Countries and Cultures Around the World
The following lessons offer suggestions for teaching about cultures and countries from around the world. They can be taught as a complete unit or integrated individually into existing curricula. In addition, these lessons provide students with the means to explore Ukraine, its culture, people, customs, holidays and traditions, thus allowing students to become more familiar with one of the strongest ethnic communities in Chicago. The unit was designed to help teachers cultivate an atmosphere of inquiry in the classroom and promote appreciation for all cultures.

These materials were compiled and created in part by Motria Melnyk, elementary school teacher at Meadowbrook School in Northbrook, IL, with contributions made by Jamie Bender, Assistant Director for Programs for the Center for International Studies at the University of Chicago.

The lessons were presented January 28, 2011, at a workshop at the Ukrainian National Museum and the Ukrainian Institute of Modern Art. The museums served as models for how teachers might utilize cultural institutions in the Chicagoland area to help further internationalize their curricula. Through exposure to an internationalized curriculum, students obtain a more global perspective and are encouraged to think critically about their surrounding world.

The workshop consisted of presentations of K-12 lessons on Ukrainian history, art, and culture, in addition to tours of the two museums. Lectures included: “History of Ukraine: With Emphasis on the Ukrainian Genocide” presented by Dr. Myron Kuropas, “Using Art to Teach Culture and History” presented by Marta Kozbur, “Cultures and Countries around the World” presented by Motria Melnyk, and “Presentation of Classroom Lessons at the Ukrainian Institute of Modern Art” presented by Luba Markewycz.

The professional development day was applicable to teachers interested in thinking about new ways to incorporate world cultures into their curriculum. While the focus of the workshop and materials in this packet is on Ukraine, themes addressed can be integrated into general lesson plans to add cultural content.

The workshop was a collaborative effort between the University of Chicago Center for International Studies and Center for Eastern European and Russian/Eurasian Studies, the Ukrainian National Museum, Ukrainian Institute of Modern Art, and the Chicago Cultural Alliance.
Table of Contents

Countries and Cultures Around the World (12 pages)
Suggested Resources
Attachment A (World: Political Map)
Attachment B (Vocabulary/Word Wall Words)
Attachment C (Country Information: Journal)
Attachment D (Passport Template)
Attachment E (Travel Brochure Template)
Attachment F (Travel Brochure Example: Ukraine)
Attachment G (Travel Around the World Game Instructions)
Attachment H (Picture of Game Board from the Travel Around the World Game)
Attachment I (Country Fact Sheet)
Attachment J (Writing Prompt)

Ukraine
Introduction to Ukraine
Flag
Map
Map-Neighbors
Folkloric Costume boy
Folkloric Costume girl
The Mitten Lesson plan – Literacy (8 pages)
Attachment A (Questions Before, During, and After Reading)
Enough Lesson Plan – Social Studies/Literacy (5 pages)
Attachment A (Word Wall Vocabulary Words)
Attachment B (Background Information on the Holodomor)
Field Trip to Ukrainian Village – Suggested Visits
Ukrainian National Museum Exhibits Treasure Hunt
Countries and Cultures Around the World

Countries and Cultures Around the World is an integrated social studies unit that will foster an atmosphere of inquiry in the classroom and help students gain a broader appreciation for other cultures. The unit is comprised of interdisciplinary lessons, with activities that teach social studies, literacy (reading and writing), art and music.

This unit of travel includes having students make a passport and set off to explore and discover various countries, including the country of Ukraine, its culture, people, customs, holidays and traditions. Students will be engaged in different activities which will encompass all areas of the curriculum.

A field trip to Chicago’s Ukrainian Village with visits to the Ukrainian National Museum (2249 W. Superior), Ukrainian Institute of Art (2320 W. Chicago Ave.), as well as sampling authentic Ukrainian food will enrich the study of Ukraine.
Countries and Cultures Around the World

Subject(s): Social Studies, World Studies, Literacy, Art, Music

Grade Level(s): Elementary and Middle School (All lessons can be adapted for different age groups)

Time Duration: 4 weeks (Individual lessons can be done in less time)

Illinois Learning Standards Addressed:

Political Systems
14E.1. Identify relationships that the federal government establishes with other nations.

History
16 D.1. Identify how customs and traditions from around the world influence the local community.

Geography
17 A. Locate, describe and explain places, regions and features on the Earth.
17 B. Analyze and explain characteristics and interactions of the Earth’s physical systems.
17 C. Understand relationships between geographic factors and society.

Social Systems
18 A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
18 B. Understand the roles and interactions of individuals and groups in society.
18 C. Understand how social systems form and develop over time.

Application of Literacy Strategies and Skills
- Writing journal
- Research
- Vocabulary/Word work
- Think aloud and comprehension strategies
**Enduring Understandings:**
- Culture is a way of life of a group of people who share similar beliefs and customs.
- People are shaped by their culture and interactions with other cultures.
- People are affected by environmental, economic, social, cultural and civic concerns.
- Geography influences needs, culture, opportunities, choices, interests and skills.

**Essential Questions:**
- What is culture?
- Why should we study different cultures?
- How are cultures similar and different?
- What characteristics can we study about cultures?
- How do beliefs and values of individuals affect society?
- How do geography, climate, and natural resources affect the way people live and work?

