

PHILIPOVNA: Daughter of Sorrow

A haunting account of famine, illness, death and
genocide during the grimmest years of Stalin's
iron rule in the Ukraine

by Valentina Gal

Teacher's Resource

Angelo Bolotta

Guernica

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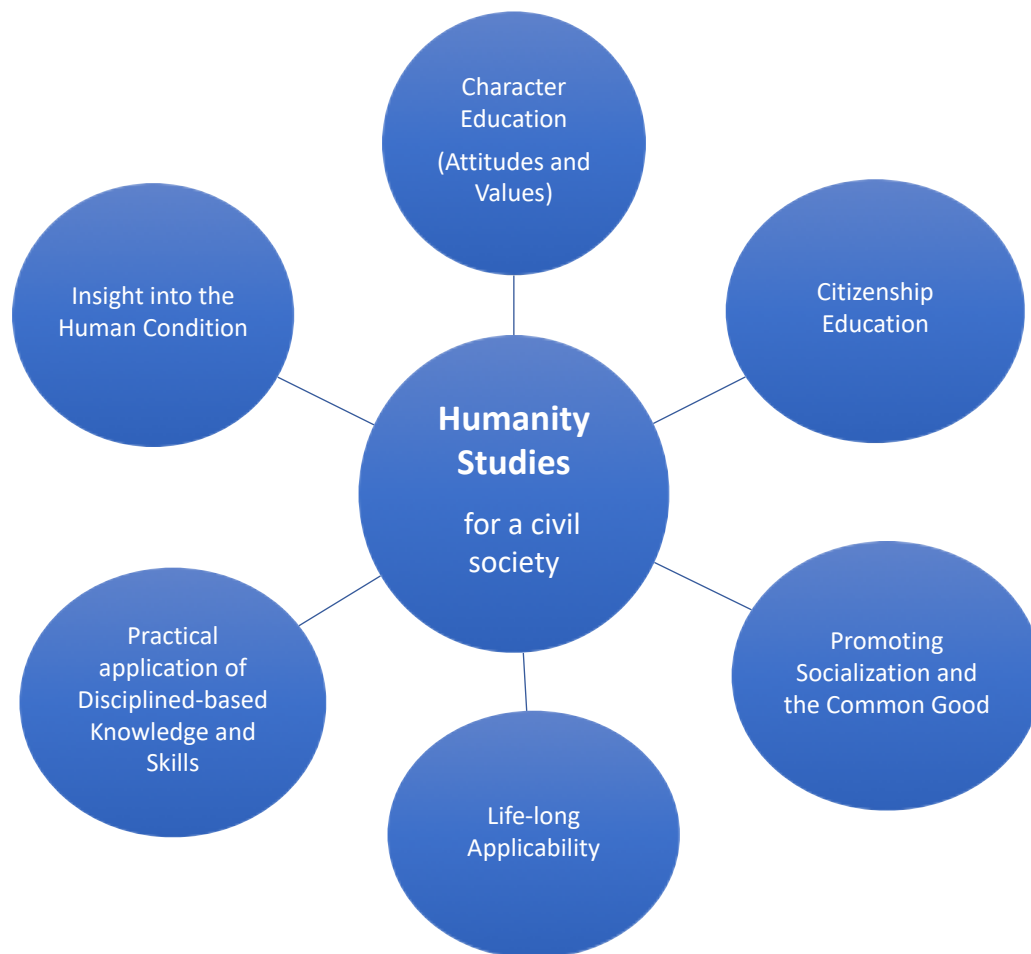
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Part One: Overview

The Benefits of Investigating the Human Condition in Canadian Schools

Whenever school activities enable students to gain insight into humanity, human nature and the human condition valuable life-long knowledge, skills and attitudes are being developed. Such *humanity studies* nurture and promote both character education and citizenship education.



