion of the story.
2. The teacher will recount the key vocabulary used, the two "Communitrees" they created for Maria and themselves to understand the power of the community in survival during the Holodomor. Today, students will be centering their focus upon Maria and the character traits that helped her survive the Holodomor.

3. Students begin by drawing a facial sketch of Maria from the book illustration. This picture is recommended as the illustrator clearly shows various emotional aspects of Maria in the sketches.
4. The teacher begins by starting a facial sketch on the chart paper, allowing ample time for students to follow.
5. When complete, the teacher asks students how they think Maria is feeling in this picture they drew and why do they think this?
6. The teacher records 2-3 of the students' descriptive words around the sketch of Maria to begin a mind map of Maria's character traits. Students can copy these onto their own sketches.
7. The teacher will explain that Maria had many inner traits as we all do. As the teacher continues to read again, students are asked to write down any key words that describe Maria on their mind map. Some may only come up with one or two, therefore, the next step of collaborating is important to sharing their ideas.
8. Students then work in groups of 3 or 4 to share their ideas and add even more characteristics to their sketch.
9. The teacher will reconnect with students and add ideas to the class character sketch. Each time a student shares, the teacher will ask them to share when and how Maria showed this character trait in the story.
Example: Maria felt helpless and empty inside when she waved goodbye to her friend Lesia.
10. Part three of the task is for students to work individually to create a Venn Diagram of Maria's and their own character traits. Those traits that are the same are put into the center and those that are different are placed in their respective circles (one with Maria's name on it and one with the student's name).
11. Students use the journal entry rubric (Appendix #1) to share to what extent their character traits are the same or different from Maria's.
12. Their journal entries are to contain clear examples of when the student, or Maria, shows that particular character trait (See sample Rubric, Appendix #1).
13. Student volunteers will be invited to share their entries with the class.

Assessment:

Student created/Teacher created rubric for Journal Entries

Appendix #1: Sample Rubric

Appendix #1 – Suggested format for Sample Rubric

Introduction	Introduction is unclear or incomplete	I introduce that I am comparing myself to Maria	I state if I am more like Maria or more different than Maria	I clearly share the process I utilized in comparing my internal traits to those of Maria
Example 1, 2, 3	I provide an example for myself only	I provide 1 example for myself and state if it is the same / different as Maria	I provide 1 example for myself and Maria and explain how they are connected	I clearly explain how I show a characteristic and how Maria shows that characteristic and why I see them as the same/ different

Conclusion	Conclusion is unclear or incomplete	I sum up my work as being done.	I state that these are the reasons I feel like I am more like Maria or different.	I clearly conclude my thoughts with how I am more like or more different than Maria and how this makes me feel
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Lesson 4: What is the Power of Reflection on Understanding?

Up to two periods of 50 - 60 minutes each

How can our reflection on the Holodomor in *Bottle of Grain* help us to understand and move forward as global citizens?

Lesson Summary: There are many events to reflect upon in *Bottle of Grain*. Students are asked to select ONE event to draw/ journal/blog about to show their deeper understanding of the Holodomor.

Aims / Objectives: To demonstrate their understanding of the Holodomor by reflecting deeply on an event in the story that was personally meaningful to them.

Learner Expectations:

1. Students will demonstrate their understanding of the Holodomor by reflecting deeply on an event in the story that was personally meaningful to them or will ask the teacher about another event the story reminds them of that happened to them which was similar.
2. Students will show their understanding of the Holodomor through text to text, text to self or text to world connections.

Strategies:

1. Listening and discussing each choice for student response as a full class prior to journaling.
2. Providing opportunities for multiple modality entries in journal such as using: Comic Creator, Drawing/Graphic demonstration, mosaic, writing, or a combination of these.

Materials:

1. *Bottle of Grain* by Rhea Good, illustrated by Natalie Warner, for reference.

2. Student materials for their journaling experience.

Lesson Plan Activities:

1. The teacher gathers students at the circle and reviews what students have learned about the Holodomor from the story.
2. The teacher explains that in this lesson, students will show they understood the Holodomor in their visual journal.
3. The teacher shares the events that students may want to write about one at a time, recording them on white board or chart paper, or digitally on SMART board, for student reference.
4. Students brainstorm as a class what images or words come to mind for each event.
5. Students will pair up and discuss what materials they will use as pairs and explain how they plan to demonstrate their understanding of the Holodomor.
6. Students typically choose materials and tools they are familiar with or have practiced prior to this task, such as monologues, journaling, digital work using programs such as Comic Creator or other, visual graphic sketching in journals, etc.
7. The teacher will let them know how much time they have to complete the activity.
8. The teacher will circulate and check in with pairs for encouragement.

Assessment: Suggested student created rubric/peer assessment

Appendix #5: Suggested Topics for Reflection

Appendix #5: Suggested Questions to Consider as Events in *Bottle of Grain*

Teachers may select 3 - 5 from this list that will challenge and meet the diverse needs of their students. They may also invite students to come up with their own.

- In this book, different generations of Maria’s family live in the same home. How is this the same/different than your family?
- As the eldest, Maria helps her family with many chores including feeding the chickens and caring for her four younger siblings. What are your responsibilities in your home? How do they make you feel?
- Sometimes, wonderings become worries when unvoiced. When Uncle comes to their home at night, Maria wonders “Was our country at war?” and “Why is Uncle running away from soldiers?” What wonderings do you have? Who can you ask about your wonderings?
- The natural world plays an important role in the book. Maria’s mother tells Maria the secret in the garden that the bottles of grain are buried in the forest. Why do you think the author chose this natural setting for these important parts of plot development?

- . In the story, Maria's family goes to sleep with the sun and rises with the sun; how does the earth's rhythm correspond to hope?
- . Maria has a strong connection to the earth because it sustains her family. How are you connected to the earth? How does it sustain you?
- . In the story, Maria dug up carrots and onions which are root vegetables from the garden. What do you think they can make from these vegetables? What ingredients and recipes are important to your family? Share important parts of your favorite foods.
- . When Maria sees Lesia leaving, they wave to each other, and this gesture will last a lifetime. What are some gestures you use to communicate with others and how else do you communicate your emotions? Was there ever a time you felt your words/gestures were miscommunicated?
- . When Maria's father doesn't return from fishing, her mother asks her to find the bottle of grain in the forest hiding place. Although Maria doesn't know where the hiding place is, she sets out to do this. Why? How do you think she feels? Why doesn't she give up?
- . What organizations in Calgary (or in the teacher's city) help people with hunger? How can we help?