**Objectives:**
- Understand the meaning of culture
- Compare and contrast heads of governments between countries around the world
- Recognize characteristics of countries other than the United States to which a person can travel
- Identify groups of people who live in other countries
- Identify food from other countries
- Connect artifacts to their country of origin
- Know information about people who have come from other countries to live in the United States
- Identify family traditions and holidays from other countries
- Provide examples of traditions and customs from people in the past
- Identify the 7 continents, major countries of the unit and oceans on a world map
- Understand differences in cultures
**Materials:**
- World map
- Books on cultures
- Internet access (preferable)
- Colorful yarn
- Large pieces of construction paper
- Attachment A (World: Political Map)
- Attachment B (Vocabulary/Word Wall Words)
- Attachment C (Country Information: Journal)
- Attachment D (Passport Template)
- Attachment E (Travel Brochure Template)
- Attachment F (Travel Brochure Example: Ukraine)
- Attachment G (Travel Around the World Game Instructions)
- Attachment H (Picture of Game Board from the Travel Around the World Game)
- Attachment I (Country Fact Sheet)
- Attachment J (Writing Prompt)

**Activities and Procedures:**

*Pre-Lesson*

1. Pick at least 4 of the following countries for your class to study for this unit: Australia, China, France, Germany, Holland, Israel, India, Italy, Kenya, Korea, Mexico, Poland, Saudi Arabia, Sweden, Russia, Brazil and Ukraine. It is important to have one country from Latin America, one from Europe, one from Africa, one from the Middle East and/or one from Asia. The countries chosen will be researched with regards to government, people, customs, traditions and winter holiday. Students will gain information from these countries using the Internet and books. (You may also wish to bring in parents as guest speakers.)

2. Use the objectives, learning standards and essential questions listed in this packet to drive the teaching of the unit.

3. Review the definition of culture before teaching the unit. Culture includes:
   1. Art, music, literature, and related intellectual activities
   2. Beliefs, customs, practices, and social behavior of a particular nation or people
   3. A group of people whose shared beliefs and practices identify the particular place, class, or time to which they belong
4. A particular set of attitudes that characterizes a group of people
5. Enlightenment and sophistication acquired through education and exposure to the arts

Introduction of Lesson
1. Lead a brief discussion to assess students’ perspectives on traditions, holidays, and customs. Make sure students understand the definitions and differences between these terms.

2. Have students individually write down different traditions, holidays and customs they have in their family. They can also draw pictures.

3. Organize students into groups and have them share with each other their family experiences.

4. Discuss the term “Culture” with your students. Culture includes many aspects of life. Provide your students with the complete definition of culture (see pre-lesson) and ask them to give specific examples of their own culture. It may be useful to draw a concept web to illustrate all the components that make up culture. You may want to have your students take down notes on characteristics of culture. A simple definition for your students to remember is: Culture = All aspects of the way people live.

Activity 1
Learning About Other Countries
Inform your students that they will be learning about a group of countries. Choose four or more of the following countries: Australia, China, France, Germany, Holland, Israel, India, Italy, Kenya, Korea, Mexico, Poland, Saudi Arabia, Sweden, England, and Ukraine. Tell your students they will be studying these countries and that they will be learning about capitals, governments, geography, customs, traditions, holidays, religions, languages, landmarks, and food. (After you decide how many and which countries you want to teach, you can map out how many days the unit will take. Taking two days for each country would be appropriate.)
Activity 2
**Interactive Bulletin Board**
Create a bulletin board for this unit. The bulletin board should have posted on it a world map. On this map, mark the countries the students will study with a pushpin. Use a string or yarn to connect the different countries to Chicago. It would be nice if each country had a different color. Every time a country is added, lead a discussion comparing that country to the United States. You should be comparing traditions, winter holidays, customs, geography, and other aspects of culture.

Activity 3
**Individual World Map**
Have each student label a map of the world, highlighting continents, oceans, and other major bodies of water. You may choose to make an overhead of the political world map and complete it together. In a map key, show numbers for the continents and colors for the countries. The maps will eventually be used for Word Folders (Activity 5).
*Attachment A (World: Political Map)*

Activity 4
**Vocabulary Words**
You will also need to start a collection of vocabulary words or word wall words. The students can keep them individually in a student dictionary or they can be on a poster or a classroom word wall. The words will be a resource for students when they write in their journals. Words can be used as needed.
*Attachment B (Vocabulary/Word Wall Words)*

Activity 5
**World Folders**
Have the students make a folder using two large pieces of construction paper. The paper can be stapled together. The students will keep all the information that they are learning about for each country in these folders. On the front of the folder, have the students attach their world map. The students can now use this map to follow along with the class world map and track all the countries by coloring each country on the map as you learn about them.
Activity 6
Country Information: Journal
Create a Cultures Around the World Journal for each student. Each journal should have a page to record information about each country studied. It should also include blank pages for students to journal about their assigned country or to respond to a writing prompt. Students should be thinking about how each country is similar to and different from the United States. The students could use the journal to fill out their passports at a later time.
Attachment C (Country Information: Journal)

Activity 7
Learning About Winter Holidays Around the World
While you are studying each country you should teach the students about the winter holiday each country celebrates. Teaching the holiday can also include holiday traditions, foods, games, and crafts. Doing a project that has to do with each country’s holiday is a fun way to help them remember the holiday. Examples would be making a menorah for Israel (Hanukkah), a miniature piñata for Mexico (Las Posadas), and a paper wooden shoe for Netherlands (St. Nick’s Day). You can send a letter home to parents and see if they have information to share about any of the different countries the class is studying.
The following is a list of selected countries and some of their holidays:

**Australia** - Christmas (summer), Boxing Day (December 26)
**China** - Chinese New Year
**France** - Christmas/Joyeux Noel, Buche de Noel or Christmas log
**Germany** - Christmas/St. Nick’s Day (December 6)
**Netherlands/Holland** - Christmas/St. Nick’s Day (December 6)

This festival marks the birthday of St. Nicholas, a Catholic bishop who was especially kind to children. Children leave their wooden shoes outside their door for St. Nick to fill with treats.