Whether presented to students as integrated social studies, discipline specific courses in history, geography, and politics, or as discrete social sciences like sociology, family studies and psychology, the fundamental purpose of this mandated curriculum is the promotion and preservation of a civil or caring society. This civility is required to effectively deal with diversity and adversity by developing responsible citizens able to act with conscience and conviction in a culturally diverse, democratic society within an increasingly more interdependent world. As social preparation, this *citizenship education* is essential or “core” curriculum to enable change management that promotes human progress and the ultimate advancement of civilization.

To make this progress possible, citizens will require the critical thinking skills needed to make sound decisions and to take appropriate action, so as to participate effectively in the democratic process. As

democracy was never intended to be a spectator sport, the many controversies inherent in any democratic system constructed by human beings will need to be addressed effectively. This must be done in a manner that best serves the common or greater good, so that justice and equity are seen to prevail. This “common good” is often defined as achieving the most good for the greatest number, while respecting the dignity and needs of all stakeholders.



Change management that promotes human progress will require, first and foremost, a functional understanding of human nature, including both the limitations and full potential of our human condition. As a case in point, it is often suggested that natural disasters bring out the best in human beings. News reports showing people risking their own lives to help strangers and friends alike in the aftermath of a devastating forest fire, flood, hurricane, earthquake or tsunami, bring tears of solidarity to the eyes of those watching from a safe distance.

Yet, while this altruism and compassion for the suffering of others is seen to be taking place, other people take it upon themselves to loot the desecrated properties and take the unprotected possessions of disaster victims. The fundamental purpose of citizenship education is to nurture positive, altruistic and empathetic responses and to condone and condemn the negative, opportunistic and selfish responses that reveal the worst elements of human nature.

Many courses in language arts, visual arts and dramatic arts can also be used to explore humanity and human nature and to reflect on our human condition. World history courses can be used to learn from past experiences so as to better inform contemporary decision-making. The Ukrainian Holodomor (1932-1933) provides one such opportunity to investigate humanity’s potential for both evil and goodness. The Holodomor amounted to a campaign of planned genocide by famine, inflicted on ethnic Ukrainians by their communist Russian rulers, under the ruthless dictatorship of Joseph Stalin.

During this period, millions of Ukrainians perished as tactics of deliberate starvation and denial of basic human rights were used to force people to surrender to the communist regime and to give up their plots of land to large collective farms. Since 2006, this period has been referred to internationally as “a crime against humanity.” Author Valentina Gal has written a gut-wrenching account of her mother’s personal experiences to reveal the tragic daily sufferings of both those who died and those who survived the horror.

Although a dark story of armed robbery, famine, unrelenting cruelty and the welcomed relief of death, this story also provides insights into familial love and human kindness revealing the best of humanity. The book offers great insight into the communist attempt to indoctrinate and propagandize a “new world order.” It chronicles the steadfast resistance of those courageously preferring to keep their land, religion and traditional way of life.

The fundamental purpose of *citizenship education* is not so much to judge the actions and omissions of others, as it is to define behaviours that enable humanity at its altruistic and empathetic best. Real *citizenship education* equips students to acquire the knowledge and develop the skills to become responsible stewards of a fragile planet and a fractured human family. To achieve this end, citizens must:

- ❑ recognize the interdependence and interconnectedness of their post-modern existence;
- ❑ respect and value the diverse perspectives, viewpoints and interests reflected in the communities they belong to and the social issues they wish to address both collectively and individually;
- ❑ learn from the experiences of others to inform their own life choices;
- ❑ celebrate human diversity, while recognizing and valuing the defining commonalities within this apparent diversity.

For Canadians, *humanity studies* and *citizenship education* represent a structured and ongoing opportunity to develop important capacities in young learners. These essential, life-long capacities include:

- ❑ discipline-specific **knowledge** to construct meaning and to build historical, geographic, civic, sociological, political and economic perspective;
- ❑ inquiry, interpersonal and critical thinking **skills** to enable informed decision making as well as the free and honest sharing of ideas required for effective participation in public life;
- ❑ appreciation for the underlying **values** of a diverse democratic society as ideals worth emulating and protecting in the way individuals choose to address their public affairs and civic obligations.

