



THE  
HISTORIAN'S CRAFT LESSON  
ON HUMAN RIGHTS  
AND THE HOLODOMOR

Valentina Kuryliw









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## PREFACE

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*The Historian's Craft Lesson on Human Rights and the Holodomor*, developed by leading educator Valentina Kuryliw, is an excellent resource that supports human rights education across many grade levels and teaching contexts.

Kuryliw is well placed to determine the direction for Holodomor education as the Director of Education at the Holodomor Research and Education Consortium of the Canadian Institute of Ukrainian Studies, University of Alberta, and as Chair of the National Holodomor Education Committee of the Ukrainian Canadian Congress. Kuryliw's own family history and connection to the Holodomor were catalysts for her drive and determination to educate others about the Holodomor and the social injustice and human rights abuses suffered by the millions of its innocent victims. In the lesson, she captures the importance and power of sharing with teachers, students, and community the life stories and truths about the Holodomor in a way that everyone can understand and experience.

Prompted by a need expressed by teachers across multiple grade levels for more Holodomor education supports, and by her own 35 years of experience and leadership skills as an educator and department head of history, Valentina created *The Historian's Craft Lesson on Human Rights and the Holodomor* initially for her second book, *Holodomor in Ukraine*. When asked by the Canada-Ukraine Foundation's Holodomor Mobile Classroom Committee to create an inaugural lesson for their travelling RV, she worked with the technologists to fuse her lesson with the technology that would be used on the bus; it has since won 3 international design awards.

*The Historian's Craft Lesson on Human Rights and the Holodomor* delivers well laid out strategies and clear content that teachers can apply directly in their classrooms. The two-part lesson and appendix materials engage student interests in social justice and world events. They offer experiential learning opportunities that motivate students to problem solve and think critically. Working collaboratively in groups with their peers, *The Historian's Craft Lesson on Human Rights and the Holodomor* provides students opportunities to share and discuss their thoughts and understandings. The lesson design encourages students to learn about human rights and the Holodomor and to think of actions they can take to advance the cause of human rights in the present and the future. Research studies demonstrate that students who work in collaborative settings demonstrate increased learning and retention as well as greater problem-solving ability (Johnson et al., 2014) and that dialogue between group members helps students understand what they are learning and contributes to the construction of new knowledge (Ambrose et al., 2010, and Eberlein et al., 2008). These combined methods, utilized skillfully in the lesson, were crafted to secure students' interest and engagement as learners.

The lesson's content aligns with other educational interests as well, such as that expressed at the Northern Canadian Protocol of Education on the topic of Rethinking Curriculum (2008). That is, to do work that makes a difference to students and their world, that is relevant, meaningful, and authentic, and to learn with the media of their times. In the lesson, having students work with official documents, newspaper articles, historic photographs, letters, survivor accounts and quotations about human rights fits the interests expressed by students for a 21st-century learning focused on collaboration, digital literacy, critical thinking, and problem solving.

*The Historian's Craft Lesson on Human Rights and the Holodomor* provides learning experiences that will build momentum for students to learn about the Holodomor and advance their interest in history and human rights, and to think creatively about what they can do to create and sustain a safe and just world. Kuryliw's resource is enlightening and engaging for both teachers and students.

Valentina Noseworthy  
Consultant, Manitoba Education  
Instruction, Curriculum, and Assessment

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- The Kyiv-Mohyla Academy Publishing House for permission to use excerpts of documents and letters prepared by Ruslan Pyrih and translated by Stefan Bandera in *Holodomor 1932–1933 in Ukraine: Documents and Materials*.
- Bohdan Klid and Alexander Motyl for arranging permission to use letters from *The Holodomor Reader: A Sourcebook on the Famine of 1932–1933 in Ukraine* (CIUS Press).
- Serhii Plokhii for permission to use the map “Direct Famine Losses in Ukraine by Region, 1932–1934” from the MAPA Project at Harvard University.
- Valentina Noseworthy for the Preface.
- Nadia Tanchak (assistant) and Sophia Isajiw (assistant director) for helping me prepare this manuscript. Sophia Isajiw also designed the PowerPoint for the lesson.
- The HREC team (Toronto), especially Andrij Makuch<sup>†</sup> for his editorial suggestions, and Marta Baziuk for proofreading.
- My husband Ihor<sup>†</sup> and my children, Peter and Ulyana, for their continued support and encouragement.

## INTRODUCTION

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*The Historian's Craft Lesson on Human Rights and the Holodomor*, a lesson about the genocide of the Ukrainian people in the early 1930s, is a dynamic example of how the topic of the Holodomor may be taught to students who are in grades 7–12. It centres on the horrific Soviet man-made famine that caused the deaths of at least 4 million people primarily by starving Ukraine's agricultural population. As stated by Raphael Lemkin in his speech of 1953, the Holodomor also marked the destruction of Ukraine's intellectual, religious and cultural leadership through executions and deportations.

In education today, there is an emphasis on learning about social justice issues and human rights in order to foster the development of responsible citizens. As global citizens, our students should be equipped with the tools to identify human rights abuses and to form viable practical strategies for dealing with them in society. Being able to identify the unique step-by-step process of escalation into genocide is an important component of the lesson, along with basic information about the Holodomor. Understanding the steps of escalation helps students to identify the intervention points where they can make a difference. The Holodomor as a topic may be taught in history, social studies, politics, law, social justice, civics, media, religion and genocide studies. It serves as an example of a genocide in which human rights and cases of their abuse can be taught in curricula. *The Historian's Craft Lesson on Human Rights and the Holodomor* may also be used as a lesson for the commemoration of Holodomor Memorial Day, which occurs each year on the fourth Friday in November in schools, and/or annually on April 16 Holodomor Remembrance Day in Schools.

In the lesson, students are actively engaged in the learning process through interactive group activities, using primary and secondary resources as they follow the research steps a historian might typically take. The historical context of the Holodomor is readily provided for students through viewing any of the recommended DVDs. Brainstorming understandings of core values, basic human rights, and how their abuse can escalate into genocide is central to the lesson discussions. Definitions of genocide are examined and discussed with students using the Holodomor as a case study.

The inquiry approach to the teaching methodology adopted for *The Historian's Craft Lesson on Human Rights and the Holodomor* requires that students work in six groups, be actively engaged, and be individually and collectively responsible for analyzing and synthesizing the resources provided. The major activities of each group help students to inquire, build trust, collaborate, articulate and communicate their understanding to each other while also teaching their fellow classmates. The approach transforms the role of the teacher into that of a supportive facilitator who encourages the students to find their own answers by following their own learning paths from the resources provided. The group activities end with a class discussion on the significance of the Holodomor and suggestions on practical steps that can be taken to prevent genocides from happening in the future.

Resources were selected to illustrate the breadth and variety of information available on the topic of the Holodomor, especially as a universal human rights issue. Their selection and the quantity for each individual group were carefully considered to best accommodate students' varied abilities and the attainment of successful outcomes.

A PowerPoint was specifically designed to accompany this lesson as an aid for teachers to use as they progress through the tasks in the lesson plan sequentially. Comprised of a total of 25 slides, each slide relates to one of the tasks in the lesson and helps teachers advance through the lesson plan more effectively with related visuals. The URL link to it is found on the HREC Education website: [www.education.holodomor.ca](http://www.education.holodomor.ca) and here: <https://education.holodomor.ca/the-historians-craft-lesson-on-the-holodomor/>

Valentina Kuryliw  
Toronto, 2024



*Dedicated to the millions of innocent victims  
who were starved to death  
and could not speak for themselves.*



*To my parents,  
Nadia Menko and Ivan Mychajlowskyj,  
survivors of the Holodomor.*



# THE HISTORIAN'S CRAFT LESSON ON HUMAN RIGHTS AND THE HOLODOMOR



## APPROPRIATE FOR STUDENTS

Grades 7 – 12



## TIME

60-75 minutes



## LESSON DESCRIPTION / RATIONALE / MAIN OBJECTIVE

The lesson examines the concept of human rights and their abuse through the lens of the Holodomor. It teaches students how to analyze and synthesize primary and secondary resources. The lesson is divided into two parts:

**Part 1** starts with an overview of universal values that are important in a democratic society (tolerance, inclusion, basic human rights, freedom from discrimination, safety, equality, etc.). The term *genocide* is introduced and examined based on Raphael Lemkin's definition and its connection to the Holodomor. Students then watch the first ten minutes of a film/ DVD. Suggested films are: *The Soviet Story*, or *Holodomor, Voices of Survivors*. These films provide students with background information and the historical context that led up to the Holodomor.

In **Part 2** students analyze and synthesize several primary and secondary resources in groups, each group receiving a different type of resource. The groups record their findings and do class presentations based on their assignment sheet. Each group contributes to a class "mind map" about the Holodomor by sharing its conclusion regarding the significance of the Holodomor. The lesson concludes with students generating a list of suggestions of ways they can help to prevent future genocides from occurring.



## TEACHER TIP

The lesson may also be completed as two separate lessons (Part 1 and Part 2 at 45 minutes each).

Part 1 may be extended to include an in-depth class discussion on human rights and genocide and an analysis of the first 10 minutes of the film *The Soviet Story* or 10–15 minutes of another Holodomor DVD of the teacher's choosing.

Part 2 starts with *The Historian's Craft – Learning Activity* and ends with suggestions and strategies for preventing human rights abuses and genocide.

Teachers may wish to place the Resources and the student activity Assignment Sheet online for their class.



## CURRICULUM APPLICATIONS / THEMES

Select the course expectations you wish to cover, from English language arts, media studies, civics, social studies, history, genocide, religious studies, politics, law, social justice, or education for sustainable development and provide an assessment to share with the students at the outset.

The following *concepts/understandings* should be considered in studying history and social studies:

- Identify – Continuity and change
- Establish – Historical significance
- Identify – Historical perspective
- Analyze – Cause and consequence
- Understand – Ethical dimension of events and historical interpretations

The following *basic learning approaches and expectations*, which are crucial in studying history and social sciences, aim to develop:

- Interactive and collaborative learning
- Experiential learning
- Critical thinking skills
- Historical thinking skills

Suggested competencies:

- Communication, information and media literacy
- Use of the inquiry method
- Lifelong learning
- Active citizenship
- Creativity and innovation



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## LEARNING GOALS/ SUCCESS CRITERIA

Today I will:

- Define the term genocide and the role of Raphael Lemkin as the father of the term genocide.
- Examine the United Nations Universal Declaration of Human Rights and the UN Convention on the Prevention and Punishment of the Crime of Genocide and their terms.
- Gather information from the film on the historical background which led to the Holodomor.
- Analyze resources to build my own narrative of the Holodomor.
- Complete an assignment sheet and answer key questions regarding my group's resource about the Holodomor.



- Reflect on the importance of the Holodomor and its significance.
- Brainstorm how to prevent human rights abuses through practicing active citizenship.



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## ASSESSMENT

The teacher should decide on the appropriate assessment of the work produced based on:

- The completion of the group assignment sheet.
- The group's class presentation on their findings from *The Historian's Craft – Learning Activity*.
- Additional follow-up assignments on the Holodomor suggested by the teacher.



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## LEARNING ENVIRONMENT

For the majority of this lesson, students will be working in groups.

Prior to the commencement of the lesson, student desks should be placed in six groups, allowing the students in each group to face each other during the lesson.

An area should be set up for a computer and a projector to display a PowerPoint presentation that outlines the lesson.

Room should be made on the classroom walls or white board to display student assignments on chart paper.



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## DIFFERENTIATION

Students may be grouped heterogeneously so that students with stronger academic skills can help other students in their group who may need more support.

Teachers may adapt or modify the lesson to meet the diverse learning needs of their students.



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## FOLLOW-UP ACTIVITY

The follow-up assignment may include a personal essay that reflects on the materials analyzed and what the students learned about the Holodomor from *The Historian's Craft Lesson on Human Rights and the Holodomor*.

This is an introductory lesson about the Holodomor. Extended topics on the Holodomor may include: the denial and cover-up of the Holodomor, the role of media during the Holodomor, examining the legacy of the Holodomor in Ukraine, and comparing it to Russia's war on Ukraine in 2022, the use of survivor accounts as evidence, a study of the role played by key perpetrators, or other related topics selected by the teacher or identified by students as areas of special interest.

Reading a biography, short story, or historical fiction novel of the period and writing a historical book review is also a suggested follow-up assignment.

Further information on these suggestions and others may be found at:

[www.education.holodomor.ca](http://www.education.holodomor.ca) or in the book *Holodomor in Ukraine, the Genocidal Famine 1932–1933: Learning Materials for Teachers and Students* by Valentina Kuryliw (Toronto: CIUS Press, 2018).



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## MATERIALS REQUIRED

- A computer and a digital projector with sound are needed for the video and PowerPoint display.
- In order to divide the students into groups, the teacher prepares index cards in six colours — **RED**, **ORANGE**, **YELLOW**, **GREEN**, **BLUE**, and **PURPLE**, relating to separate resources that each group will research.

Each card has a role written on it: **LEADER**, **RECORDER**, **PRESENTER**, or **RESEARCHER**. There should not be more than six cards per colour group – the role of researcher may be repeated in any of the groups depending on how many students participate. There should be an equal number of students in each group. So that friends do not sit together, and they learn to work with a variety of people, randomize who is in each colour group by interspersing the cards by role.

Make sure that the first cards to be handed out are the **LEADERS** for each colour group, followed by the **RECORDERS** for each colour group, then the **PRESENTERS**, and finally the **RESEARCHERS** for each colour group. It is suggested that the teacher organize the colours, roles, and their order prior to the start of the lesson. Teachers may also use any other method they prefer when dividing students into groups, but this one has been shown to work best.

- In the classroom, desks should be arranged into 6 groups, each with a sheet of coloured Bristol board paper to match one of the six coloured cards handed out to students for this lesson (see below).
- For Task 1, the quotations on genocide and human rights abuses for the teacher are found in Appendix I, p.26
- *The Soviet Story* DVD (use the first 10-minute segment only), or online [https://www.youtube.com/watch?v=zZTA8xc4\\_8w](https://www.youtube.com/watch?v=zZTA8xc4_8w) (turn on English subtitles), or another 10-minute segment from a DVD that gives an introduction to the Holodomor (e.g., *Holodomor, Voices of Survivors* – <https://vimeo.com/129845758>) or FAST's *Voices Into Action* (Unit 2, Chapter 5) video online [https://www.voicesintoaction.ca/Lessons/Unit2/Chapter5?\\_role=educator](https://www.voicesintoaction.ca/Lessons/Unit2/Chapter5?_role=educator)
- A prepared PowerPoint for this lesson can be downloaded from: [www.education.holodomor.ca](http://www.education.holodomor.ca)

- The Resources for each student group, Worksheets, and Instruction Sheets are found in Appendixes II–VII. The teacher should copy each package of resources in its entirety for each student in each colour group (6 maximum per group) and staple it together as individual resource packs for *The Historian’s Craft – Learning Activity*. These resource packs should be laid out on the tables in the classroom by colour group. They should remain closed until Part 2.
- Markers or pens for the students to write with.
- Chart Paper (1 sheet of chart paper per colour group) for the Assignment presentations.
- Masking tape is needed to secure chart paper to white board or wall for display.
- “Mind map” with six spokes, to be created by the teacher on a blackboard or on chart paper, which will be filled in by students with student-derived answers (in Task 3).

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## BENEFITS OF INTERACTIVE GROUP WORK



- Students teach each other.
- Students arrive at their own conclusions.
- All students are actively involved.
- Students work collaboratively to come to a consensus.
- Students develop communication skills.
- Students have an opportunity to examine different resources on a topic.
- Students take on responsibility for their own learning.
- Students take on different group work roles such as leader, recorder, presenter, researcher.