**Israel** - Hanukkah (December, date changes)

In 165 BC, a small group of Jews called Maccabees recaptured Jerusalem from the Syrian King Antiochus IV. After cleaning the temple, they could only find enough oil to light the Hanukkiya (lamp) for one night. Miraculously, the oil lasted for eight nights. In modern times, Jewish people light a menorah for eight nights during Hanukkah to remember this miracle that took place.

**India** - Diwali (celebrated October/November, date changes)

This festival is dedicated to Lakshmi, the goddess of prosperity. Clay lamps called diye (dipa lamps) are lit throughout the country.

**Italy** - Christmas, St. Nick’s Day (December 6), Epiphany (January 6)

Epiphany is a festival that celebrates the arrival of the Three Kings, or Wise Men, in Bethlehem to worship the baby Jesus.

**Kenya** - Kwanzaa

**Korea** - Christmas, New Year’s

**Mexico** - Las Posadas

**Poland** - Christmas, St. Nick’s Day (December 6), Bozz Narodzenie or Gwiazdka

**Saudi Arabia** - Ramadan

**Sweden** - St. Lucia (December 13)

St. Lucia was an early martyr and the patron saint of light and brightness. She always wore a crown of candles on her head. St. Lucia’s Day falls in the middle of winter and is meant to brighten up the long, dark days.

**Ukraine** - St. Nicholas’ Day (December 19)

**England** - Boxing Day

**Brazil** - Christmas

**Russia** - Christmas, St. Nick’s Day (December 6), Russian Orthodox Church celebrates Christmas on January 7th
Activity 8
Country Research
Assign each student a country to research. Students can research in groups or individually. They should be encouraged to become experts to help teach the class about the country (or countries) they have researched. The students can use Attachment I for recording their information. Students can use books from the library or websites for their research.
Attachment I (Country Fact Sheet)

Activity 9
Passport
Create a passport using the Passport Template (Attachment D). The students will fill out the template as they learn information about each country. The students can use information they have collected in their country journals to fill out the passports. They can use websites to find maps, flags, and pictures for their passports.
Attachment D (Passport Template)

Activity 10
Travel Brochure/Poster
This activity is a fun way to record information the students are learning about for their assigned countries. Students can use their country journals, classroom discussion notes, research, books, and websites to create their travel brochure/poster. A differentiation piece would be to have your more advanced students create an additional page for their brochure or poster. On this additional page(s) they can create new categories and add the appropriate information.
Attachment E (Travel Brochure Template)
Attachment F (Travel Brochure Example: Ukraine)

Activity 11
Countries Around the World Board Game
In this activity, students will create their own Travel Around the World Board Game. See Attachment G (Travel Around the World Game Instructions) for instructions on creating the game board and directions.
Attachment G (Travel Around the World Game Instructions)
Attachment H (Picture of Game Board from the Travel Around the World Game)
Extension:
Integrating literature into this unit would be a wonderful extension. These books can be used by students during their independent reading time. As you get more familiar with this literature, you can use these books to teach or practice the comprehension strategies. The following is a list of fiction books that have some tie to a country other than the United States:

Afghanistan: Caravan by Lawrence McKay Jr.
Australia: The Gift Stone by Robyn Eversole
Brazil: Amazon Fever by Kathleen Weider Zoehfeld
Canada: From Far and Wide: A Canadian Citizenship Scrapbook by Jo Bannatyne-Cugnet
China: The Year of the Panda by Miriam Schlein
Gambia: Boundless Grace by Mary Hoffman
Guatemala: Abuela’s Weave by Omar S. Castaneda
India: The Sanyasin’s First Day by Ned Shank
Israel: Snow in Jerusalem by Deborah da Costa
Italy: Vendela in Verice by Christina Bjork
Japan: Turtle Bay by Saviour Pirotta
Mexico: My Mexico-Mexico mio Poems by Tony Johnston
Morocco: The Storytellers by Ted Lewin
Nigeria: Bikes for Rent! by Isaac Olaleye
Puerto Rico: Salsa Stories by Lulu Delacre
Russia: A Symphony of Whales by Steve Schuch
Sudan: My Great-Grandmother’s Gourd by Cristina Kessler
Thailand: Even a Little Is Something by Tom Glass
Trinidad and Tobago: A Wave in Her Pocket by Lynn Joseph
Ukraine: The Mitten by Jan Brett
Zimbabwe: Do You Know Me by Nancy Farmer
Culminating Activity

International Fair or Holidays Around the World Fair
This is a party to celebrate different cultures. Assign groups of students to be responsible for a few countries and have them plan items that represent aspects of those cultures for the party. Each country can be represented with a craft, food, and/or game. You can involve parents (and even have them plan the whole party). The fair can be done in place of a traditional Christmas/Hanukkah/Kwanzaa party just before winter break.