Citizenship education seeks to develop a personal interest in public affairs and civic participation, as a vehicle to build better communities through the civic virtue of service. *Citizenship education* seeks to honour the dignity of all people and enable the responsible treatment of all things (including the environment and other life-sustaining natural resources) entrusted to human care.

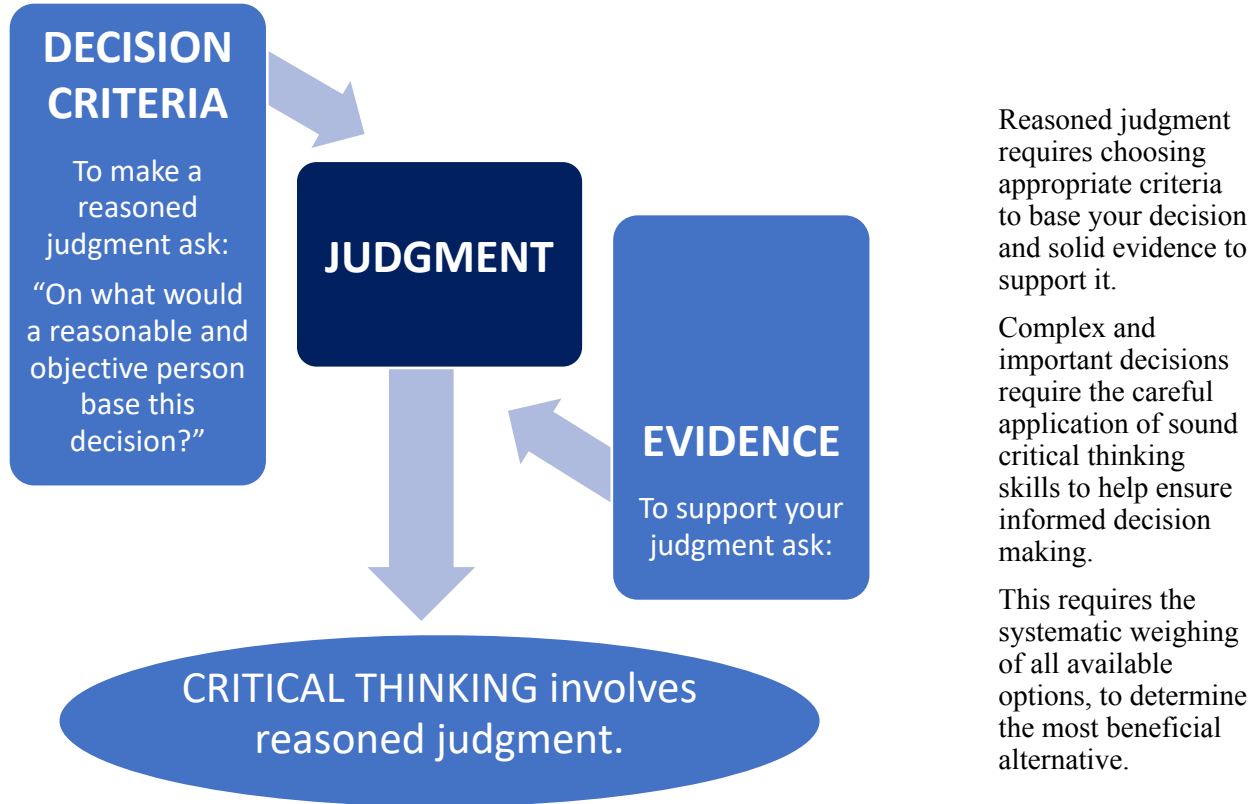
In Canada, often referred to as “a land of immigrants,” citizenship education assumes additional significance as a socialization tool. Throughout human history, cultural differences have most often been a source of conflict and division. Canadians have consciously elected to challenge this historical pattern. In today’s multicultural Canada, such diversity is now embraced as an innate strength – a rich national resource. As we move forward from the 150th anniversary celebrations of 2017, reflecting on the experiences of different citizens can help provide valuable insight into the Canadian national dynamic, as well as into the resilient and irrepressible spirit of those who choose to make Canada their home.