## THE TEACHER’S ROLE

The teacher’s role becomes that of a **facilitator** in the learning process, directing the learning process, rather than as a bearer of information. The teacher encourages the students to think critically in order to find the answers themselves.




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## Historian’s Craft Lesson on Human Rights and the Holodomor POWERPOINT

The PowerPoint is a lesson aid and should be projected while carrying out the lesson tasks. Specific slides to project are listed sequentially on the lesson pages. The PowerPoint link is found here: <https://education.holodomor.ca/the-historians-craft-lesson-on-the-holodomor/>



# LESSON PLAN: PART ONE

## Task 1 – Introduction: Human Rights and Their Significance

TIME 5 MIN.

POWERPOINT SLIDES 1-3

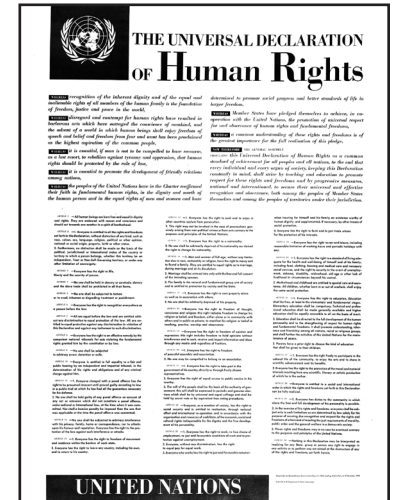
Introduce students to the concepts of human rights, their abuses, and genocide through a teacher-led discussion or brainstorming.

Reference the UN (United Nations) Universal Declaration of Human Rights: <https://www.un.org/en/about-us/universal-declaration-of-human-rights/>

Students will brainstorm a list of basic human rights.

Through class discussion with students, the following concepts should be relayed:

- Canada is one of many countries that advocates for the protection of human rights. (Slide 2)
- The stages of human rights abuses that are found in the PowerPoint Presentation. (Slide 3)
- It is important to stand up against abuses such as bullying in our schools, communities, and globally.
- Genocide and human rights abuses are an ongoing concern; many examples of genocide and human rights abuse have occurred in the past and are occurring today and will occur in the future if we don't take action to stop them.
- Genocide is the most extreme form of bullying.
- To prevent genocide, a society needs to be aware, vigilant and willing to speak out.



The Universal Declaration of Human Rights [www.un.org](http://www.un.org)



## Task 2 – What is Genocide?

TIME 8 MIN.

POWERPOINT SLIDES 4-6

Use the quotations found in Appendix 1 to illustrate to students the meaning of genocide and human rights abuses. Emphasize the following points and follow-up questions for each quote:

**a. Kofi Annan quote (Slide 4):**

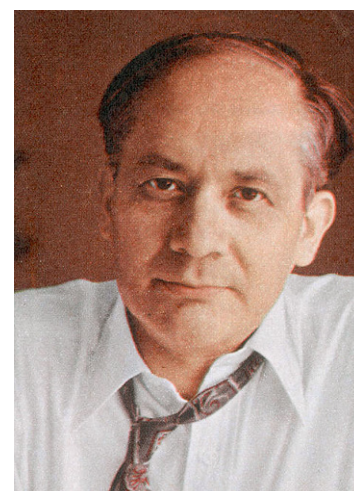
After presenting the quote to students, ask them: “What does this quote tell us?” Kofi Annan’s quote emphasizes identity as the reason for the destruction and dehumanization of one person or group for any identifiable characteristic (national, racial, religious, ethnic and cultural differences). Ask: “What are some of the characteristics of identity that have been used to dehumanize and discriminate against an individual, group, or people in the past?” “How do these relate to the stages of human rights abuse?”

**b. UN Convention on the Prevention and Punishment of the Crime of Genocide, Article 2 (Slide 5):**

Read Article 2 of the Convention out loud together. After presenting the quote, ask the students: “How do you think the UN came to adopt the UN Convention on Genocide in 1948?”

**c. Raphael Lemkin quote (Slide 6):**

Ask the students if anyone knows about Raphael Lemkin. Emphasize to students that Raphael Lemkin was the father of the term *genocide*. Raphael Lemkin was a renowned lawyer who defined *genocide* as “the destruction of a nation or an ethnic group.” He proposed that the term *genocide* be adopted and used by the United Nations and lobbied for the UN Convention on the Prevention and Punishment of the Crime of Genocide, which was adopted in 1948.



Raphael Lemkin

**Ukrainian genocide:** What did Raphael Lemkin say about the Ukrainian genocide? Use the Lemkin quotation about Ukraine in the PowerPoint presentation and in Appendix I.

## Task 3 – Defining the Term Holodomor, the Ukrainian Genocide

TIME 1–2 MIN.

POWERPOINT SLIDES 7-8

Introduce students to the term ‘Holodomor’ and its definition (Slide 7).

Explain to students the meaning of the word ‘Holodomor’ using the PowerPoint slide. The first part ‘Holod’ means starvation and the second part, ‘mor’, from the word ‘moryty’, means to torment and inflict death or murder. Together the word means “death inflicted by starvation,” or murder by starvation.

The map of Ukraine and regions affected by the Holodomor may be shown to students (Slide 8).

### Holodomor

death inflicted by starvation

- *holod* means starvation
- *mor*, from the word *moryty*, means to torment and inflict death or murder

## Task 4 – Viewing a Video for Historical Context

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**TIME 10 MIN.**

**POWERPOINT SLIDE 9**

Students view the first 10-minute segment of *The Soviet Story* to provide background information and historical context to the Ukrainian Famine ([https://www.youtube.com/watch?v=zZTA8xc4\\_8w](https://www.youtube.com/watch?v=zZTA8xc4_8w)) or *Holodomor, Voices of Survivors* (<https://vimeo.com/129845758>) or FAST's *Voices Into Action* (Unit 2, Chapter 5) video <https://www.voicesintoaction.ca/Lessons/Unit2/Chapter5>

Prior to the start of the film, relay to students that they are to consider the following questions:

- Who are the victims and the perpetrators in this film?
- Why were the Soviets concerned about non-Russian republics with their own distinct identities, especially Ukraine?

### DISCUSSION — TIME 5 MIN.



#### TEACHER TIP

This is the halfway point of an hour-long lesson.

How long a teacher wants to spend on any of these activities is up to the teacher's discretion, based on their time constraints. For example, the above can be extended to 45 minutes or a full hour with more time spent on the UN Convention, or film discussion.

Part 2 of this lesson could then be made into a second class.





# LESSON PLAN: PART TWO

## Task 1 – *The Historian’s Craft Lesson on Human Rights and the Holodomor – Learning Activity*

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**TIME 3 MIN.**

**POWERPOINT SLIDES 10-11**

Continue the PowerPoint with the slide titled *The Historian’s Craft Lesson on Human Rights and the Holodomor – Learning Activity (Slide 10)*. Students work in groups using their coloured group resource packages.

In *The Historian’s Craft Lesson on Human Rights and the Holodomor – Learning Activity*, students will be asked in their resource packages to analyze and then summarize their findings before the whole class. Explain to them that each group will examine a different type of resource. Like forensic historians or detectives, students will examine their resource and try to recreate their understanding of past events about the Holodomor from the materials they have before them.

Working together in their designated groups, students examine their various resources to understand aspects of life in Ukraine during the Holodomor. They do this by responding in point form to questions on their group’s assignment sheet. Each group will be given one type of resource to investigate and will answer specific questions about it and then present the findings to the class.

Put up the PowerPoint slide relating to the roles in each group. (*Slide 11*)

### LEADER

- Maintains order
- Organizes work
- Gathers ideas
- Gives each member of the group an opportunity to express themselves
- Observes the effectiveness of communication in the group

### RECORDER

- Records the main ideas of the discussion in point form on chart paper
- Hands in the group’s work
- Participates in group discussion

### PRESENTER

- Presents the group’s work in front of the class
- Answers additional questions from the audience
- Participates in group discussion

### RESEARCHER

- Participates in group discussion
- Submits and evaluates ideas
- Investigates and retrieves information from their resource

Each group member was assigned one of the roles in the chart as they entered the classroom. The teacher should explain each group member's role and stress that all members of the group are also researchers. Relay to the students that they need to participate actively in the group, listen to each other with respect and encourage each other to work actively to fulfill their tasks.

## Task 2 – Instructions for Analysis of Resources

---

**TIME 15 MIN.**

**POWERPOINT SLIDE 12**

Put up the PowerPoint slide with the Instructions.

Explain to students that the activity will take a total of 15 minutes. They will have 10 minutes to complete their research in groups, and 5 minutes for the **RECORDER** to compile their answers in point form.

The teacher should circulate and work with each group to provide assistance as needed and remind them of the time they have left to complete their task.

The **RECORDER** has 5 minutes to write their conclusions in point form on the chart paper and to pin their group's chart paper on the wall or tape it to the white board in the classroom.

## Task 3 – Group Presentations

---

**TIME 12 MIN.**

**POWERPOINT SLIDES 13–19**

The **PRESENTER** for each group presents their findings to the class (2–3 minutes each).

Start with the **RED GROUP** (Slide 14).

Then **ORANGE GROUP** (Slide 15).

Then **YELLOW GROUP** (Slide 16).

Then **GREEN GROUP** (Slide 17).

Then **BLUE GROUP** (Slide 18).

Then **PURPLE GROUP** (Slide 19).



## Task 4 – Mind Map – Significance of the Holodomor

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TIME 3-4 MIN.

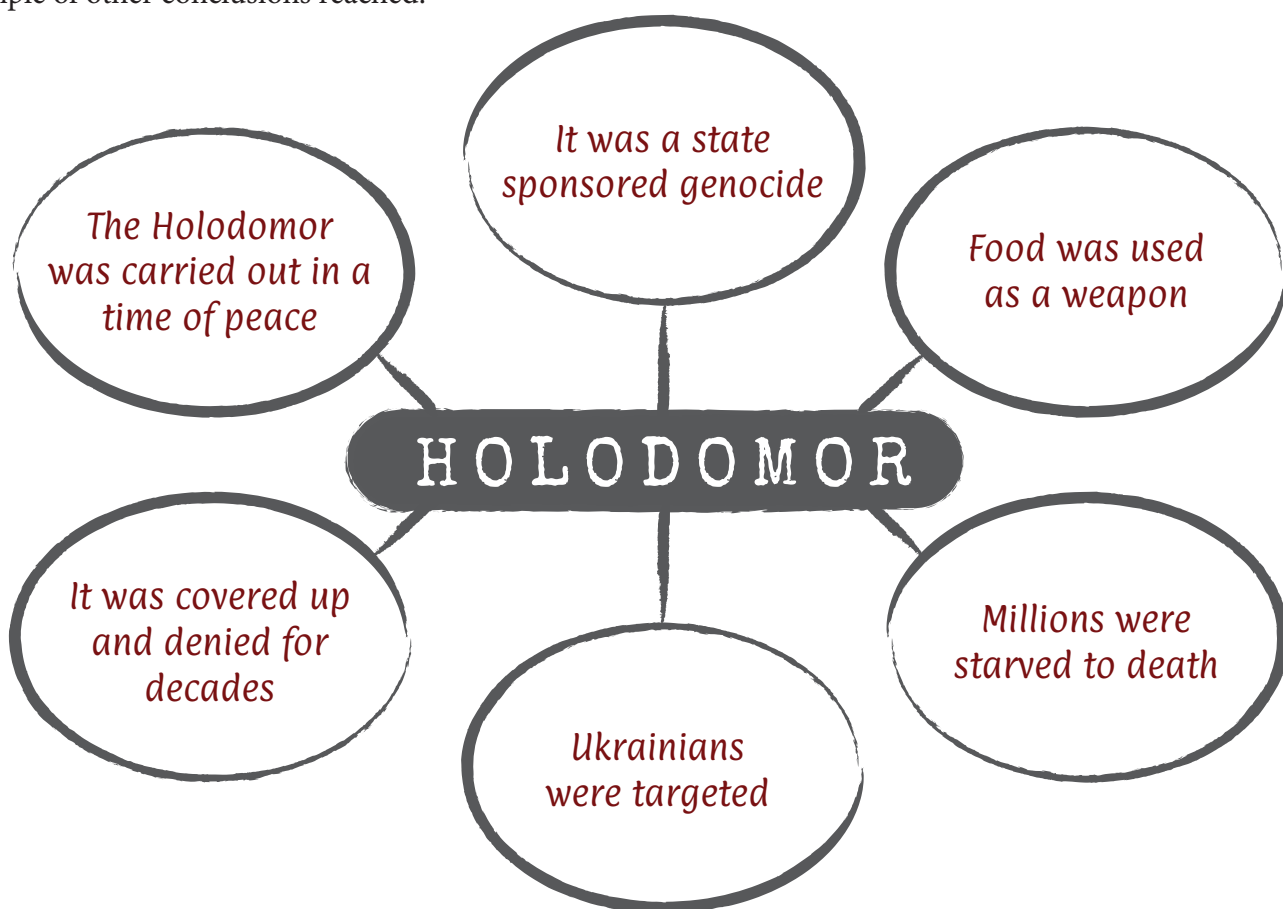
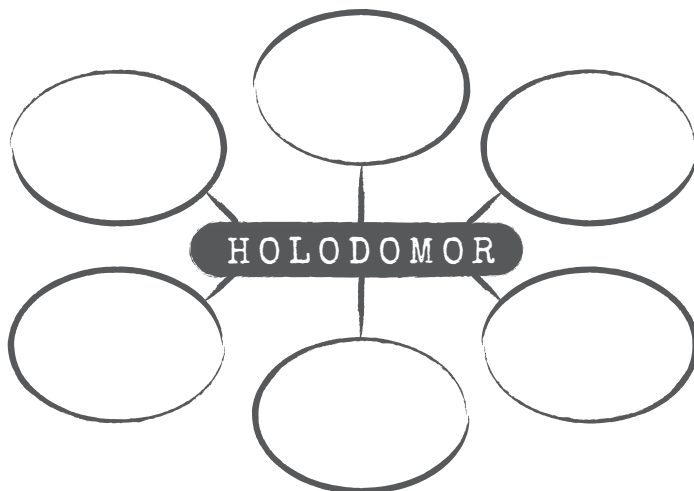
POWERPOINT SLIDES 20–21

After each group has presented their findings, ask students: “What is the most important thing you learned in your group about the Holodomor?” With the class, note the various student conclusions about the Holodomor.

Create a mind map of student conclusions with the word “Holodomor” in the centre on the chart paper or on the white board. (Slide 20)

Once the Presenter from each group has presented the most important thing their group learned about the Holodomor, the teacher may provide students with a sample of conclusions reached by other groups. (Slide 21)

Sample of other conclusions reached:



How similar or different are the conclusions reached by the students compared to those in this list?

## Task 5 – Conclusion

### Suggestions for Preventing Abuses and Genocide

---

TIME 3 MIN.

POWERPOINT SLIDES 22–23

- Relay to students that every day, as democratic and socially responsible citizens, we are called upon to respond to injustices occurring around us. These injustices could include bullying, hate crimes, and acts of intolerance. All of us can do something to involve ourselves in proactive interventions and resolutions in our local communities and schools. Brainstorm together with the students specific examples of what they can do to prevent genocides from occurring. List these on the board or on chart paper (*Slide 22*).
- Return to the Kofi Annan quote on the PowerPoint slide (*Slide 23*). Relay to the students that Annan’s quote clearly points out that the dehumanization of one person can lead to the destruction of a nation if not stopped by the actions of the global community.
- Final Slide: Holodomor Memorial Day and further information (*Slide 24*)



#### TEACHER TIP

#### VARIATIONS

*The Historian’s Craft – Lesson on Human Rights and the Holodomor*, as described here, deals with a variety of different types of resources. The teacher may choose the same type of resource for all of the groups (i.e., photos) but give each group different photos to analyze. The same method for analyzing, recording, and presenting should be used.