Evaluation / Assessment Methods

1. Have students respond to the following writing prompt: “If you could visit any country, which country would you visit and why?” Have the students include second order support for every reason they give.

2. Have students compare and contrast one country that the class studied to the United States. (This can be accomplished by short essay, Venn diagram, T-chart, etc.)
Suggested Resources

Websites:

**Students of the World**
http://www.studentsoftheworld.info/menu_infopays.html
On this website, students will see a world map and they can search for the country they are learning about. First they should click on the continent and then on a specific country. After they click on the country they will find a map of the country, picture of its flag and a lot more information about that country.

**Pictures of the World**
http://www.pics4learning.com/?view=sub&cat=Countries
Students can use this website for finding pictures of locations in the country they are learning about. This is a copyright friendly site.
www.flickr.com is another good resource for pictures.

Books:

**A Trip Around The World, Bringing Cultural Awareness to Your Classroom with Activities Across the Curriculum** by Carson-Dellosa Publishing Company, Inc.

**Another Trip Around the World, Bringing Cultural Awareness to Your Classroom with Activities Across the Curriculum** by Carson-Dellosa Publishing Company, Inc.

**International Winter Festivals** by Marilynn G. Barr, Good Apple Publishing

**Celebrate Winter Holidays** by Elaine Israel, Scholastic Publishing

**Read Around the World with 20 Great Picture and Chapter Books** by Tracey West and Katherine Noll, Scholastic Publishing

**Teaching About Winter Holidays with Favorite Picture Books** by Immacula A. Rhodes, Scholastic Publishing

**Children Just Like Me Celebrations** by Barnabas and Anabel Kindersley, DK Publishing

**A Faith Like Me** DK Publishing

**A School Like Mine** DK Publishing and UNICEF
traditions
holidays
customs
country
government
countries
Hanukkah
Christmas
Las Posadas
Kwanzaa
St. Lucia
St. Nick’s
Diwali
Italy
Sweden
England
Mexico
Germany
France
Kenya
Australia
China
Japan
Holland
Saudi Arabia
Mexico
Israel
Russia
Ukraine
India
continent
equator
globe
North Pole
ocean
South Pole
border
map
cardinal
compass rose
lake
map key
symbol

title
Country Information – Journal

Country: ___________________________________

Capital: ___________________________________

Government: _______________________________

Language: _________________________________

Religion(s) ____________________________________________

Geography: ___________________________________________

_____________________________________________________

Landmarks: ___________________________________________
Customs:


Traditions:


Holidays:


Food:


Additional Facts:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Similarities:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Differences:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
India

Add Map Here

Add picture of People Here

Language:

Holidays:

Similarity:

Difference:

Interesting Facts:

Italy

Add Map Here

Add picture of People Here

Language:

Holidays:

Similarity:

Difference:

Interesting Facts:
Kenya

Add Map Here

Language:

Holidays:

Similarity:

Difference:

Interesting Facts:

Korea

Add Map Here

Language:

Holidays:

Similarity:

Difference:

Interesting Facts:
**Mexico**

- **Language:**
- **Holidays:**
- **Similarity:**
- **Difference:**
- **Interesting Facts:**

**Poland**

- **Language:**
- **Holidays:**
- **Similarity:**
- **Difference:**
- **Interesting Facts:**
Add Map Here

Language:

Holidays:

Similarity:

Difference:

Interesting Facts:

Add picture of People Here

Add Map Here

Language:

Holidays:

Similarity:

Difference:

Interesting Facts:

Add picture of Geography Here

Add Map Here

Language:

Holidays:

Similarity:

Difference:

Interesting Facts:
**Welcome to Ukraine**

**Location:** Ukraine is north of the Black Sea. It is found in the continent of Europe.

**Weather:** Kyiv has long cold winters and hot short summers.

**Flag:** The Ukrainian flag is blue and yellow.

**Children get gifts from St. Nicholas on December 19th.**

**Kyiv was built on seven hills.**

**Kyiv is located on the Dniepr River.**

**Another important fact:** Kyiv is the capital of Ukraine.

**Soccer is the most popular sport. Children like to play soccer.**

**Ukrainian children like to eat borscht, a soup from beets.**
Travel Around the World Game Instructions

*Students will prepare a game board, game cards and game pieces. The game is played in a similar way to Monopoly or Candyland.*

**Time Duration:** 1-2 classes

**Materials per Student:**
- One 11x17” sheet of white construction paper
- 20 question cards 2x4” or smaller, either precut, or prepare a sheet for students to cut
- Paints, crayons or markers, ruler, scissors, pencil, paper clip, glue stick, small baggie
- Optional: spinner, a modeling substance (for example, Model Magic)

**Objective:**
- Summarize and compare specific characteristics of several countries. (Can be used for two or more countries.)
- Research to learn about a country other than the United States. Draw comparisons between specific areas of interest, such as: geography, food, children’s activities, and celebrations.

**Activities and Procedures:**
1. Record facts in a way that is useful to you. For example, students can write researched facts and comments on post-its, and then group their comments with those of similar content written by other students in the class. A country journal could be made for students to record their own facts for game cards.