For various reasons (both pushing and pulling factors), and under diverse circumstances, many families and individuals have emigrated from a problematic homeland, in the hope of the opportunity to build a better life in Canada. Whether motivated by political, economic or social factors, the human life journey is clearly complicated by the experiences of uprooting, long distance movement and re-settlement. Most of these newcomers have stayed and adapted to an immigrant lifestyle. Immigrants work hard to adapt to Canadian society. In time, the many gifts offered back to Canada in gratitude, help transform Canada and Canadian society. Immigrants have contributed greatly to the development and growth of the Canadian nation – from a farming and resource rich nation at the start of the 20th century to the urbanized, multicultural, and economically diversified nation it is today. Philipovna’s sorrowful story is one such account of the value placed on freedom and human rights by Canada’s many Ukrainian immigrants.

Numerous immigrant groups have come to help build our young nation. In turn, each new group has woven its own imprint into the rich multicultural mosaic of contemporary Canada. Whenever new Canadians contribute the best of what they have to offer, Canada is all the better for it. Similarly, whenever Canadians recognize the rich cultures and diverse land rights of Indigenous peoples, Canada will be all the better for it.

If the noble Canadian experiment in nation building is to succeed, we must mindfully dedicate time and energy to its successful completion. It is not something that can ever be taken for granted. It is not something that can be written off as the responsibility of someone else. A civil society is an essential component of the Canadian approach to nation building. Any insight gained into humanity, human nature and our collective human condition (warts and all) is bound to prepare our students for the challenging decisions that await them.

Critical Thinking, Reasoned Judgment and Informed Decision Making



Critical thinking requires reasoned judgment, so that decisions are carefully based on reasonable criteria and so that the soundness of conclusions can be confirmed by appropriate supporting evidence. This careful and complex thought process must also include the weighing of diverse perspectives and viewpoints to arrive at a determination that can be seen to support the common or greater good.

One sample application of critical thinking involves the often-heated debate about the taking in of large numbers of immigrants and refugees. One common argument is that immigrants take jobs away from incumbent residents. In reality, evidence confirms that immigrants create jobs and help to grow the national economy in the host nation. Unless citizens apply critical thinking skills to this debate and base their conclusions on facts and evidence, rather than emotion and conjecture, xenophobic fears and biases may prevail. That is not to say that refugees, in light of their desperate circumstances, should be automatically allowed into the nation without proper vetting and before or instead of those who are patiently waiting their opportunity to enter legally as landed immigrants. Clearly, today's refugee crisis reflects serious socio-political problems and the severe exploitation of large groups of people in many countries, by a rich, powerful and often unscrupulous ruling class. These problems need to be addressed at source, by a united global effort, to prevent an exodus of desperate refugees.

Citizenship education works best when it actively engages learners in an analysis of the enduring conflicts and embedded dilemmas of contributing to the growth and development of self, family, community and society. In the final analysis, the ultimate health and survival of our fragile democracy will depend on whether young people can develop a functional understanding of the complexities of human society and can govern their own behaviours in a manner that promotes and reflects human progress. Citizenship education can be effectively used to reveal and reflect on the freedoms and basic human rights that we often take for granted. Those who have had these rights suddenly taken away from them can teach

valuable lessons to the rest of society. Holocaust and Holodomor survivors have long been valuable presenters in our schools. As more of these survivors pass on, new resources are needed to help fill the void. *Philipovna: Daughter of Darkness* is one such resource.

Given the nature of these many important goals, engagement in *humanity studies* and *citizenship education* can be effectively used by classroom teachers to address mandated learning expectations for many secondary school program areas and courses:

Canadian and World Studies

- ❑ Grade 10 Canadian History Since World War One
- ❑ Grade 11 World History Since 1900: Global and Regional Interactions
- ❑ Grade 12 Canada: History, Identity, and Culture
- ❑ Grade 12 Adventures in World History
- ❑ Grade 12 World History Since the 15th Century
- ❑ Grade 12 World Issues: A Geographic Analysis