*Bitter Memory of Childhood*  
by Petro Drozdowsky

*Holodomor Memorial Parkette,  
Exhibition Place, Toronto, Ontario*



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---

**APPENDIX I**  
**Introductory Quotations**



## QUOTATION #1

*“A genocide begins with the killing of one man — not for what he has done, but because of who he is.”*

— Kofi Annan, Secretary General of the United Nations  
(Nobel Lecture, 2001)

## QUOTATION #2

UN Convention on the Prevention and Punishment of the Crime of Genocide:

### *Article II*

*In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:*

- (a) *Killing members of the group;*
- (b) *Causing serious bodily or mental harm to members of the group;*
- (c) *Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;*
- (d) *Imposing measures intended to prevent births within the group;*
- (e) *Forcibly transferring children of the group to another group.*

## QUOTATION #3

*“What I want to speak about is perhaps the classic example of Soviet genocide, its longest and broadest experiment in Russification — the destruction of the Ukrainian nation.”*

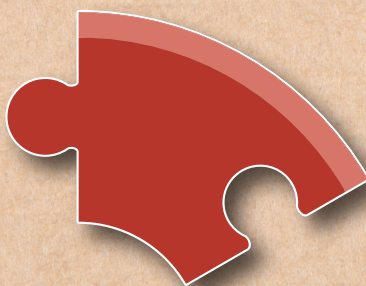
— Raphael Lemkin (1953)



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---

**RED GROUP**  
**LEARNING ACTIVITY**  
**Primary Documents**





## Instructions

---

1. Your group's task is to research your resource and answer questions on your assignment sheet. You have 10 minutes to complete this activity.
2. Remember to keep your answers in point form, as you would do in a text message.
3. Compile your answers with your group. Your group **RECORDER** will fill out the compiled answers onto chart paper. You have 5 minutes to complete this activity.

## Recommendations for Group Work

---

### STEP #1: RESEARCH (10 MIN.)

1. **LEADER:** distribute and divide up the resource for analysis among all the members of your group.
2. **MEMBERS OF THE GROUP:** individually analyze the materials and summarize your comments in point form on your Assignment Sheet.

### STEP #2: REPORT (5 MIN.)

1. **MEMBERS OF THE GROUP:** compile the answers to the questions in point form.
2. **RECORDER:** write down responses for your group report on the chart paper.
3. **RECORDER:** hand in the chart paper report and hang it up on the class wall or white board.

### STEP #3: PRESENTATION (2 TO 3 MIN. PER GROUP)

1. **PRESENTER:** you have 2 to 3 minutes to briefly present your group report in point form.



## Resource: Primary Documents

### DOCUMENT #1

Resolution “On safekeeping the property of state enterprises, collective farms and cooperatives, and strengthening public (socialist) ownership” (*excerpt*)

August 7, 1932

#### II

- 1) Make all property belonging to collective farms and cooperatives (harvests in the fields, public reserves, livestock, cooperative stock and stores, etc.) equivalent to state property and fully strengthen the protection of this property against theft.
- 2) Use judicial repressions of the highest degree as measures of social protection against theft of kolhosp and collective property: execution by shooting and confiscation of all property, variable under mitigating circumstances to ten years imprisonment with confiscation of all property.
- 3) Amnesty cannot be granted to criminals sentenced in cases of collective farm and cooperative property theft.

#### III

- 1) Conduct decisive battle with all anti-public, kulak-capitalist elements that use violence and threats, or promote the use of violence and threats, against collective farmers, forcing them to leave or purposefully destroy collective farms.
- 2) Use measures of judicial repressions for protecting collective farms and collective farmers from violence and threats on the part of kulak and other anti-public elements: imprisonment for five to ten years in a concentration camp.
- 3) Amnesty cannot be granted to criminals sentenced in these cases.

Head, USSR Central Executive Committee, M. Kalinin  
 Head, Council of Peoples' Commissars, V. Molotov (Skryabin)  
 Secretary, USSR Central Executive Committee, A. Yenukidze

**Source:** *Kommunist* newspaper, August 9, 1932; “Collectivization of agriculture: The most important resolutions of the Communist Party and Soviet government, 1927–35,” Moscow, 1957, pp. 423–24.



## Resource: Primary Documents

### DOCUMENT #2

Letter from Stalin to Kaganovich on Changing Ukrainian SSR Leadership (*excerpt*)

...3

August 11, 1932

The main issue is now Ukraine. Matters in Ukraine are currently extremely bad. Bad from the standpoint of the Party line. They say that in two oblasts of Ukraine (Kyiv and Dnipropetrovsk, I believe), nearly 50 raion Party committees have spoken out against the grain procurement plan as unrealistic. They say the matter is no better in other raion committees. What does this look like? This is not a Party, but a parliament, a caricature of a parliament. Instead of directing the raions, Kosior is always waffling between CC AUCP directives and the demands of raion committees, and he's waffled himself to the end. Lenin was right when he said that a person who lacks the courage to go against the flow at the right moment cannot be a real Bolshevik leader. Bad from the standpoint of the Soviet line. Chubar is no leader. Bad from the standpoint of the GPU. [Stanislaw] Redens is incapable of leading the battle with counterrevolution in such a large and unique republic as Ukraine.

If we do not correct the situation in Ukraine immediately, we will lose Ukraine. Also keep in mind that within the Ukrainian Communist Party (500,000 members, ha-ha) there is no lack (yes, no lack!) of rotten elements, active and latent petliurites and direct agents of Pilsudski. If the situation gets any worse, these elements won't hesitate to open a front within (and outside) the Party, against the Party. Worst of all, the Ukrainian leadership does not see these dangers.

Things should not continue this way any longer.

It is necessary:

- a) to remove Kosior from Ukraine and replace him with you [Kaganovich]; you will retain the post of secretary of the CC AUCP(B);
- b) after this, transfer Balitsky to Ukraine as chairman of the Ukrainian GPU



(or PP [authorized representative] to Ukraine, as it seems the GPU chairman position in Ukraine does not exist) and he will remain deputy chairman of the [All-Union] OGPU; make Redens a deputy to Balitsky in Ukraine;<sup>1</sup>

- c) in a few months replace Chubar with another comrade, say, Hrynko or anybody else, and appoint Chubar to be Molotov's deputy in Moscow (Kosior can be made one of the secretaries of the CC AUCP(B));<sup>2</sup>
- d) set yourself the goal of turning Ukraine into a fortress of the USSR, a real model republic, within the shortest possible time. Don't spare money for this purpose.

Without these and similar measures (economic and political strengthening of Ukraine starting with the raions along the border, etc.), I repeat once again: we will lose Ukraine.

What do you think on this matter?

This requires attention as soon as possible, immediately after [your] arrival in Moscow.

Regards!



J. Stalin 11.VIII.32

PS: I have spoken to Menzhinsky about Balitsky and Redens. He agrees and fully supports the changes.

#### Footnotes:

1. Vsevolod Balitsky (1892–1937) was dispatched to the Ukrainian SSR by CC AUCP(B) Politburo resolution “On a Special OGPU Commissioner for Ukraine” dated November 24, 1932. Balitsky was the deputy head of the OGPU joint state political administration, SNK USSR (1931–34). He headed the GPU political police in Ukraine (1933–37) and was a member of the Central Oversight Commission of the All-Union Party. Stanislaw Redens (1892–1938) was a member of the Central Committee of the All-Union party (1927–34) and head of the Ukrainian SSR republican GPU (1931–33). He was replaced by Balitsky as head of the Ukrainian GPU in February 1933.
2. Hryhori Hrynko (1890–1938) was the SNK USSR Peoples' Commissar Minister of Finance (1930–37).
3. Vyacheslav Menzhinsky (1874–1934) was the head of the SNK USSR OGPU (1926–34).

**Source:** Documents taken from R. Pyrih, ed., *Holodomor of 1932–33 in Ukraine: Documents and Materials*, trans. S. Bandera. Kyiv: Kyiv-Mohyla Academy Publishing House, 2008.

## Questions

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1. What type of resource did you study?

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2. What is described?

A. \_\_\_\_\_

B. \_\_\_\_\_

3. Why have they been written?

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4. Who are the perpetrators? The victims?

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5. What did you learn about the Holodomor from these documents?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

6. Why are documents important for understanding the Holodomor?

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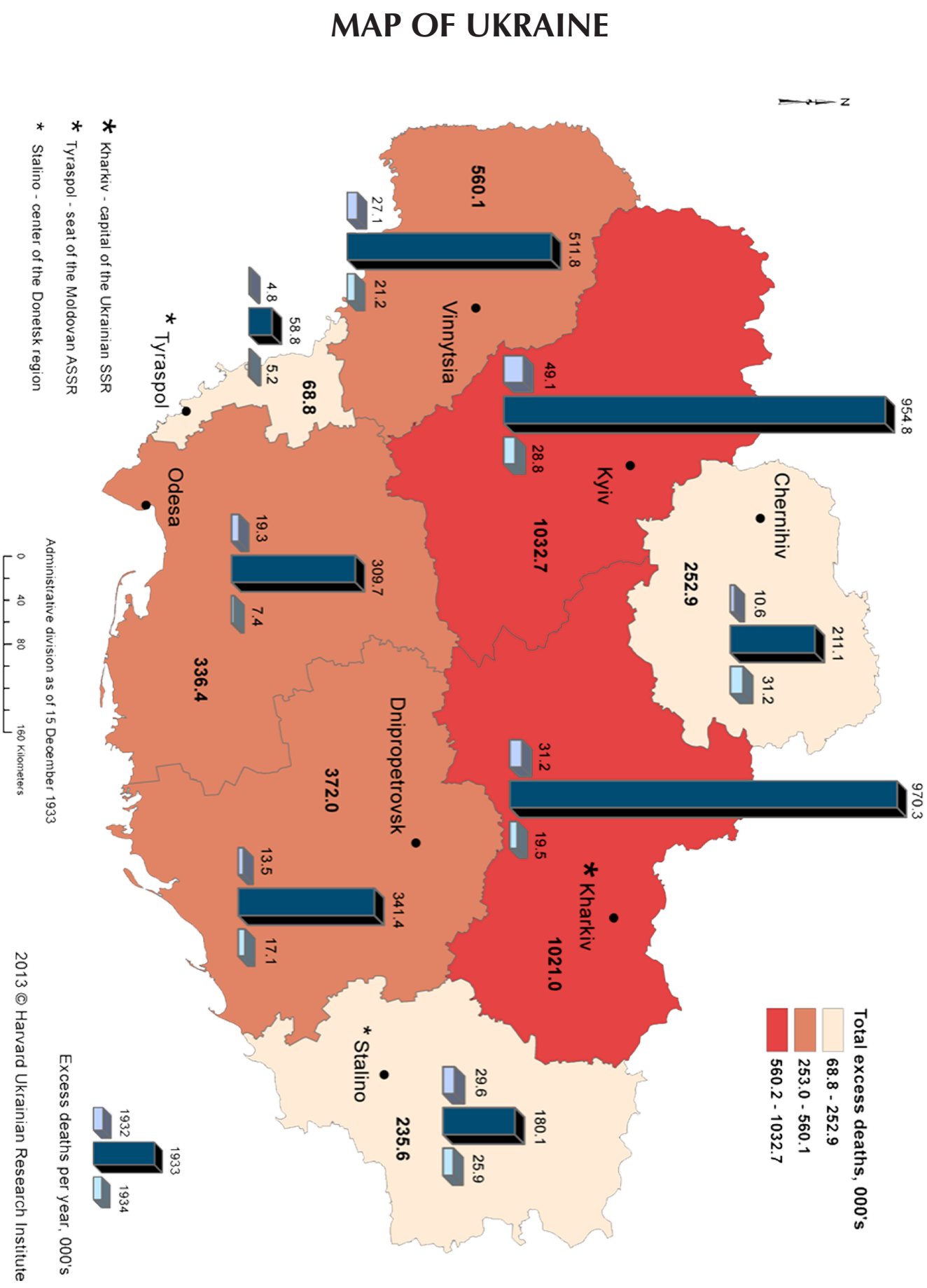
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7. State one main conclusion about the Holodomor.

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### Direct Famine Losses in Ukraine by Region, 1932-1934



## MAP OF UKRAINE



## VOCABULARY / GLOSSARY

<b>AUCP(B)</b>	All-Union Communist Party (Bolshevik)
<b>Bolshevik</b>	the dominant faction of militant radicals that led the October Revolution and formed the totalitarian Russian Communist Party
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<b>Kulak</b>	a derogatory term for a successful private farmer and leader of a village community; a rich peasant (Ukrainian equivalent is <i>kurkul</i> )
<b>MTS</b>	Machine Tractor Station
<b>Oblast</b>	administrative-territorial division equivalent to a province
<b>OGPU</b>	Unified State Political Administration ( <i>Obedinennoe gosudarstvennoe politicheskoe upravlenie</i> ), the Soviet secret police that replaced the Cheka in 1923 and was itself replaced by the NKVD (1934) and later the KGB (1954). Its functions were espionage, suppression of counter-revolutionary activity, and protection of the borders and railways.
<b>PO</b>	Political Department ( <i>Politicheskii otdel</i> ), the eyes and ears of the Communist Party in every enterprise and organization
<b>Raion</b>	administrative-territorial division within an oblast, equivalent to a county or district
<b>SNK</b>	Council of Peoples' Commissars ( <i>Sovet narodnykh komissarov</i> ), the Union-level equivalent of the Cabinet of Ministers of the USSR
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---

ORANGE GROUP  
LEARNING ACTIVITY  
Article





## Instructions

---

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2. Remember to keep your answers in point form, as you would do in a text message.
3. Compile your answers with your group. Your group **RECORDER** will fill out the compiled answers onto chart paper. You have 5 minutes to complete this activity.

## Recommendations for Group Work

---

### STEP #1: RESEARCH (10 MIN.)

1. **LEADER:** distribute the resource for analysis among all the members of your group.
2. **MEMBERS OF THE GROUP:** individually analyze the materials and summarize your comments in point form on your Assignment Sheet.

### STEP #2: REPORT (5 MIN.)

1. **MEMBERS OF THE GROUP:** compile the answers to the questions in point form.
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3. **RECORDER:** hand in the chart paper report and hang it up on the class wall or white board.

### STEP #3: PRESENTATION (2 TO 3 MIN. PER GROUP)

1. **PRESENTER:** you have 2 to 3 minutes to briefly present your group report in point form.

# A Tale of Truth and Two Journalists

Report Magazine | March 27, 2000 | Ian Hunter

It is hard to credit that a decade has slipped away since the death of Malcolm Muggeridge on November 14, 1990. The most compellingly readable of journalists, hardly a day goes by that I do not recall one of Muggeridge's insights or marvel afresh at his prophetic vision.

Muggeridge's journalistic integrity was shaped by one searing experience: in 1932 he went to Moscow as a correspondent for the *Manchester Guardian*. Joseph Stalin's twin manias – collectivization of agriculture and dekulakization of peasants – were then at their bloodthirsty zenith, but few Westerners could have guessed it from the sycophantic foreign reporting. The dean of the Moscow press corps was Walter Duranty of the *New York Times*. Joseph Alsop would later say of him: "Lying was Duranty's stock-in-trade."