2. Make playing cards. Use construction paper cut to approximately 2”x4” for each card.
3. Write cultural questions on each card. (Cards can also be prepared on computer.) Some sample cards are as follows:

* Eat a pretzel and a frankfurter at Octoberfest. Move ahead two spaces.

* Stay overnight at a castle in the Alps. Skip a turn.

* Say Guten Morgen before you leave for school. Move ahead one space.

* Play with a German Shepherd puppy. Go back two spaces.

* Score a goal for Team Germany in a soccer match. Move ahead three spaces.

4. Students should continue to create game cards for additional countries. They can be stored in a plastic baggie. The number is not significant, but five cards for each country, 20 total, is suggested.

5. Preparation of game board.

   1) Color or paint a world map and glue it in the middle of the game board.

   2) Use a ruler to make the border and spaces.

   3) Color or paint the world map. When dry, add details with a fine point marker. (Watercolors work well.)

   4) Create “Take a Card” spaces at random places and put a dot or a star in those places.

   5) Designate “Start Here” and “Finish” spaces.

   6) Make two rectangles on the game board. One is for playing cards that the students have created; the other is the discard pile.
7) Make a place for the spinner. If you don’t have a spinner, you can write the numbers 1-4 in pie pieces of a circle and use a paperclip and pencil as spinner. You could also use one die.

8) Decide on playing pieces. Use buttons, coins or create playing pieces with a modeling substance. A small ball of Model Magic (for example) is sufficient. Students can make the items reflect the symbols of the countries studied.

9) Provide a baggie for students’ playing cards, spinner or die, and playing pieces. If possible, laminate the board. It is also useful to give students a rubber band to roll up their board and store their cards and playing pieces inside the roll.

6. Playing the game. Players spin to move. When they land on the “Take a Card” spaces, players should follow the directions on the card. First person to finish is the winner. (Making the game may be even more fun than actually playing!)
Country Fact Sheet

Answer the following questions about the country you have researched:

1. What is the name of the country you have researched?

2. What is the capital of the country?

3. On which continent is the country?

4. What are its neighboring countries?

5. What is the population of the country?

6. What currency is used in the country?

7. What is the official language(s) spoken in the country?

8. Who is the current leader in the country?

9. Describe the flag of the country. If possible, sketch the flag.

10. What are some of the national holidays celebrated in the country?

11. What are some examples of traditional foods eaten in the country?

12. What other facts have you learned about the country?
Writing Prompt

After learning about the country _________________________, write a personal narrative describing what your life would be like if you lived in that country. Talk about where you live, your school, and what you like to do for fun. Include interesting facts that will help explain life for individuals your age in that country.

I live in the city ___________________________ , which is the capital of the country ___________________________. _______________________________
Ukraine

The following lessons focus on the country of Ukraine. They can be used independently or together as a unit to further internationalize any curriculum. The lessons are designed to provide students with a global perspective and encourage them to think more critically about their surrounding world. While these lessons can be done in any classroom, they can be enhanced by a field trip to Ukrainian Village in Chicago.

**Background Information**

Ukraine is Europe’s second largest country (about the size of Texas or France) with a population of 48 million people. It is found in Eastern Europe, bordering on the Black Sea.

Ukraine is a land of wide, fertile agricultural plains, with some forests in the north. It is home to large rivers, such as the Dnipro River which flows into the Black Sea. There are mountain ranges in Crimea in the south, and the Carpathian Mountains are located in western Ukraine.

Most of Ukraine is quite cold and snowy in the winter, and hot in the summer. The weather is similar to the northern Great Plains of the United States.

Kyiv is the capital of Ukraine. It has a population of three million people and is a modern city that also reflects historical antiquity. Ukraine has been developing its own original culture since the very early times of its history. Its culture is rich and colorful. For example, the tradition of the Easter egg, known as pysanky, has long roots in Ukraine. These eggs are drawn on with wax to create a pattern; then, dye is applied to give the eggs their different colors. The dye does not affect the previously wax-coated parts of the egg. After the entire egg is dyed, the wax is removed leaving only the colorful design. This tradition is thousands of years old, and preceded the arrival of Christianity.

Ukraine was part of the USSR since 1922, however little was known about the country for many years. In 1932-1933 Stalin imposed a deliberate famine (referred to as the Holodomor), resulting in an estimated 10 million people dying of starvation. In April of 1986, Ukraine became the site of the world’s worst nuclear disaster after an explosion at the Chernobyl nuclear power facility. Ukraine became an independent country on August 24, 1991, after the collapse of the Soviet Union. In late 2004, the people of Ukraine united together in a peaceful protest known as the Orange Revolution and brought Yuschenko to power after election results were falsified in favor of Viktor Yanukovich. Ukraine is a democratic country with a parliament (*Verkhovna Rada*) and a president. At this time (January 2010), the president of Ukraine is Viktor Yuschenko.
Flag of Ukraine
Capital: Kyiv
Ukraine
Ukrainian Folkloric Costume
Ukrainian Folkloric Costume
Read Aloud Literacy Lesson
*The Mitten – A Ukrainian Folktale*
Adapted and illustrated by Jan Brett

**Strategy:** Introducing Wondering and Questioning

**Subject(s):** Reading and Writing

**Grade Level(s):** K-3 (lesson can be adapted for different age groups)

**Time Duration:** 2 Class Periods

**Illinois Learning Standards Addressed:**

**Reading**
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge. Read with understanding and fluency.
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.
1.B.3d Read age-appropriate material with fluency and accuracy.
1.C.1a Use information to form questions and verify predictions.
1.C.2a Use information to form and refine questions and predictions.
1.C.3a Use information to form, explain and support questions and predictions.
1.C.1b Identify important themes and topics.
1.C.2b Make and support inferences and form interpretations about main themes and topics.
1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).
1.C.2e Explain how authors and illustrators use text and art to express their ideas.
Literature
2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.