Social Sciences

- ❑ Grade 11 Introduction to Anthropology, Psychology, and Sociology
- ❑ Grade 11 Dynamics of Human Relationships
- ❑ Grade 12 Challenge and Change in Society
- ❑ Grade 12 Human Development Throughout the Lifespan

The Arts

- ❑ Grade 11 Dramatic Arts
- ❑ Grade 11 Visual Arts
- ❑ Grade 12 Dramatic Arts
- ❑ Grade 12 Visual Arts

Language Arts

- ❑ Grade 11 English
- ❑ Grade 12 English
- ❑ Grade 12 English, Writer's Craft

In addition, given their focus on human nature, the human condition and human interactions, *citizenship education* activities can be effectively used as thematic organizers for courses intended to promote interdisciplinary studies and cross-curricular approaches to student learning.

Given that course requirements are already quite sizeable, *humanity studies* and *citizenship education* opportunities are best exercised where they can be effectively used to address mandated learning expectations for a particular course. If presented in a manner indicating additional course content, rather than compulsory course content, such presentations can be quickly relegated to “add on” status in an already overloaded curriculum.

As such, teachers should avoid creating entire units of study when a well-planned and efficiently executed learning module, research project or investigation will suffice. A deep and rich treatment often has more educative value than a long drawn out treatment, intended for comprehensive coverage. However, it is important that the products and conclusions of student work be publicly displayed and openly celebrated.

Teachers should investigate special calendar opportunities that can be used to showcase and celebrate the results of student investigations, analysis and creative expressions of active citizenship. Public display/performance opportunities include ‘open house’ evenings, multicultural nights, and Education Week celebrations. Since *humanity studies* and *citizenship education* transcend ethnic manifestations of culture and tradition, it is important for teachers to profile a common humanity and an irrepressible spirit, central to the noble and ongoing Canadian experiment in nation building.

For future generations of Canadians to understand and appreciate the transformations that have taken and continue to take place, school curricula must include structured learning opportunities focused on a better understanding of humanity, human nature, immigration, citizenship and civic responsibility. Busy teachers need classroom ready materials that will actively engage their students in learning activities that generate deep and enduring understanding, relative to civic responsibility, human nature and living in diverse communities in an increasingly more interdependent world.

This resource has been created to support teachers in this important educational task. To maximize the educative potential of this resource, teachers should seek out the “best fit” learning opportunities and adapt them to the needs, interests, and abilities of their students.

Exposing students to a senseless tragedy, and the breakdown of humanity that it represents, provides an opportunity to investigate human citizenship both centred on and devoid of civility. The brutality recounted in *Philipovna: Daughter of Darkness* takes students through the daily tragedies experienced by those targeted for extermination by famine to recognize humanity at its best and worst. Told painstakingly through the eyes of an orphan child, slowly forced to surrender her innocence by torturous circumstances, the humanity of the experience is both unforgettable and undeniable.

The following synopsis provides an overview of contents to help teachers make appropriate curriculum connections at-a-glance. Information presented in the following two parts of this teacher’s resource will better support effective classroom implementation.