For two decades Duranty was the most influential foreign correspondent in Russia. His dispatches were regarded as authoritative; indeed, Duranty helped to shape US foreign policy. His biographer, Susan Taylor (*Stalin's Apologist*, Oxford University Press, 1990) has demonstrated that Duranty's

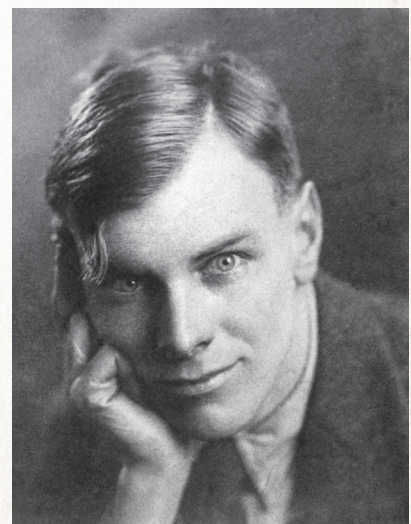
reporting was a critical factor in President Roosevelt's decision in 1933 to grant official recognition to the Soviet Union.

Duranty, an unattractive, oversexed little man with a wooden leg, falsified facts, spread lies and half truths, invented occurrences that never happened, and turned a blind eye to the manmade famine that starved to death more than 14 million people (according to an international commission of jurists that examined this tragedy in 1988–90). When snippets of the truth began to leak out, Duranty [allegedly] coined the phrase: "You can't make an omelet without breaking eggs." This phrase, or a variant thereof, has since proved useful to a rich variety of ideologues who contend that a worthy end justifies base means. Yet when the Pulitzer Committee conferred its prize on Duranty (in 1932, at the height of the famine) they cited his "scholarship, profundity, impartiality, sound judgment, and exceptional clarity."

One story that circulated among Moscow correspondents trying to explain Duranty was that he was a necrophiliac; in exchange for favourable reporting, the Soviet authorities may have allowed him



Walter Duranty



Malcolm Muggeridge



## Resource: Article

unsupervised night access to the city morgues. Whether true or not (and Duranty's biographer, Susan Taylor, leaves this question open)...

[The Soviet Regime] had some sort of hold on Duranty; they showered benefits on him — a fancy apartment, an automobile, and fresh caviar daily.

Enter Malcolm Muggeridge. In the spring of 1933 Muggeridge did an audacious thing: without permission he set off on a train journey through what had formerly been the breadbasket of the Soviet Union, the Ukraine and North Caucasus. What Muggeridge witnessed, he never forgot. In a series of articles smuggled out in the diplomatic pouch, he described a manmade famine that had become a holocaust: peasants, millions of them, dying like famished cattle, sometimes within sight of full granaries guarded by the army and police.

"At a railway station early one morning, I saw a line of people with their hands tied behind them, being herded into cattle trucks at gunpoint — all so silent and mysterious and horrible in the half light, like some macabre ballet." At a German co-operative farm, an oasis of prosperity in the

collectivized wilderness, he saw peasants kneeling down in the snow, begging for a crust of bread. In his Diary, Muggeridge wrote: "Whatever else I may do or think in the future, I must never pretend that I haven't seen this. Ideas will come and go; but this is more than an idea. It is peasants kneeling down in the snow and asking for bread. Something that I have seen and understood."

But few believed him. His dispatches were cut. He was sacked by the *Manchester Guardian* and forced to leave Russia. Muggeridge was vilified, slandered, and abused, not least in the pages of the *Guardian*, where sympathy to what was called "the great Soviet experiment" was de rigour. Walter Duranty's voice led the chorus of denunciation and denial, although privately Duranty told a British foreign office acquaintance that at least 10 million people had been starved to death — adding, characteristically, "but they're only Russians."

Beatrice Webb (Muggeridge's aunt by marriage) admitted that "in the Soviet Union, people disappear," but she still denounced Muggeridge's famine reports as "base lies." The Very Reverend

Hewlett Johnson, Dean of Canterbury, applauded Stalin's "steady purpose and kindly generosity." George Bernard Shaw made a whirlwind tour and pronounced himself fully satisfied that there was ample food for all in the worker's paradise.

If vindication was a long time coming, it cannot have been sweeter than when Duranty's biographer, Susan Taylor, wrote in 1990: "But for Muggeridge's eyewitness accounts of the famine in the spring of 1933 and his stubborn chronicle of the event, the effects of the crime upon those who suffered might well have remained as hidden from scrutiny as its perpetrators intended. Little thanks he has received for it over the years, although there is a growing number who realize what a singular act of honesty and courage his reportage constituted."

Alas, when these words came to be written, Muggeridge had died. Still, they are worth remembering.

---

*Ian Hunter is a Professor Emeritus in the Faculty of Law at the University of Western Ontario and was the first biographer of Malcolm Muggeridge.*

**Source:** Hunter, I. "A Tale of Truth and Two Journalists." *Report Magazine*. March 27, 2000.



## Questions

---

1. What type of resource did you study?

---

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2. What does the article describe?

A. \_\_\_\_\_

B. \_\_\_\_\_

3. What is the purpose of this article?

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---

4. Who are the perpetrators? The victims?

---

---

5. What did you learn about the Holodomor from this article?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

6. Why is it important to examine newspaper articles on a topic like the Holodomor?

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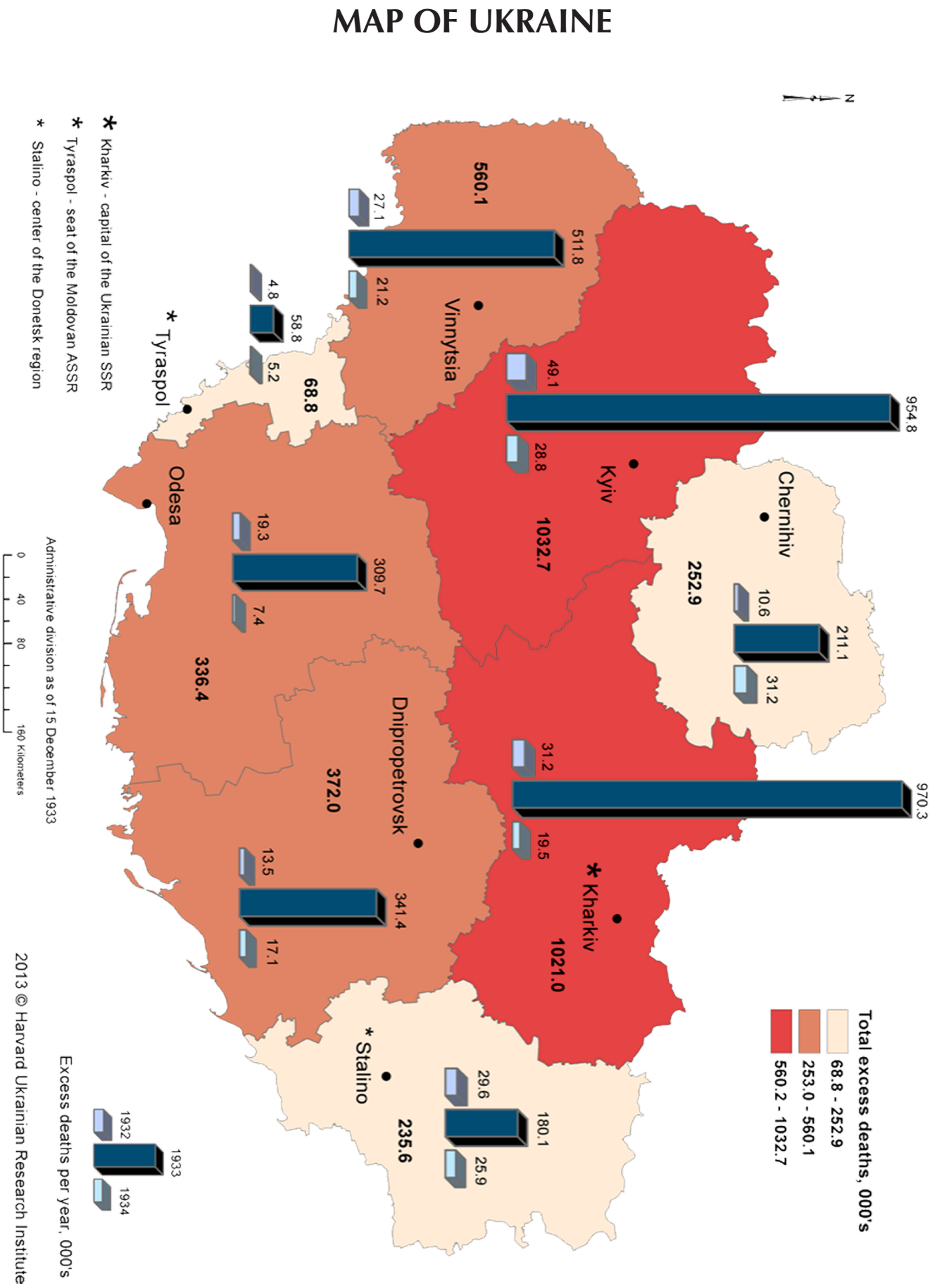
7. State one main conclusion about the Holodomor.

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### Direct Famine Losses in Ukraine by Region, 1932-1934



## MAP OF UKRAINE

## VOCABULARY / GLOSSARY

<b>AUCP(B)</b>	All-Union Communist Party (Bolshevik)
<b>Bolshevik</b>	the dominant faction of militant radicals that led the October Revolution and formed the totalitarian Russian Communist Party
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---

**YELLOW GROUP**  
**LEARNING ACTIVITY**  
**Photographs**





## Instructions

---

1. Your group's task is to research your resource and answer questions on your assignment sheet. You have 10 minutes to complete this activity.
2. Remember to keep your answers in point form, as you would do in a text message.
3. Compile your answers with your group. Your group **RECORDER** will fill out the compiled answers onto chart paper. You have 5 minutes to complete this activity.

## Recommendations for Group Work

---

### STEP #1: RESEARCH (10 MIN.)

1. **LEADER:** distribute and divide up the resource for analysis among all the members of your group.
2. **MEMBERS OF THE GROUP:** individually analyze the materials and summarize your comments in point form on your Assignment Sheet.

### STEP #2: REPORT (5 MIN.)

1. **MEMBERS OF THE GROUP:** compile the answers to the questions in point form.
2. **RECORDER:** write down responses for your group report on the chart paper.
3. **RECORDER:** hand in the chart paper report and hang it up on the class wall or white board.

### STEP #3: PRESENTATION (2 TO 3 MIN. PER GROUP)

1. **PRESENTER:** you have 2 to 3 minutes to briefly present your group report in point form.

# Resource: Photographs



PHOTO 1



PHOTO 2



PHOTO 3

© Family of Alexander Wienerberger



## Resource: Photographs



PHOTO 4

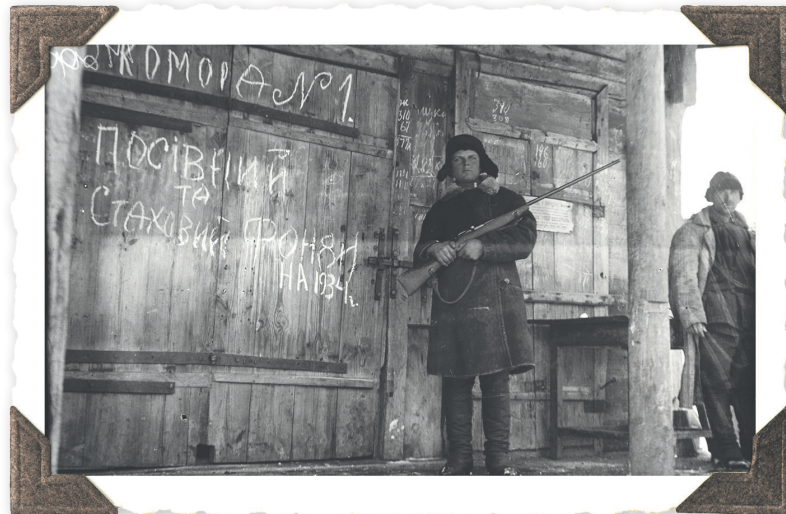


PHOTO 5



PHOTO 6

## Resource: Photographs

PHOTO 7



PHOTO 8

PHOTO 9





## Questions

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1. What type of resource did you study?

---

---

2. What do you see in the photos?

A. \_\_\_\_\_

B. \_\_\_\_\_

3. What explanation can you give to what is happening?

---

---

4. Who are the perpetrators? The victims?

---

---

5. What did you learn about the Holodomor from these photos?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

6. Why are photographs important for understanding historical events like the Holodomor?

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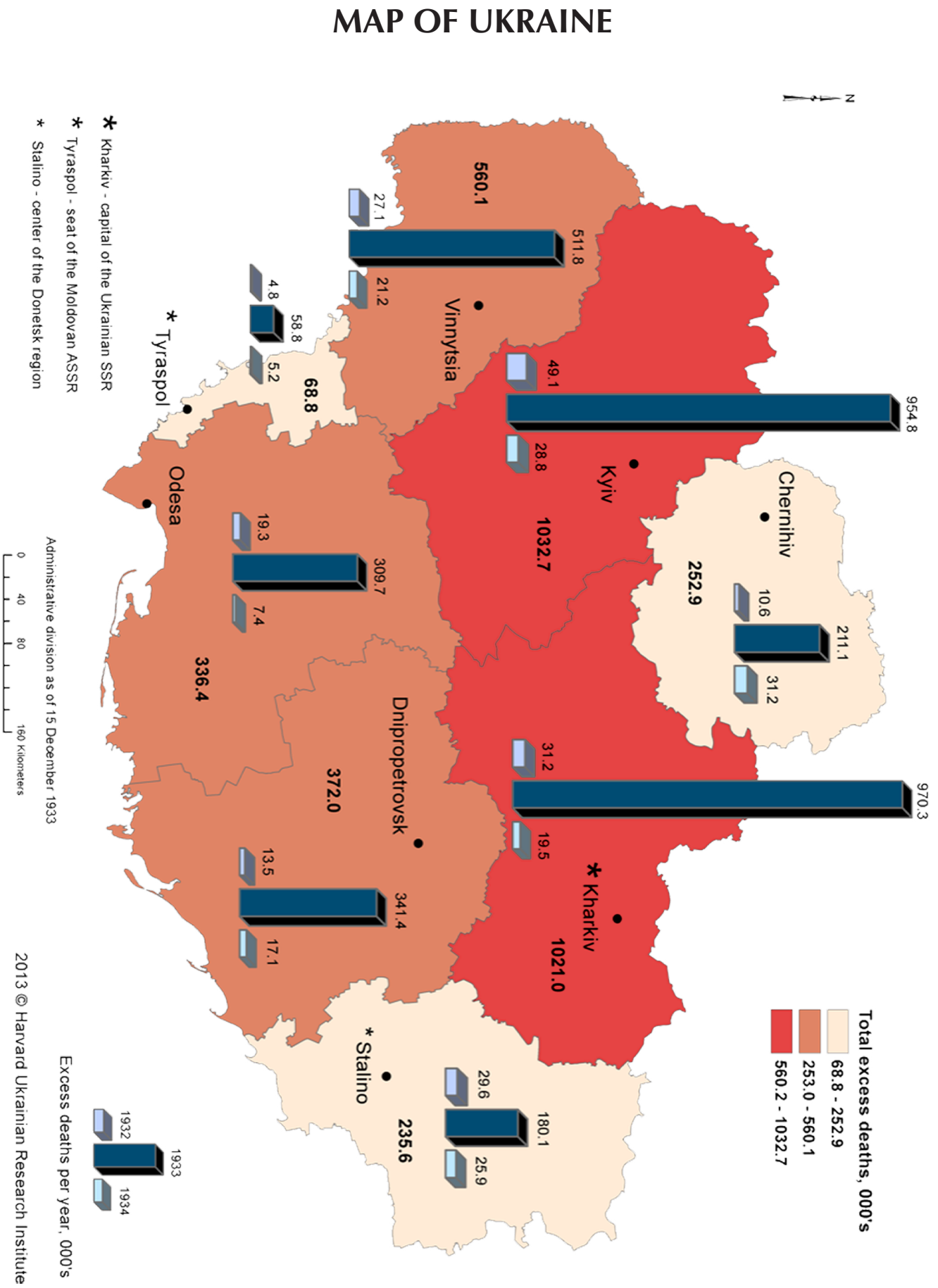
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7. State one main conclusion about the Holodomor.