Writing
3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.

Listening and Speaking
4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.
4.B.1b Participate in discussions around a common topic.

Research
5.C.1b Use print, non-print, human and technological resources to acquire and use information.

Objectives:
This lesson is designed to introduce primary students to the importance of asking questions before, during, and after listening to a story. Using the story *The Mitten*, adapted by Jan Brett, students learn how to become good readers by asking questions. At the same time, students are exposed to a cultural folktale and can think about how a Ukrainian folktale may be similar or different to other stories they have read.

Materials:
- *The Mitten* -- A Ukrainian Folktale
  Retold and illustrated by Jan Brett. (G.P. Putnam Sons)
- Chart paper
- Attachment A: Questions Before, During and After Reading Chart

Activities and Procedures:
1. On the day of the lesson, wear a pair of mittens to spark students’ interest.

2. Tell your students that you will read a story titled *The Mitten*. 
3. Ask students questions, such as:

   How many of you have ever worn mittens?
   How many of you have ever lost a mitten? How did you feel?
   Why are mittens so easy to lose?
   Why do you think this story is called *The Mitten*?
   Why is it called *The Mitten* and not *The Mittens*?

4. Now that you have gotten the students thinking about mittens, you can transition to the topic of the lesson: “Asking questions before, during, and after reading.” You might want to ask your students why good readers wonder and ask questions.

5. Talk to your students about how good readers wonder and ask questions to clarify meaning and go deeper into text. Explain to them that:

   **Good Readers:**
   1) Wonder about the text before they read it.
   2) Wonder about what is happening while they read the text.
   3) Ask questions after they read the text.

6. Tell your students, "It's often a good idea to ask questions before you read a book. Then, when you start reading the book, you can look for the answers. You can also ask questions while you're reading the book and after you read the book."

7. Show students the “Questions Before, During and After Reading” chart and ask students to help you think of questions to go under each column. You may want to copy one of these charts for each of your students.

   **Examples of questions:**

   **Questions Before Reading**
   What is this book about?
   What does the title mean?
Questions During Reading
What will happen next?
Will the story have a happy ending?

Questions After Reading
Why did the author write this book?
What does the author want us to think?
What is the main idea?

You may want to use the framework questions listed above when teaching or print them for students to reference while using this strategy.

8. Vocabulary

Students should be familiar with most of the animals in this story, but they might not know what a hedgehog or badger looks like. Pictures of the animals found in *The Mitten* can be downloaded at www.janbrett.com/mitten_masks_main.htm

Hedgehog: A mammal that has hair, called spines, that point outwards when it is threatened.

Badger: A mammal that burrows and is related to the weasel.

Look at the language, especially the verbs, that Jan Brett uses in her story. The animals swoop, lumber, trot, snuffle, bump and jostle. Use the thesaurus for other words that mean the same thing to use with your students.

9. Measurable Objectives

Explain to your students that you are going to read *The Mitten* aloud to them and you will ask them to help you make a list of questions before, during, and after you read. You will then ask them to help you answer the questions to see how thinking about the questions and knowing the answers can help them understand *The Mitten* better.
10. Focused Instruction

Use the attached handout or draw a chart with three columns labeled, "Questions Before Reading," "Questions During Reading," and "Questions After Reading." Explain to your students that you ask questions before you begin reading a book to help you think about and focus on what you're going to read. Explain that looking at the cover of a book can help you think of questions to ask before you start reading. Look at the cover of *The Mitten* and think aloud the following for your students to hear:

"Well, I know that this book must have animals in it. Are all of these characters going to be in the story? What does a mitten have to do with these animals? Why are these animals looking at the mitten? The animals can't wear the mitten, so whose mitten is on the ground? Is this a true story?"

Write these questions on the chart under the "Questions Before Reading" column and explain that the questions will help you focus before you begin reading *The Mitten*. Explain that everybody in the class can look at the cover of the book and come up with different questions. There are no ‘right’ or ‘wrong’ questions to ask, but there are right answers to find once you start reading.

11. Guided Practice

Explain to students that as you read a story you always ask yourself questions. You wonder about what the main character will do next; you ask a question about something that seems unclear; or you wonder what will happen next in the story. You usually can answer most, if not all, of your questions by the time you finish reading the story. Read the first five pages of text aloud and then stop. Think aloud these three questions for your students to hear:

"Will Nicki notice that he dropped his mitten?"

"Will Baba be upset with Nicki for losing his mitten?"

“I notice that there is an open mitten on each page that shows what else is happening in the story. Will the mittens on the next few pages give me a clue about what Nicki is doing?”
Record these questions in the "Questions During Reading" column, or at least point to these columns as you ask the questions. Read the next three pages of text aloud to your students and then stop. Think aloud the answers to the above questions for your students to hear:

"I can tell from the mitten on the side of the page that Nicki does not know yet that he has lost his mitten. So far, his grandmother does not know he lost his mitten, either. I think that some of my questions will have to wait to be answered. But, after reading these three pages, I have some more questions."