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### Direct Famine Losses in Ukraine by Region, 1932-1934



## VOCABULARY / GLOSSARY

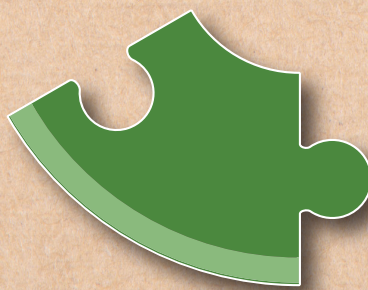
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<b>SNK</b>	Council of Peoples' Commissars ( <i>Sovet narodnykh komissarov</i> ), the Union-level equivalent of the Cabinet of Ministers of the USSR
<b>Soviet</b>	council (Ukrainian equivalent is <i>rada</i> ), the legislative body of government in a Communist system



THE  
HISTORIAN'S CRAFT LESSON  
ON HUMAN RIGHTS  
AND THE HOLODOMOR

---

**GREEN GROUP**  
**LEARNING ACTIVITY**  
**Quotations**





## Instructions

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1. Your group's task is to research your resource and answer questions on your assignment sheet. You have 10 minutes to complete this activity.
2. Remember to keep your answers in point form, as you would do in a text message.
3. Compile your answers with your group. Your group **RECORDER** will fill out the compiled answers onto chart paper. You have 5 minutes to complete this activity.

## Recommendations for Group Work

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### STEP #1: RESEARCH (10 MIN.)

1. **LEADER:** distribute and divide up the resource for analysis among all the members of your group.
2. **MEMBERS OF THE GROUP:** individually analyze the materials and summarize your comments in point form on your Assignment Sheet.

### STEP #2: REPORT (5 MIN.)

1. **MEMBERS OF THE GROUP:** compile the answers to the questions in point form.
2. **RECORDER:** write down responses for your group report on the chart paper.
3. **RECORDER:** hand in the chart paper report and hang it up on the class wall or white board.

### STEP #3: PRESENTATION (2 TO 3 MIN. PER GROUP)

1. **PRESENTER:** you have 2 to 3 minutes to briefly present your group report in point form.

## Resource: Quotations

**Source:** Kuryliw, V. *Holodomor in Ukraine, the Genocidal Famine of 1932–1933: Learning Materials for Teachers and Students*. Toronto: CIUS Press, 2018.

The Terror-Famine of 1932–33 was a dual-purpose by-product of collectivization, designed to suppress Ukrainian nationalism and the most important concentration of prosperous peasants at one throw.

**Norman Davies**

*Europe: A History*

Oxford: Oxford University Press, 1996

Ukrainians, being profoundly religious, individualistic, and believers in private property, and attached to their plots of land, were obviously unsuitable material for building communism, and this fact was noted by high-ranking Soviet officials. As a nation we were subject to destruction. The remnants of the Ukrainian people were to become material for forming a “new historical society — the Soviet people,” with the Russian population, language, and culture at its core.

**Vasyl Ovsienko**

*Svitlo liudei: Memuary ta publikatsiia*. Book II.

Kharkiv: Prava liudyny, 2007, 157–58.

On one side, millions of starving peasants, their bodies often swollen from lack of food; on the other, soldiers, members of the GPU carrying out the instructions of the dictatorship of the proletariat. They had gone over the country like a swarm of locusts and taken away everything edible; they had shot or exiled thousands of peasants, sometimes whole villages; they had reduced some of the most fertile land in the world to a melancholy desert.



**Malcolm Muggeridge**

British foreign correspondent

“War on the peasants,” *Fortnightly Review*

1 May 1933



## Resource: Quotations

Research into the surviving documents that have been released since the collapse of the Soviet Union clearly has shown that the Soviet government used the Famine, which certainly hit the Soviet Union as a whole and was particularly severe in other areas of peasant resistance, like the Volga and the Don, as a tool to break the Ukrainian peasantry's opposition to collectivization in particular, and also to eliminate the leadership of the Communist Party of Ukraine (Bolshevik), which it believed to be too nationalistic and too sympathetic to the plight of the peasantry.

**Andrea Graziosi**  
*The Ukrainian Weekly*,  
23 January 2011, 4.

Hundreds of thousands of lives were lost — maybe even millions. I can't give an exact figure because no one was keeping count. All we knew was that people were dying in enormous numbers.

**Nikita Khrushchev**  
*Khrushchev Remembers: The Last Testament*.  
Boston–Toronto: Little, Brown and Company,  
1974, 108–09



This is why, on the basis of the changed situation, we consider that local, Ukrainian nationalism is the principle danger in Ukraine at the present time.

**Stanislaw Kosior**  
“Results and immediate tasks of national policy in the Ukraine,”  
in *Soviet Ukraine Today*. Moscow: Cooperative Publishing Society  
of Foreign Workers in the USSR, 1934, 95.

## Resource: Quotations

And the peasant children! Have you ever seen the newspaper photographs of the children in the German camps? They were just like that: their heads like heavy balls on thin little necks, like storks, and one could see each bone of their arms and legs protruding from beneath the skin, how bones joined, and the entire skeleton was stretched over with skin that was like yellow gauze. And the children's faces were aged, tormented, just as if they were seventy years old. And by the spring they no longer had faces at all. Instead, they had birdlike heads with beaks, or frog heads — thin, wide lips — and some of them resembled fish, mouths open.  
Not human faces.

**Vasily Grossman**

*Forever Flowing*

New York–Evanston–San Francisco–London:  
Harper & Row, 1972, 157.

I remain convinced that for Stalin to have complete centralized power in his hands, he found it necessary to physically destroy the second-largest Soviet republic, meaning the annihilation of the Ukrainian peasantry, Ukrainian intelligentsia, Ukrainian language, and history as understood by the people; to do away with Ukraine and things Ukrainian as such. The calculation was very simple, very primitive: no people, therefore no separate country, and thus no problem. Such a policy is GENOCIDE in the classic sense of the word.

**James Mace**

“I was Chosen by Your Dead... Legacy of the Famine: Ukraine as a Postgenocidal Society” in *The Day and Eternity of James Mace*, compiled by Maryna Zamiatina, Nadiya Tysiachna. Kyiv: Ukrainian Press Group, 2005, 58.

The Stalinist totalitarian regime tried hard to ensure that everyone kept silent about the Holodomor, even people who had survived it, as well as their children and grandchildren, so that no one knew about this genocide abroad, and if they found out about it, they would keep silent.

**Oleksandr Kramarenko**

“Why isn't the world recognizing the Holodomor as an act of genocide?”  
*The Day Weekly Digest*  
in English 33,  
24 October 2006  
(Kyiv, Ukraine).

## Questions

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1. What type of resource did you study?

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2. What do the quotations describe?

A. \_\_\_\_\_

B. \_\_\_\_\_

3. What explanation do they provide as to why this happened?

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4. Who are the perpetrators? The victims?

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5. What did you learn about the Holodomor from these varied quotations?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

6. Why is it important to consult quotations or statements by different individuals about an event like the Holodomor?

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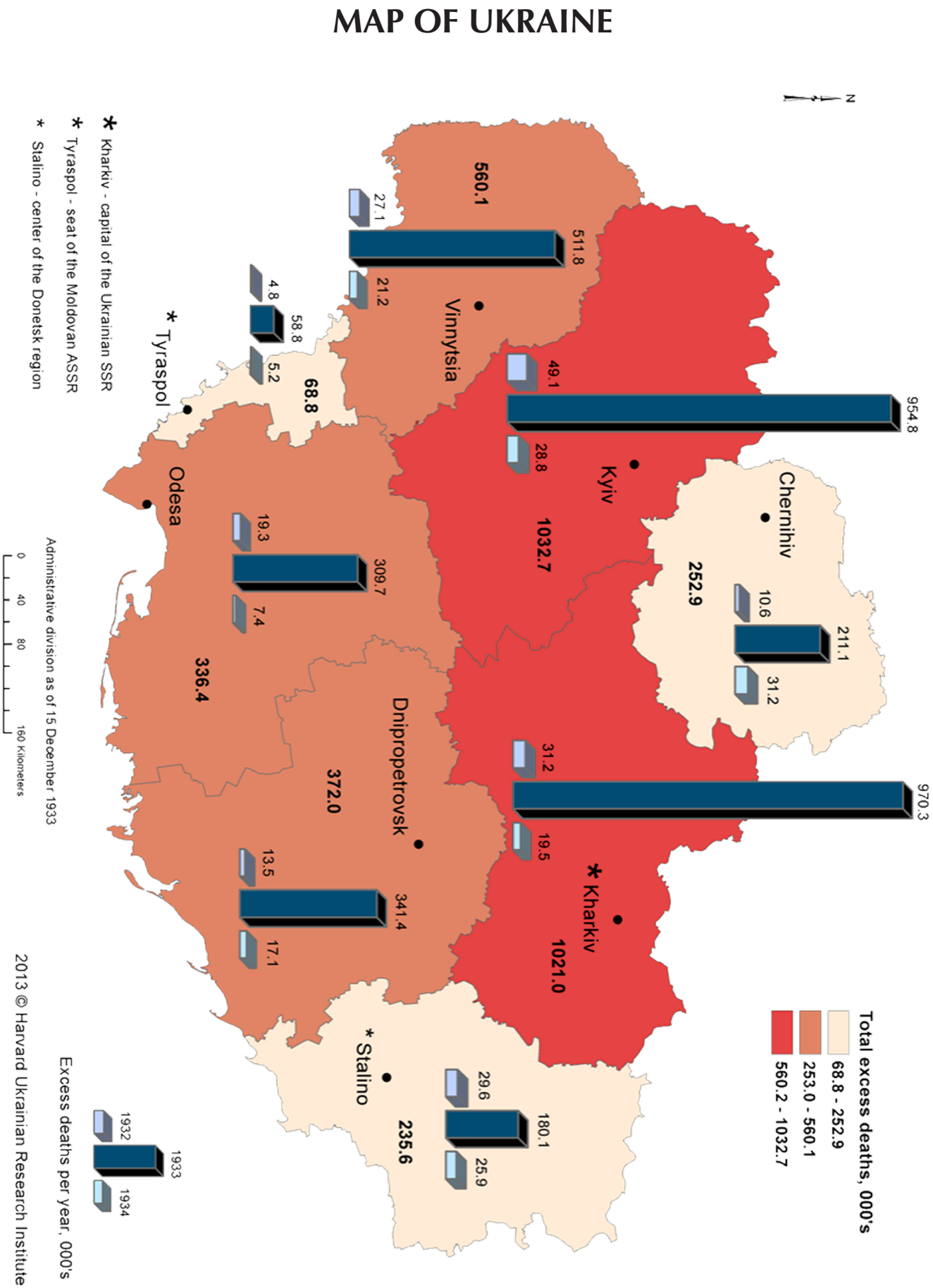
7. State one main conclusion about the Holodomor.

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## Direct Famine Losses in Ukraine by Region, 1932-1934



## VOCABULARY / GLOSSARY

<b>AUCP(B)</b>	All-Union Communist Party (Bolshevik)
<b>Bolshevik</b>	the dominant faction of militant radicals that led the October Revolution and formed the totalitarian Russian Communist Party
<b>CC</b>	Central Committee (executive administration)
<b>CC CP(B)U</b>	Central Committee of the Communist Party (Bolshevik) of Ukraine
<b>CC AUCP(B)</b>	Central Committee of the All-Union Communist Party (Bolshevik)
<b>CP(B)U</b>	Communist Party (Bolshevik) of Ukraine
<b>Kolkhosp</b>	collective farm ( <i>kolektyvne hospodarstvo</i> ) run by the state; the Russian equivalent <i>kolkhoz</i> has entered the English lexicon
<b>Kulak</b>	a derogatory term for a successful private farmer and leader of a village community; a rich peasant (Ukrainian equivalent is <i>kurkul</i> )
<b>MTS</b>	Machine Tractor Station
<b>Oblast</b>	administrative-territorial division equivalent to a province
<b>OGPU</b>	Unified State Political Administration ( <i>Obedinennoe gosudarstvennoe politicheskoe upravlenie</i> ), the Soviet secret police that replaced the Cheka in 1923 and was itself replaced by the NKVD (1934) and later the KGB (1954). Its functions were espionage, suppression of counter-revolutionary activity, and protection of the borders and railways.
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THE  
HISTORIAN'S CRAFT LESSON  
ON HUMAN RIGHTS  
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---

BLUE GROUP  
LEARNING ACTIVITY  
Letters





## Instructions

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1. Your group's task is to research your resource and answer questions on your assignment sheet. You have 10 minutes to complete this activity.
2. Remember to keep your answers in point form, as you would do in a text message.
3. Compile your answers with your group. Your group **RECORDER** will fill out the compiled answers onto chart paper. You have 5 minutes to complete this activity.

## Recommendations for Group Work

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### STEP #1: RESEARCH (10 MIN.)

1. **LEADER:** distribute and divide up the resource for analysis among all the members of your group.
2. **MEMBERS OF THE GROUP:** individually analyze the materials and summarize your comments in point form on your Assignment Sheet.

### STEP #2: REPORT (5 MIN.)

1. **MEMBERS OF THE GROUP:** compile the answers to the questions in point form.
2. **RECORDER:** write down responses for your group report on the chart paper.
3. **RECORDER:** hand in the chart paper report and hang it up on the class wall or white board.

### STEP #3: PRESENTATION (2 TO 3 MIN. PER GROUP)

1. **PRESENTER:** you have 2 to 3 minutes to briefly present your group report in point form.

## Resource: Letters

### LETTER #1

Letter from Yu. Shvets, a collective farmer from the Lenin's Testament collective farm at Horozhene village, Bashtanka district, to Hryhorii Petrovsky, head of the All-Ukrainian Central Executive Committee, about the unfair grain-procurement plan for the collective farm and the starvation of collective farmers.

In *Holod-henotsyd 1932–1933 rokiv v Ukraïni* (2005). Excerpts, pp. 11–16; trans. M. Motorenko and B. Klid.

13 September 1932

Comrade Petrovsky

In 1931 our cooperative had 2,400 hectares of land and was completely sown, but as we have a good deal of land close to the river, and it's useless, the district [authorities] directed our cooperative to use this land for particular agricultural needs—growing vegetables, raising cattle and pigs [ ... ]

Our cooperative has 1,502 people to be fed, and here, in 1931, most of our cooperative members—poor peasants—were starving, beginning in December. In this year of 1932, the cooperative sowed 600 hectares of grain crops [ ... ]

When the District Executive Committee apportioned the grain-procurement plan, our cooperative was obliged to fulfill a grain-procurement plan of 2,400 poods of grain. But, Comrade Petrovsky, if we stretch it considerably, perhaps there will be enough [grain] to fulfill the established plan, but there will be absolutely nothing left for food [ ... ]

So please explain to me: has full agreement been reached with our district authorities to leave our village and cooperative hungry for the whole year, or have former landowners perhaps joined the ranks of the authorities and begun to take vengeance for their [lost] estates? Or, perhaps, it is the state of affairs to be hungry under Soviet rule?... When the grain-procurement plan was being discussed at cooperative and executive meetings, and someone says that the plan is very great and that there would be nothing left to eat, our village board immediately threatens us with the police and the GPU [ ... ]

Yu. R. Shvets [ ... ]

**Source:** Klid, B., and A. J. Motyl, eds. *The Holodomor Reader: A Sourcebook on the Famine of 1932–1933 in Ukraine*. Edmonton: CIUS Press, 2012; p. 175.