Now, record on the chart several questions that you asked yourself while you were reading these three pages:

"There are already a mole, a rabbit, and a hedgehog in this mitten. Can any more animals possibly fit into the mitten?"

"Could three animals really fit into Nicki's mitten?"

Read the next six pages of text aloud to your students and then stop. Think aloud the answers to the above questions that you asked yourself:

"It seems that more animals can fit into Nicki's mitten. Now an owl, a badger, a fox, a bear, and a mouse have joined the other animals. But, in real life, these animals would be too big to fit into a boy's mitten."

Next, think aloud and record on the chart several questions that you asked yourself while you were reading these six pages:

"How many animals are going to fit into Nicki's mitten?"

"These animals are so squished together. How will they possibly get out of Nicki's mitten?"

Read the final three pages of text aloud to your students. Think aloud for your students to hear and record this question that you asked yourself while you were reading these pages:

"What will happen to Nicki's mitten now that the animals are gone?"
Explain to your students that you shared with them the questions you asked yourself as you read the story. Ask several students to answer the remaining three "Questions During Reading" questions. Emphasize that they may have asked themselves different questions, which is fine. Give your students the opportunity to give you some examples of questions they asked themselves as you read the story aloud to them. Have them record their questions in the chart. Then, have students think aloud and tell you the answers to the remaining three questions. Point out how the questions that you asked could either be answered during your next stopping point or when you finished the book. Explain that asking questions during reading helps a person to become a good reader.

12. Independent Practice

Explain to your students that asking questions after reading a book helps them to think more about the story or connect to the story in some way. For example, tell students that you wonder whether Nicki ever told his grandmother that he lost his mitten or if his grandmother will ever figure out why one of Nicki's mittens is so much larger than the other. Explain that questions you ask after reading are more open-ended and do not have definite answers that can be found in the book. Ask your students to help you add questions to the "Questions After Reading" column. Some sample questions include:

Did any of the predictions that I made about The Mitten come true?

What did I learn about the animals in the story?

Have I ever lost something and then found it and wondered what really happened to it?

Why did the author tell this story?

Once your students generate a list of questions, have students answer them. Explain how these questions have helped students to think about The Mitten by connecting to the story. Point out how remembering the answers to these questions will help them always remember what The Mitten is about.
Assessment:

To assess whether students have mastered the importance of asking questions before, during, and after reading, generate six new questions about *The Mitten* and ask students to tell you under which heading the questions should go. Then, have your students answer the questions to assess their reading comprehension (i.e. How much of the story did they understand?).

Select another book from the unit you are studying. Before you begin the book, ask your students to come up with several questions by looking at the cover. Read the book aloud to your students. Have students ask questions about the story at your designated stopping points. Then, have your students ask questions, after you have finished reading the story to them.

Reflection and Planning:

Determine which students understand how to ask good questions before, during, and after reading, by listening to the questions they asked for the Assessment activity and how they answered those questions. If a number of students are struggling, form a small group to work with these students more intensively. As you go on to other lessons, encourage all students to ask questions before, during, and after reading any type of fiction or nonfiction book in class.
### Questions Before, During, and After Reading

Fill in the columns below with **Questions** you think of before, during, and after reading the Ukrainian folktale *The Mitten*.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read Aloud Lesson
“Enough”
Marsha Forchuk Skrypuch

Subject(s): Reading, Writing, Social Studies

Grade Level(s): 5-6 grades (lesson can be adapted for different age groups)

Time Duration: 2 Class Periods

Illinois Learning Standards Addressed:

Political Systems
14.C.2 Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).

History
16.A.1a Explain the difference between past, present and future time; place themselves in time.
16.A.2a Read historical stories and determine events which influenced their writing.

Geography
17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments

Social Systems
18.B.2a Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).

Reading
1.B.3d Read age-appropriate material with fluency and accuracy.
1.C.3a Use information to form, explain and support questions and predictions.
1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.
Literature
2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.
2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

Writing
3.A. Use correct grammar, spelling, punctuation, capitalization and structure.

Listening and Speaking
4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.
4.B.2b Use speaking skills and procedures to participate in group discussions.

Materials:
- Enough, written by Marsha Skrypuch.
- Attachment A: Word Wall Vocabulary Words
- Attachment B: Background Information on the Holodomor

Vocabulary:
- zhytya – life
- tato – father
- granaries - a storehouse for threshed grain
- dictator - a ruler with total power over a country, typically one who has obtained power by force
- harvest - the process or period of gathering crops
- prairie - a large open area of grassland
- silo – a tower or pit on a farm used to store grain
- threshed – to separate grain from (a plant)
- babushka – a headscarf tied under the chin
Introduction:
Few children’s books set out to reflect on the Ukrainian famine-genocide, the Holodomor. Marsha Forchuk Skrypuch’s book, Enough, takes place in 1930’s Soviet Ukraine, during the famine. Genocide Study, including the famine-genocide in Ukraine (the Holodomor), is a Social Science Illinois Learning Standard that is required to be included in every public elementary and high school curriculum. The Holodomor can be introduced through a discussion of the book, Enough. The themes covered in the book can be taught using a read aloud technique, with the questions in this lesson serving as a springboard for discussions to help your students better understand the events that transpired and resulted in the Holodomor.