## Resource: Letters

### LETTER #2

Letter from a collective farmer, Mykola Reva, to Joseph Stalin about the Famine of 1933 in Ukraine. In *Rozsekrechena pam'iat'* (2007). Excerpts, pp. 573–75, 576; trans. B. Klid.

1 May 1940

Dear Joseph Vissarionovich,

You are, it would seem, our friend, teacher, and father, so the bold idea occurred to me of writing to you with the whole truth [...]

The dark reaction of the hungry year of 1933, when people ate tree bark, grass, and even their own children, when hundreds of thousands of people died of starvation, and all this before the eyes of the communists, who drove their cars across our bodies and impudently praised life [...]

The people were dying of hunger not because there was a poor harvest but because the state took their grain, and that grain lay in the Zahotzerno [Grain Procurement] warehouses in elevators and was being distilled into alcohol for intoxication, while people were dying of hunger [...]. In 1933, when hungry people gathered grains of corn by the Zahotzerno warehouse at Khorol station, they were shot like dogs; a detachment of mounted police was dispatched from the town of Khorol, and like lions, with sabers drawn, they pursued us hungry ones, and there was grain in the warehouses, there was flour, but people were dying of hunger, which means that all this was carried out deliberately by the state, and the state knew about this [...]

The village council does not issue death certificates for 1933 because mortality in that year was so great that in more than fifty years so many people did not die as in that year. Whoever was left alive, having endured such difficulties—that person is already ruined because, as I know from my own experience, we collective farmers were swollen from hunger, we fell on our feet, we lost our ability to think, we lost a certain percentage of our eyesight; there is no health, no strength, a general weakness of the bodily organism, and a great incidence of hospital visits and many sick people in those areas where the year 1933 made itself felt. All this ashamed that they could not besiege the higher authorities and sound the alarm about this misfortune, so that it would not exist [...]. The communists cared more for their own skins, for if anyone endeavoured to stand up for the people with a mere word, his fate would be settled along with ours. That is how we are valued, Joseph Vissarionovich [...]

N. Reva

Source: Klid, B., and A. J. Motyl, eds. *The Holodomor Reader: A Sourcebook on the Famine of 1932–1933 in Ukraine*. Edmonton: CIUS Press, 2012; pp. 187–88.



## Resource: Letters

### LETTER #3

Letter from Vlas Chubar to Molotov and Stalin on agricultural conditions in the Ukrainian SSR. In R. Pyrih, ed. *Holodomor of 1932–33 in Ukraine: Documents and Materials*, trans. S. Bandera. Kyiv: Kyiv-Mohyla Academy Publishing House, 2008. Excerpts, pp. 36–38.

10 June 1932

In two trips (with a small break), I spent fifteen days in the hardest-hit raions and villages of Kyiv and Vinnytsia oblasts [...] The main facts in all these raions and villages are similar enough that some general conclusions can be made [...]

Along with the general weakness of the state grain-procurement plan, caused primarily by lower harvests across Ukraine and colossal losses during harvesting [...] a system of requisitioning of all grain, including seed reserves, from private farmers was introduced, and almost everything of value was confiscated from collective farms. Even if collective farms met their plan targets, they received an extra second and often third [grain quota target]. In many cases, grain issued to collective farmers as advance payment for work was confiscated by brigades for state grain procurement. As a result, the majority of collective farms in those raions were left without grain, without animal feed concentrate for livestock, without food for the disabled, for teachers, etc. [...]

Cases of malnutrition and starvation were noted in December and January both among private farmers (particularly those whose farms and belongings were sold for failing to meet grain targets) and among collective farmers, especially those with large families [...] In March and April there were tens and hundreds of malnourished, starving, and swollen people dying of hunger in every village; children abandoned by their parents and orphans appeared [...]

In addition to grain procurements, the same methods were applied to potato and, especially, meat procurements [...]

The proper functioning of agriculture has been impaired in the Ukrainian SSR over such a large area that special adjustments are required to state grain and meat procurement targets and other agricultural goals [...]

V. Chubar

**Source:** Klid, B., and A. J. Motyl, eds. *The Holodomor Reader: A Sourcebook on the Famine of 1932–1933 in Ukraine*. Edmonton: CIUS Press, 2012; p. 231.



## Resource: Letters

### LETTER #4

Letter from the Royal Consul General of Italy in Odesa to the Italian Ambassador in Moscow, 19 February 1934. In *Investigation of the Ukrainian Famine, 1932–1933* (1988). Excerpts, p. 475.

Royal Consulate of Italy, Odesa  
February 19, 1934 - XII

Confidential  
Ref. No. 262/42

Dear Ambassador,

It has also been clear for quite some time that the Moscow Government intends to settle the Ukrainian problem once and for all.

The persecutions conducted against the Ukrainian intellectuals accused of sympathizing with their colleagues and brothers in Galicia and Poland; the suicide of [Mykola] Skrypnyk, the Ukrainian Commissar for Public Education; the incarceration of numerous Germans accused of sympathizing with the Ukrainians; the withholding of the grain reserves from the peasants, which has turned Ukraine over the spring of last year into the site of an unprecedented famine, which according to reliable evidence has sent 7,000,000 people to their deaths;\* all of these things betoken the Moscow Government's intention to use every means at their disposal to crush every last vestige of Ukrainian nationalism [...]

Ukraine used to be the sole major population center endowed with some degree of ethnic, linguistic and historical cohesiveness that was resisting Moscow's centralization program. This obstacle may now be said to have been overcome.

Sincerely yours,  
The Royal Consul General

\* The current figure is at least 4,000,000.

**Source:** Klid, B., and A. J. Motyl, eds. *The Holodomor Reader: A Sourcebook on the Famine of 1932–1933 in Ukraine*. Edmonton: CIUS Press, 2012; p. 283.

## Questions

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1. What type of resource did you study?

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2. What is described in the letters?

A. \_\_\_\_\_

B. \_\_\_\_\_

3. According to the writers why is this happening?

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4. Who are the perpetrators? The victims?

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5. What did you learn about the Holodomor from these letters?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

6. How do letters give us a better understanding of the Holodomor?

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7. State one main conclusion about the Holodomor.

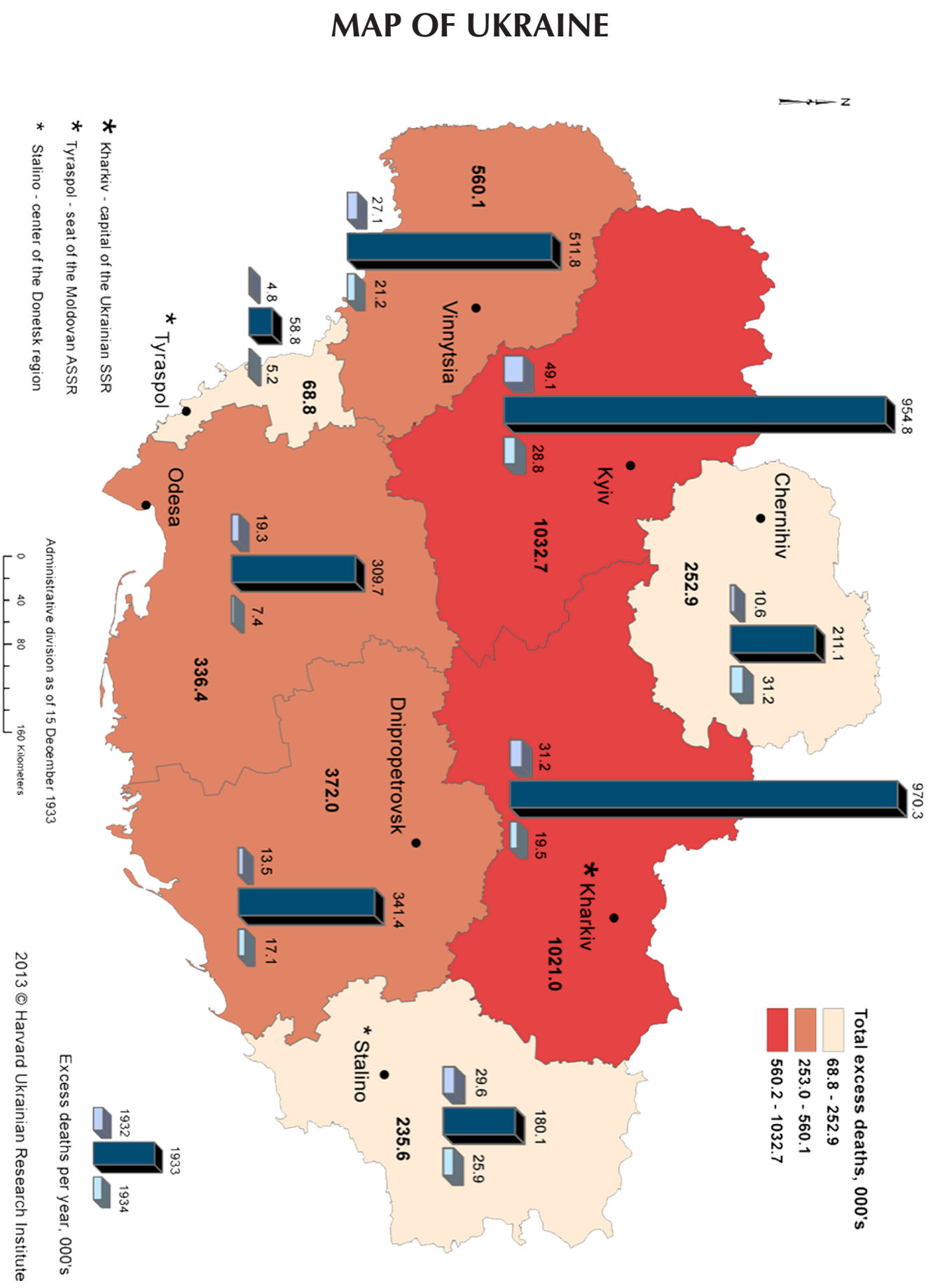
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### Direct Famine Losses in Ukraine by Region, 1932-1934



## MAP OF UKRAINE

## VOCABULARY / GLOSSARY

<b>AUCP(B)</b>	All-Union Communist Party (Bolshevik)
<b>Bolshevik</b>	the dominant faction of militant radicals that led the October Revolution and formed the totalitarian Russian Communist Party
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THE  
HISTORIAN'S CRAFT LESSON  
ON HUMAN RIGHTS  
AND THE HOLODOMOR

---

**PURPLE GROUP**  
**LEARNING ACTIVITY**  
**Survivor Accounts**





## Instructions

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1. Your group's task is to research your resource and answer questions on your assignment sheet. You have 10 minutes to complete this activity.
2. Remember to keep your answers in point form, as you would do in a text message.
3. Compile your answers with your group. Your group **RECORDER** will fill out the compiled answers onto chart paper. You have 5 minutes to complete this activity.

## Recommendations for Group Work

---

### STEP #1: RESEARCH (10 MIN.)

1. **LEADER:** distribute and divide up the resource for analysis among all the members of your group.
2. **MEMBERS OF THE GROUP:** individually analyze the materials and summarize your comments in point form on your Assignment Sheet.

### STEP #2: REPORT (5 MIN.)

1. **MEMBERS OF THE GROUP:** compile the answers to the questions in point form.
2. **RECORDER:** write down responses for your group report on the chart paper.
3. **RECORDER:** hand in the chart paper report and hang it up on the class wall or white board.

### STEP #3: PRESENTATION (2 TO 3 MIN. PER GROUP)

1. **PRESENTER:** you have 2 to 3 minutes to briefly present your group report in point form.

## Resource: Survivor Accounts

### SURVIVOR ACCOUNT #1

#### SOFIA CILIN

(2:43 minutes)

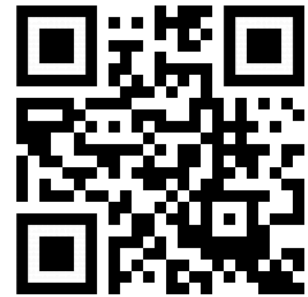
**SC:** When I was a year old, my father died. When I was two my mother died. So, my mother's brother raised me. When the Famine was starting and they were dekulakizing people, my other uncle was dekulakized first. One of my cousins came to live with us, and I lived with my uncle, because I didn't have parents. So, we two cousins were raised by my uncle. He had four of his own children, and my grandfather, and a younger son.

**Interviewer:** *In one house?*

**SC:** In one house. When the Famine started, first the youngest son died, because there was no food. Then my grandfather died. They came and took the cow, the pigs, and they were carrying out a trunk. My aunt ran after them, asking them to leave her at least a blanket. He said, "the sun will warm you." [i.e., Stalin]

**Interviewer:** *You remember this?*

**SC:** I remember this and will probably not forget it until I die. My uncle buried some potatoes, cabbage, onions, whatever he could, in the yard. And that's what we ate. Then, in the spring, [the authorities] went around with rods, with sharpened ends, and searched the ground for fresh earth. They dug up [what my uncle buried] and took it away. So, then we had nothing. We split up. Everyone was swollen. I was swollen, the skin on my legs was cracking. We went around and in the spring, tore leaves off linden trees to eat. We would sleep in the school. There was no straw or anything [to sleep on]; we slept on the floor. When we got up, [some of the children] had died. Later, when we started to swell [from hunger] and our skin began to crack, we didn't go to the school anymore, we slept on the side of the road.



Scan the QR code to hear the interview.

**Source:** Downloaded with permission of the Ukrainian Canadian Research and Documentation Centre (UCRDC) from the Share the Story website: [www.sharethestory.ca](http://www.sharethestory.ca)



## Resource: Survivor Accounts

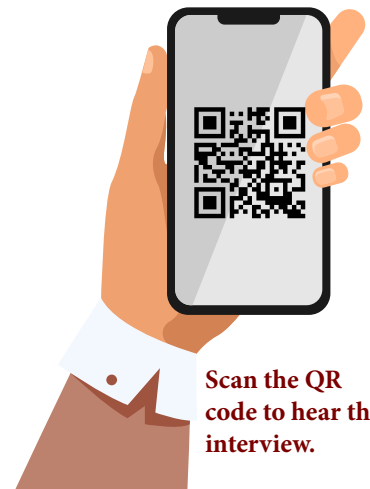
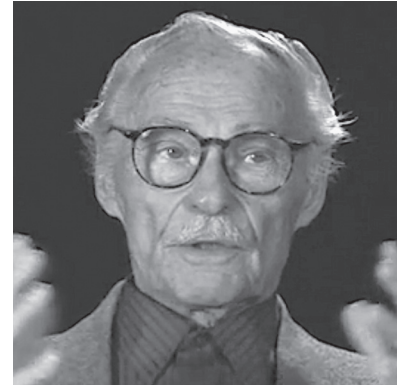
### SURVIVOR ACCOUNT #2

#### MYKOLA LATYSHKO

(4:11 minutes)

All the food that they had confiscated from the people, by force, was stored in the storages, on the other side of the village. That was Soviet storages. It was kind of, a prehistoric method, but it worked. In fact, they are still using it in Ukraine. You dig the ground, about a meter, meter and a half, about 100 meters long, about 50 meters wide. Huge. On the bottom you put straw and then sacks or burlap material, and then you pile up potatoes, or beets, or cabbage or whatever the produce. Including wheat and barley and so on, on the other side. And then they covered it again, with a burlap material and then straw on again, and then the soil, the dirt on top, leaving the entrance from one side. And it worked, so that the produce wouldn't freeze during the wintertime. The people knew that there was food there. And quite often, especially mothers with small children, didn't attend the school, were approaching. We used to call them burty, these storages. But they were beaten up, they were shot, when they were begging for some food.

When the spring came, there were not enough able people to cultivate the land. Even those who were alive, they simply couldn't work physically. They were too weak. And if cultivation came, you had to work physically, but you didn't have enough strength, to work the whole day and that created tremendous problem in the village. Although there were complaints, it was Molotov's order to import labor from Russia. So some of the Russian peasants or farmers came. They were given empty houses, those that were empty by now, in our village. It was the first time that I had heard Russian language. They received the food, and so they were able to complete cultivation of land and seed the fields.



**Source:** Downloaded with permission of the Ukrainian Canadian Research and Documentation Centre (UCRDC) from the *Share the Story* website: [www.sharethestory.ca](http://www.sharethestory.ca)

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## Resource: Survivor Accounts

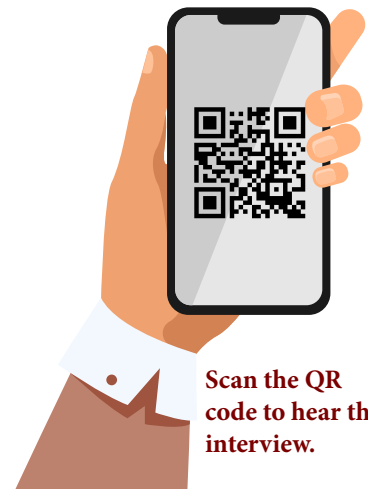
### SURVIVOR ACCOUNT #3

#### KATERYNA SHCHERBAN

(3:45 minutes)

The Famine was in 1933, and on 24 February 1934, we were resettled to Kharkiv oblast. There was a resettlement of people. And a second group of activists came, without the teacher, and tried to convince us to leave our village in Kyiv oblast and go to Kharkiv oblast, because there was a good land, lots of grain, and that we would always have a lot of food. These meetings would take place in someone's house, and I was already a bit older, so I was interested in what they would be saying after the Famine. So they were telling us all this, agitating, and we were all silent, not asking anything, just listening, because people were scared—that if you said anything, you would be considered a spy or whatever. But we kids were at the back, I had a strong voice, and I asked. Because people were asking where we would live once we got there. And they said there's a lot of empty houses. And we asked them, "why are there so many empty houses? Where are the people? Did they all die? Did you bury them all?" The activists said, "Nobody died there. The young people left to the city, they don't want to work in the village, and the old people can't tend to the fields. And there's a lot of empty houses and nobody to work the fields."

When they sowed the fields in 1932, in 1933 there was nobody there to harvest the fields. They didn't till the fields, nothing. So the fields were covered in huge weeds, like a forest. When we arrived there and they were taking us from the Kolemak station to the village on sleds, we thought there was a forest growing. It was still before dawn, very early in the morning when we arrived there, and the men would stop the wagons and go to take a look — did they bring us to the taiga, or somewhere, because there's such a forest here? These were weeds, because all summer, nobody had worked or planted anything. And sowing, nobody sowed buckwheat, oats, or millet. There was nobody left. And if they did sow, there was nobody left to harvest. Weeds were everywhere. I was still going to school, I didn't work in the fields, but my brothers and sisters were taken from home with their axes and large knives, and they cut down the weeds and burned them, starting in the winter.



Scan the QR code to hear the interview.

**Source:** Downloaded with permission of the Ukrainian Canadian Research and Documentation Centre (UCRDC) from the *Share the Story* website: [www.sharethestory.ca](http://www.sharethestory.ca)

## Resource: Survivor Accounts

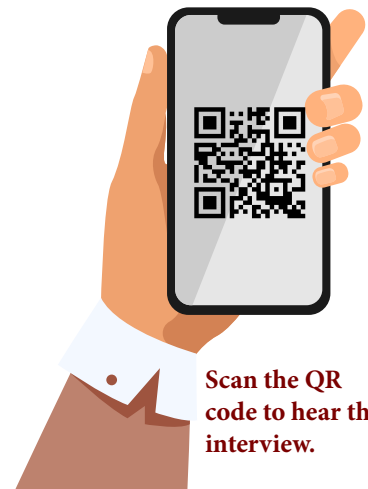
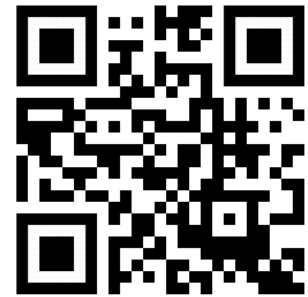
### SURVIVOR ACCOUNT #4

#### VICTOR ROYENKO

(2:22 minutes)

The methods were simple in the Bolshevik system. They came to your house and said, “You join the collective farm. If you don’t join we’ll take everything from you.” And it was better for those who had joined earlier than for those who refused to join. Because those who didn’t join, first they’d take away their cattle, horses, whatever they had. And first of all they dekulakized, and took everything from them, then they went after the poor farmers and the middle farmers.

I believe there was resistance, because people escaped to the forest. Sometimes they burned the houses of the activists. And this was resistance, obviously. And not only in our village. After dekulakization, those who didn’t join the collective farm were thrown out of the village. They would come and throw everyone out of the house. Later, men were taken away, and women and children were left. There were a great many arrests, and there wasn’t a house where there hadn’t been an arrest. In 1932–33 there were no individual farmers left. Everything was in the collective farm. And whether he was a komnezam [poor peasant] as they were called, or dekulakized, who hadn’t been sent to Siberia, they all fell under this category. Nobody could leave or escape, because Ukraine’s borders were closed. You couldn’t even go to Belarus. From time to time, someone would send something from the Donbas, or bring some assistance to the village. For example, my brother Leonid, who survived, would bring something [from the Donbas].



**Source:** Downloaded with permission of the Ukrainian Canadian Research and Documentation Centre (UCRDC) from the *Share the Story* website: [www.sharethestory.ca](http://www.sharethestory.ca)

**Scan the QR code to hear the interview.**



## Resource: Survivor Accounts

### SURVIVOR ACCOUNT #5

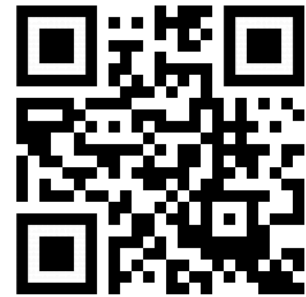
#### NADIA MENKO-MYCHAJLOWSKA

(1:33 minutes)

**NM:** There was a distillery, where they made alcohol. My father worked there as a carpenter, because they needed people to fix things. There were four boilers in a large building. The mush, from which they distilled the alcohol—they dumped that waste in a pit. During the Famine, people would eat from that pit. They would come and eat the mush straight from the pit; maybe it made them intoxicated, but they ate it. And earlier, when things were still okay, people would use the mush to feed cattle or pigs; it was processed grain. But [during the famine] people ate the mush. Golden wheat was used to make alcohol. I witnessed it; I worked there along with my cousin. That wheat was like gold, and it went to make alcohol. We lived near a train station, and they would also take the grain to Russia.

**Interviewer:** *Did people go to [the field] to collect grain stalks?*

**NM:** Yes, they did. But they would beat you for that.



Scan the QR code to hear the interview.

**Source:** Downloaded with permission of the Ukrainian Canadian Research and Documentation Centre (UCRDC) from the *Share the Story* website: [www.sharethestory.ca](http://www.sharethestory.ca)

## Resource: Survivor Accounts

### SURVIVOR ACCOUNT #6

#### VALERIAN REVUTSKY

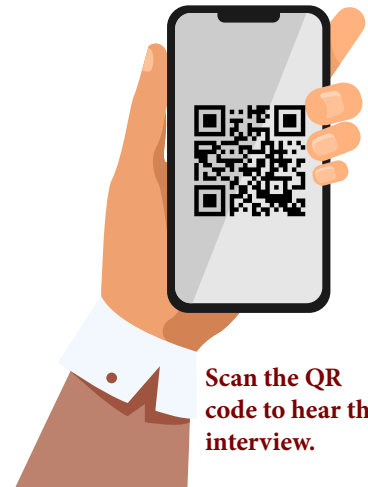
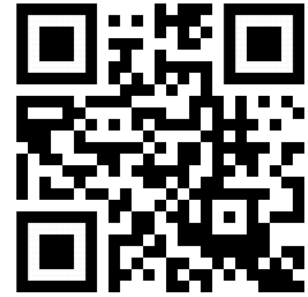
(3:26 minutes)

**VR:** I was a student at the Kyiv Construction Institute, and I was mobilized for the harvest campaign, to assist in the collection of the harvest, because so many [villagers] had died. I was ordered to call [villagers] to work. I had to go from house to house. There was a tragic incident. In one house, I saw a swollen girl. When I said that she had to go to work, she said she couldn't, because she was swollen. I remembered this house, and the next day I brought her my bread ration. I did it again, and what do you think happened? Somebody informed on me to the [Communist] Party man who was in charge that I was feeding [this girl]. He called me in and said, "Listen Revutsky, what are you doing? You're feeding Enemies of the People!"

**Interviewer:** *Were you punished?*

**VR:** I was punished. I had to work at the mill collecting hay. It was incredibly hard work. I managed for two days, but at the beginning of the third day, I fainted.

I saw this myself. In Ruda village, there was an elevator where grain was stored. There was a sign "Do not come within 100 meters of the Elevator." The guards shot anyone who came up to the elevator. There was enough grain. This was a planned genocide against the Ukrainian people. God forbid. This was genocide. And the consequences of this Famine have affected the mentality of our people. The cruelty and brutality with which the officials treated the population impacted the people. People became harder, more callous. These are the psychological effects of this terrible Famine. God forbid.



**Scan the QR code to hear the interview.**

**Source:** Downloaded with permission of the Ukrainian Canadian Research and Documentation Centre (UCRDC) from the *Share the Story* website: [www.sharethestory.ca](http://www.sharethestory.ca)

## Questions

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1. What type of resource did you study?

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2. What is described by the survivors?

A. \_\_\_\_\_

B. \_\_\_\_\_

3. Why is this happening to them?

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4. Who are the perpetrators? The victims?

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5. What did you learn about the Holodomor from the survivor accounts?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

6. Why is it important to examine survivor accounts when studying a historical event like the Holodomor?

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7. State one main conclusion about the Holodomor.

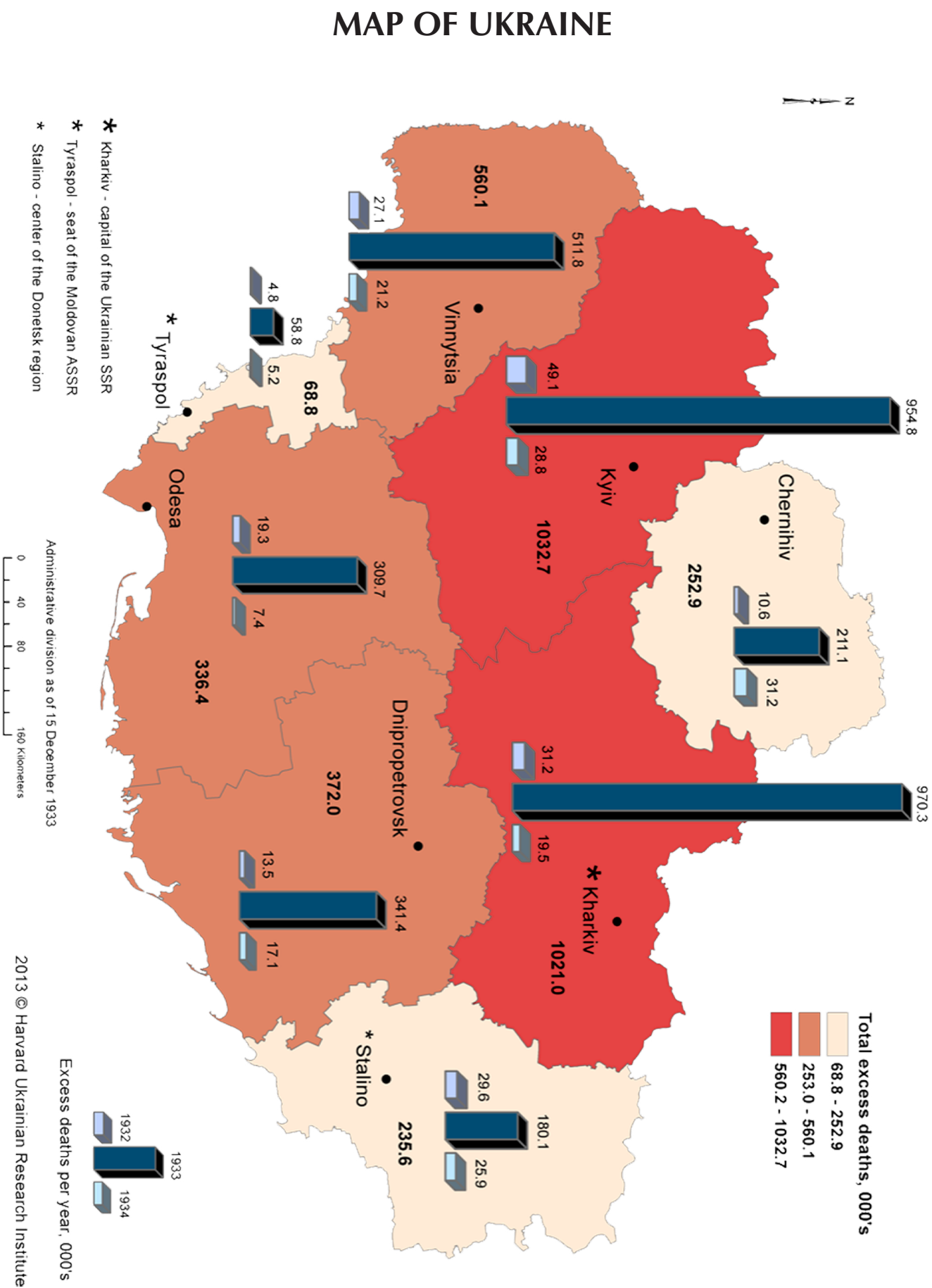
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### Direct Famine Losses in Ukraine by Region, 1932-1934



## MAP OF UKRAINE

## VOCABULARY / GLOSSARY

<b>AUCP(B)</b>	All-Union Communist Party (Bolshevik)
<b>Bolshevik</b>	the dominant faction of militant radicals that led the October Revolution and formed the totalitarian Russian Communist Party
<b>CC</b>	Central Committee (executive administration)
<b>CC CP(B)U</b>	Central Committee of the Communist Party (Bolshevik) of Ukraine
<b>CC AUCP(B)</b>	Central Committee of the All-Union Communist Party (Bolshevik)
<b>CP(B)U</b>	Communist Party (Bolshevik) of Ukraine
<b>Kolkhosp</b>	collective farm ( <i>kolektyvne hospodarstvo</i> ) run by the state; the Russian equivalent <i>kolkhoz</i> has entered the English lexicon
<b>Kulak</b>	a derogatory term for a successful private farmer and leader of a village community; a rich peasant (Ukrainian equivalent is <i>kurkul</i> )
<b>MTS</b>	Machine Tractor Station
<b>Oblast</b>	administrative-territorial division equivalent to a province
<b>OGPU</b>	Unified State Political Administration ( <i>Obedinennoe gosudarstvennoe politicheskoe upravlenie</i> ), the Soviet secret police that replaced the Cheka in 1923 and was itself replaced by the NKVD (1934) and later the KGB (1954). Its functions were espionage, suppression of counter-revolutionary activity, and protection of the borders and railways.
<b>PO</b>	Political Department ( <i>Politicheskii otdel</i> ), the eyes and ears of the Communist Party in every enterprise and organization
<b>Raion</b>	administrative-territorial division within an oblast, equivalent to a county or district
<b>SNK</b>	Council of Peoples' Commissars ( <i>Sovet narodnykh komissarov</i> ), the Union-level equivalent of the Cabinet of Ministers of the USSR
<b>Soviet</b>	council (Ukrainian equivalent is <i>rada</i> ), the legislative body of government in a Communist system



THE  
HISTORIAN'S CRAFT LESSON  
ON HUMAN RIGHTS  
AND THE HOLODOMOR

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**APPENDIX VIII**  
**Information on**  
**Photographs**

**FOR TEACHERS ONLY**



## APPENDIX VIII

### INFORMATION ON PHOTOGRAPHS • FOR TEACHERS ONLY

**Source:** Most of these photographs are by Alexander Wienerberger and are part of the Cardinal Innitzer Collection from the 1932–1933 Archive Photo Documents at the National Museum of the Holodomor-Genocide in Kyiv, Ukraine.