Activities and Procedure:

Read the book, Enough, by Marsha Forchuk Skrypuch, aloud with your students. After each page highlighted below, or after completing the reading of the entire book, have students respond to the following questions in writing. After your students have answered all of the questions, hold a discussion in your class to discuss their answers.

Page 2:
Explain why a good crop and a good harvest are important.

To dictate means to command, order, lay down the law. Can you infer who in the story is a dictator?

How would you feel living in a country with a dictator?

How would you feel if someone took away all your food?

Why did Marusia hide a sack of seed?

Text to World Connection: Do you know of any country that is governed by a dictator?

Page 4:
Do you think it was right for the soldiers to search houses and barns and carry away the wheat?
How were the villagers feeling?

Could they have done anything to stop the soldiers?

Can you predict what the winter in the village will be like?

Text to World Connection: Could this happen in the United States of America? Why or why not?

Page 6:
How can you describe Marushka?

Page 8:
“The bird flew over the Dictator's land. Piles of wheat overflow the granaries and lay rotting.”

Share your thinking about the above statement.

Did the stork fly to North America’s prairies?

What were people dressed in the clothing of Ukraine doing there?

Text to World Connection: Immigrants came to the United States to find a better life.

Page 10:
Why is the word “enough” used so many times in the book?

Page 12:
The dictator knew that people need to eat to survive. Why then did he take all the crops away?

What will the soldier do with those special seeds from Marushka’s magic stalk?
Page 14:
Describe the soldier.

Page 16:
What did the soldier see as he flew over Ukraine?

Page 18:
How are Marushka and the soldier different?

Page 22:
Why would the Dictator want Ukraine to be filled with graves?

Page 24:
How did the villagers outsmart the Dictator?

Page 26:
Can you explain the title “Enough”? 
Famine Genocide

Holodomor

Ukraine
The Holodomor famine/genocide in Ukraine of 1932-1933 was not caused by a bad harvest, natural disaster, or the consequence of war. It was a manmade famine created by the Soviet dictator Joseph Stalin.

In 1932 Stalin imposed the Soviet system of land management known as collectivization. All farmland and livestock owned by peasants known as “kulaks” were seized. Stalin proclaimed that the “kulaks” were enemies of the people and needed to be liquidated. The peasants rebelled against collectivization and Stalin initiated a famine.

Ukraine’s borders were closed, which hindered any food from coming into the country. Stalin ordered all crops to be seized from the peasants’ fields. Soviet police troops inside Ukraine also went house to house seizing any stored-up food, leaving farm families without a morsel. All food was considered to be the “sacred” property of the State. Anyone caught stealing State property, even an ear of corn or stubble of wheat, could be shot or imprisoned for not less than ten years.

In 1932-1933, while the Soviet government sold massive quantities of Ukrainian grain to foreign markets, starvation quickly ensued throughout Ukraine, with the most vulnerable, children and the elderly, first feeling the effects of malnutrition. The once-smiling young faces of children vanished forever amid the constant pain of hunger. The death toll from the 1932-33 Holodomor Famine-Genocide in Ukraine has been estimated to be close to ten million.
Field Trip

A field trip to Chicago’s Ukrainian Village with visits to the Ukrainian National Museum (2249 W. Superior), Ukrainian Institute of Art (2320 W. Chicago Ave.), as well as sampling authentic Ukrainian food, will enrich the study of Ukraine. The Ukrainian National Museum Exhibits Treasure Hunt activity, included in this packet, can be used as a teaching tool during your visit to the National Museum.
Which President had a lucky pen?______________

The “Lucky Pen” was used to sign a proclamation to authorize April 21, 1917 as the official ________________

______________is a utility knife used by the Marines in WWII.

What can you find on Senator Dudycz’s chair?__________________

Visit the Ukrainian National Museum of Chicago:

2249 W. Superior St.
Chicago, Illinois 60612
Phone: 1–312–421–8020
Fax: 1–773–772–2883

Hours
Sunday – 11 am to 4 pm
Monday – by appointment
Tuesday – by appointment
Wednesday – by appointment
Thursday – 11 am to 4 pm
Friday – 11 am to 4 pm
Saturday – 11 am to 4 pm
The Ukrainian Famine/Genocide HOLODOMOR took place in what part of Ukraine? ______________.

The “bunchuk” uses what animal’s tail for decoration? ______________

Ukrainian money is called ________. How many sides does the historic hryvnia have? _______.

Kobza or Bandura? Which instrument is older? ______________

The wedding bread is called the ______________. What can you find on it? ______________

Check off which bird eggs are used for pysanky. _______ ostrich _______ pigeon _______ goose _______ duck _______ chicken

Ukrainian Easter eggs are called ______________

Which Soviet leader inflicted a genocide against Ukrainians by creating an artificial famine by confiscating all food? ______________

Name a Chicago newspaper that reported about the Ukrainian HOLODOMOR. ______________

Name two books about the Holodomor. ______________

Name two books about the Holodomor.

Which Soviet leader inflicted a genocide against Ukrainians by creating an artificial famine by confiscating all food? ______________

Ukrainian Easter eggs are called ______________

Which Soviet leader inflicted a genocide against Ukrainians by creating an artificial famine by confiscating all food? ______________