#### PHOTO 1

Evicted kulak family; Udachne, Donetsk oblast, 1930s. Photograph by Marko Zhelizniak. The Central State Film and Photographic Archive of Ukraine, unit storage #3-1101, <https://old.archives.gov.ua/Sections/Famine/photos.php?58#photo> , (accessed 14 August 2023).



#### PHOTO 2

Wagon convoy removing confiscated grain from a kolhosp (collective farm); Oleksiyivka village, Kharkiv oblast, 1932. The Central State Film and Photographic Archive of Ukraine, unit storage #2-15429, <https://old.archives.gov.ua/Sections/Famine/photos.php?111>, (accessed 14 August 2023).



#### PHOTO 3

Village scene (starving women); Kharkiv oblast, 1933. Photograph by Alexander Wienerberger. Cardinal Innitzer Collection. Diocesan Archive in Vienna; The Central State Film and Photographic Archive of Ukraine, unit storage #5136, <https://old.archives.gov.ua/Sections/Famine/photos.php?19#photo> , (accessed 14 August 2023).



#### PHOTO 4

Confiscation of a villager's hidden grain; Novokrasne, Odesa oblast [Mykolaiv oblast today], 1932. Digital Archive of the Ukrainian Liberation Movement, <https://avr.org.ua/viewDoc/21072/> , (accessed 14 August 2023).

**PHOTO 5**

Armed guard at “Storehouse No. 1: Seed and Reserve Stores for 1934”; Vilshana village, Kharkiv oblast, undated. Digital Archive of the Ukrainian Liberation Movement, <https://avr.org.ua/viewDoc/11307/>, (accessed 14 August 2023).

**PHOTO 6**

Villagers leaving village in search of food; Kharkiv oblast, 1933. Photograph by Alexander Wienerberger. Cardinal Innitzer Collection, Diocesan Archive in Vienna; The Central State Film and Photographic Archive of Ukraine, unit storage #5134, <https://old.archives.gov.ua/Sections/Famine/photos.php?17#photo>, (accessed 14 August 2023).

**PHOTO 7**

Victims of the Holodomor, Kharkiv city, 1933. Photograph by Alexander Wienerberger. Cardinal Innitzer Collection, Diocesan Archive in Vienna; The Central State Film and Photographic Archive of Ukraine, unit storage #5121, <https://old.archives.gov.ua/Sections/Famine/photos.php?4#photo>, (accessed 14 August 2023).

**PHOTO 8**

Starving orphan children searching for food in rubble; Kharkiv city, 1933. Photograph by Alexander Wienerberger. Cardinal Innitzer Collection, Diocesan Archive in Vienna; The Central State Film and Photographic Archive of Ukraine, unit storage #5122, <https://old.archives.gov.ua/Sections/Famine/photos.php?5#photo>, (accessed 14 August 2023).

**PHOTO 9**

Abandoned home; Kharkiv oblast, 1933. Photograph by Alexander Wienerberger. Cardinal Innitzer Collection, Diocesan Archive in Vienna; The Central State Film and Photographic Archive of Ukraine, unit storage #5139, <https://old.archives.gov.ua/Sections/Famine/photos.php?22#photo>, (accessed 14 August 2023).





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Electronic resource: <https://www.voicesintoaction.ca/lessons/unit2/chapter5/> (English), <https://www.voicesintoaction.ca/fr/lecons/unite2/chapitre5/> (French), (accessed 17 January 2024).
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Electronic resource: <http://gis.huri.harvard.edu/historical-atlas/the-great-famine/famine-web-map.html> (accessed 17 January 2024).

Ukrainian Canadian Research and Documentation Centre, Ukrainian Canadian Congress, and Ukrainian World Congress. Share the Story. Electronic resource: [www.sharethestory.ca](http://www.sharethestory.ca), (accessed 17 January 2024).

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## LIST OF RECOMMENDED RESOURCES

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### BOOKS

1. Applebaum, Anne. *Red Famine: Stalin's War on Ukraine*. Toronto: Doubleday, 2017.
2. Conquest, Robert. *Harvest of Sorrow: Soviet Collectivization and the Terror-Famine*. New York: Oxford University Press, 1986.
3. Gal, Valentina. *Philipovna: Daughter of Sorrow*. Toronto: Guernica Editions (MiroLand), 2019.
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11. Romanyshyn Oleh and Orest Steciw, eds. *Holodomor: The Ukrainian Genocide 1932-1933*, Toronto, Ucrainica Research Institute, League of Ukrainian Canadians, 2020.
12. Snyder, Timothy. *Bloodlands: Europe Between Hitler and Stalin*. New York: Basic Books, 2010.
13. Totten, Samuel. *Teaching about Genocide: Insights and Advice from Secondary Teachers and Professors*, vol. 1. Lanham, MD: Rowman & Littlefield, 2018.

## LIST OF RECOMMENDED RESOURCES

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### WEBSITES

**1. Holodomor Research and Education Consortium**

A project of the Canadian Institute of Ukrainian Studies, University of Alberta

[www.education.holodomor.ca](http://www.education.holodomor.ca) and [www.holodomor.ca](http://www.holodomor.ca)

This website contains research-based, reliable content and curricular materials on the Holodomor for grades 6–12. Educational materials found here include background information for teachers and students, memoirs of survivors, primary documents, newspaper articles, and excerpts from literature, as well as a variety of suggested lesson plans and assignments. Emphasis is placed on developing historical and critical thinking skills, using a variety of strategies that complement curricula expectations in a number of provinces. The site has an excellent list of resources and links.

**2. Nadiya – Hope; Holodomor Supplemental Resource for Teachers**

Edmonton Catholic Schools, Alberta

[www.education.holodomor.ca/supplemental-resource-for-teachers-nadiya-hope](http://www.education.holodomor.ca/supplemental-resource-for-teachers-nadiya-hope)

Developed by educators throughout Canada for use in K–12 and for school events, this site draws together dozens of lesson plans, PowerPoint presentations, and background materials on the Holodomor and is grouped by grade level. Although some of the materials are designed for use in Catholic schools, all the resources can be adapted as needed.

**3. Manitoba. Diversity Education: Holodomor Education and Awareness**

Manitoba Education and Training

<https://www.edu.gov.mb.ca/k12/diversity/multic/holodomor.html> (English)

The official site of the Manitoba Ministry of Education describes how the Holodomor has been incorporated into the Manitoba curriculum, provides teaching resources, and offers links to sites on the Holodomor and other genocides.

**4. Classroom Resources for Teachers**

Connecticut Holodomor Awareness Committee

[www.holodomorct.org](http://www.holodomorct.org) and <http://holodomorct.org/holodomor-information-links/>

This site provides general information and includes an “Information Links” page that offers a categorized and regularly updated list of carefully selected print and media titles and direct links to a wide range of Holodomor resources.

**5. Voices into Action’s “Exposing the Ukrainian Holodomor – How starvation was used as a political weapon” (Unit 2, Chapter 5). Free curriculum-based teaching resource from “Voices into Action,” 2017.**

<https://www.voicesintoaction.ca/lessons/unit2/chapter5/> (English)

<https://www.voicesintoaction.ca/fr/lecons/unite2/chapitre5/> (French)

This is a resource for educators prepared by the Saskatchewan Holodomor Awareness and Education Committee for “Voices into Action: Unit 2” of the online resource which provides information on five genocides. Chapter 5 is dedicated to the study of the Holodomor.

## LIST OF RECOMMENDED RESOURCES

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### 6. **Share the Story**

A joint project of the Ukrainian Canadian Research and Documentation Centre, the Ukrainian Canadian Congress, and the Ukrainian World Congress

<http://www.sharethestory.ca>

This website includes a collection of oral history interviews with survivors of the Holodomor now living in Canada. Share the Story offers 80 short video clips and transcripts from the eyewitness interviews that are an excellent resource for students.

### 7. “**Studying Genocide Teacher’s Guide**”

An online resource for grade 11 social studies in Quebec. A project of the Quebec Ministry of Education and the Foundation for Genocide Education, Montreal, Quebec. 2022-23.

[https://oraprdnt.uqtr.quebec.ca/pls/public/gscw031?owa\\_no\\_site=1026&owa\\_no\\_fiche=14&owa\\_bottin=](https://oraprdnt.uqtr.quebec.ca/pls/public/gscw031?owa_no_site=1026&owa_no_fiche=14&owa_bottin=)

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## DVDS

### 1. ***Genocide Revealed***

Educational Version, 2013. Directed by Yuriy Luhovy. The 26- and 52-minute versions are on a single DVD for classroom use.

To purchase the DVD: <http://www.yluhovy.com>

This internationally acclaimed documentary on the Holodomor features rare historical footage, survivor accounts, commentaries by historians, and declassified Soviet archival documents.

### 2. ***Harvest of Despair***

The 1932–33 Man-Made Famine in Ukraine. Directed by Slavko Nowytski and Yuriy Luhovy. Toronto, 1984. 55 min.

To purchase the DVD: [www.ucrdc.org/Films.html](http://www.ucrdc.org/Films.html) or contact: [info@ucrdc.org](mailto:info@ucrdc.org)

Harvest of Despair is a feature-length documentary containing excellent background information on the Famine and its cover-up. Produced in the 1980s, it remains one of the best overall presentations on the history of the Holodomor within the context of world events, with an emphasis on how the world reacted.

### 3. ***The Soviet Story***

Directed by Edvīns Šnore, 2008, 85 min.

DVD is available for purchase on iTunes and Amazon.

Online: [https://www.youtube.com/watch?v=zZTA8xc4\\_8w](https://www.youtube.com/watch?v=zZTA8xc4_8w)

The opening 11 minutes of the film describe the 1932–33 Holodomor and can serve as a powerful introduction to the topic. The film outlines Stalin’s murderous regime from its inception through its early complicity with the Nazis and describes the impact of this legacy today.



## LIST OF RECOMMENDED RESOURCES

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4. *Holodomor: Voices of Survivors*

Produced and directed by Ariadna Ochrymovych, Toronto, 2015, 30 min.

To purchase the DVD, contact: [www.ucrdc.org](http://www.ucrdc.org)

This 30-minute film is appropriate for grades 7–12. It presents the personal stories of 25 Ukrainian-Canadian survivors who were children in the 1930s, many of whom were orphaned and suffered severe illnesses and trauma. The film is interwoven with drawings that illustrate their experiences, rare archival footage, Soviet propaganda posters, and photographs.

5. *Hunger for Truth: The Rhea Clyman Story*

Directed by Andrew Tkach, 2018, 51 min.

To purchase: <https://vimeo.com/ondemand/hungerfortruthclyman>

A Canadian journalist and an eyewitness of the Holodomor in Ukraine who was among the first to write about it.







## ABOUT THE AUTHOR

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**Valentina Kuryliw** is a retired department head and history teacher with over 35 years of teaching experience who has promoted awareness of the Holodomor and human rights as an educator and activist for most of her adult life.

As the daughter of two Holodomor survivors, Kuryliw has advocated for the inclusion of the Holodomor in the Ontario curriculum, across Canada and beyond for two decades.

She is the Director of Education at the Holodomor Research and Education Consortium (HREC) at the Canadian Institute of Ukrainian Studies (CIUS), University of Alberta and the Chair of the National Holodomor Education Committee of the Ukrainian Canadian Congress (UCC). She is a Member of the Board of the Ukrainian Canadian Research and Documentation Centre (UCRDC) and lives in Toronto, Canada.



She published *Metodyka Vykladannia Istorii / A Methodology for Teaching History* (2003, 2008) for Ukraine and authored “The Historian’s Craft” founding lesson on the Holodomor Mobile Classroom of the Holodomor National Awareness Tour. Valentina Kuryliw’s article “The Ukrainian Genocide – The Holodomor, 1932–1933: A Case of Denial, Cover-Up and Dismissal” was published in Samuel Totten’s *Teaching About Genocide: Insights and Advice from Secondary Teachers and Professors, Vol. 1* in the USA (Lanham, MD: Rowman and Littlefield publishers, 2018). Her second book (308 pages) is *Holodomor in Ukraine, the Genocidal Famine 1932–1933: Learning Materials for Teachers and Students* (CIUS Press, 2018).

Valentina Kuryliw received the Queen Elizabeth II Diamond Jubilee Award (2013), the St. Volodymyr the Great Medal (2018) from the Ukrainian World Congress, and the Markian Ochrymowych Humanitarian Award (2019), amongst others.

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Teaching about mass human tragedy through genocide requires that students have the skills to critically analyse a variety of sources of information, the political context of events and their study, and be able to process the emotions of the events. Students also need to connect and grapple with the ever-important question: Why? *The Historian's Craft Lesson on Human Rights and the Holodomor* created by Valentina Kuryliw provides an excellent guide to support teachers and students in connecting with why the Holodomor happened, the historical reasons behind the genocide, and how to address critical questions through a variety of lenses. The lesson also gives students a way to contextualize and compare the Holodomor to current events in Ukraine and around the world.

— Mark Melnyk, Vice-Principal and former Department Head of History and Social Studies, York Region District School Board, Recipient of “Excellence in Teaching History” Award from the Governor-General and the Prime Minister of Canada

Kuryliw's dynamic lesson, *The Historian's Craft Lesson on Human Rights and the Holodomor* can be used in almost any course to provide thorough learning about the Holodomor. It is diverse, allowing students to engage with a wide variety of media, from news articles and archival letters to quotations and archival photographs, while working individually or in groups. All of the media utilized are incredibly powerful and lay out various aspects of genocide, from policies written by the perpetrators to the impact of the manmade famine on the Ukrainian people and the attempts to deny it. *The Historian's Craft Lesson* needs to be front and centre in every teacher's teaching of the Holodomor.

— Michael Anthony, Assistant Curriculum Leader of Canadian and World Studies, Weston Collegiate Institute, Toronto District School Board and HREC Educator 2018

In *The Historian's Craft Lesson on Human Rights and the Holodomor*, well-known Canadian educator Valentina Kuryliw presents innovative methods for teaching students about the complex topic of the history of the Holodomor – the genocide of the Ukrainian people in the 1930s. At the same time, the author not only calls upon teachers to engage students in dialogue and creative cooperation, but also actively suggests how exactly this should be done while using a variety of historical sources. *The Historian's Craft Lesson* will serve the *New Ukrainian School* program across Ukraine, which is currently in the process of updating and reforming.

— Pavlo Polyansky, Ukrainian historian, educator, deputy State Secretary of the Cabinet of Ministers of Ukraine