Synopsis of Book Contents

Page	Chapter Title and Events
1	<p>1. The Legacy</p> <p>In 1930, Vera’s mother dies at child birth along with her newborn baby girl. Her father Philip, a successful cobbler, had been murdered by robbers. Vera’s only vivid memory of her father was when she brought home some ducklings that had been trapped in a wagon wheel rut. The father insisted that the ducklings be taken to the river where they could live free, just like Vera needed to be free. Standing in for her parents, her godfather insists that whoever takes Vera will inherit her mother’s prized <i>Singer</i> sewing machine. When he notices that Philip’s sisters are only interested in the sewing machine, he allows the mother’s sister Zena, and her husband Misha, to take the young girl home, even though they already had a large family. She becomes Philipovna, assuming her father’s legacy.</p>
7	<p>2. Christmas in Zyladyn</p> <p>Orphan Philipovna moves to a new village to join her new family. It is a typical small village built around a central square including a church, store and government building. The rich black soil is excellent for wheat farming. As winter descends, she befriends Mitya, a local boy whose mother is mentally ill. Mitya teaches her the secrets of the woods including how to pick mushrooms. The peasant farmers were disarmed by the Russian army after World War One. Russians killed Uncle Misha’s father when he refused to surrender his land to the communists. Christmas celebrations had to be kept indoors because spies would report religious celebrations to authorities.</p>
21	<p>3. Going to School</p> <p>Soon after New Year’s celebrations, Philipovna is taken to her new school by her cousins. They find the schoolhouse and village store ransacked. The store keeper, teacher and fifteen men had been taken away by authorities for not embracing communism. The village council was shut down. The school curriculum was changed to focus on communist indoctrination and conversion to Russian language and culture. The new teacher is very strict and condescending. Philipovna is punished by having to kneel on jagged gravel while the teacher pressed down on her shoulders. Her best friend Mitya was strapped until bloody. Philipovna is punished again at home for drawing attention to the family.</p>
35	<p>4. Out Last Easter</p> <p>The village church is destroyed during military manoeuvres. The communist chief then gives permission for an Easter service in the school building. Philipovna and Mitya sneak away during the night long service to explore the woods. At a bonfire, they discover the communist chief strategizing with some spies (including “uncles” Ivan, Paolo and Simon) regarding how to deal with religious families who will be the hardest to convert to communism. From the woods, Mitya throws a rock and hits Ivan on the head. The two children run back to the church service to join their families and tell Uncle Misha about the spies.</p>
53	<p>5. Easter Sunday</p> <p>At a family feast with abundant food, an aunt who covets Philipovna’s sewing machine angrily refers to her as a “filthy little orphan” who runs wild and has no respect for elders. Mitya confesses that he would like to kill every comrade because they killed his father. Uncle Misha is told that someone tried to kill Ivan with a rock last night and the authorities are now searching to find him. Mitya’s mentally ill mother suddenly disappears and a search is organized.</p>

65	<p>6. Memory Eternal</p> <p>Mitya runs home frantically but his mother was not there. Their cottage was dark and badly kept. Philipovna has a vision of Mitya's mother bleeding badly by a river. Adults are skeptical but follow the children to the river, where they find the mother unconscious and badly beaten. The men meet to decide Mitya's fate. The cottage is determined to be uninhabitable. Mitya's mother gets worse over the next three days and finally dies (like Jesus) during Holy Week. People are concerned about what she might have told the comrades during her beating. Mitya moves in to live with Uncle Misha.</p>
Page	Chapter Title and Events
81	<p>7. Planting the Garden</p> <p>While the teacher spreads propaganda about the benefits of communism and collective farms, school children speculate whether Mitya is possessed by demons like his mother. Aunt Zena asks Philipovna to help plant the vegetable garden. Mitya goes to work in the fields with the men. Philipovna finds a silver spoon in the river and her aunt hides it so the comrades do not confiscate it. Mitya and Philipovna steal cherries from "uncle" Paolo's orchard, now part of the collective. The comrades have set up a system of bells and strings to catch thieves. She gets caught to protect Mitya.</p>
95	<p>8. The Wheat Harvest</p> <p>The family root cellar is full of produce and preserves but it is hard to find workers to help with the wheat harvest. Philipovna sneaks onto a collective farm to discover that they use tractors instead of horses. When she tells her uncle, she is forbidden from setting foot on another collective. Uncle Misha helps other farmers so that they will help him harvest his wheat. Over-worked and under fed horses are released into the woods to find food for themselves. Some are slaughtered. The communist chief comes with a truck full of soldiers to inspect the harvest and determine the state's share. This share is raised even though the family had barely enough last winter. The chief states that God is a useless fairy tale and passports are now needed to leave the village. Soldiers took most of the wheat and the horses and wagon. To stop protests, the chief puts a gun to Uncle Misha's head. He is then beaten by the chief for being uncooperative. At school, the children are all brought to the village square where the confiscated wheat had been piled up. The chief sets fire to the pile and villagers are forced to watch, as punishment for refusing to join the collective. Two youths are shot dead when they try to stop the chief. Villagers are told that the Communist Party is in command and those who do not do what they are told will pay for their selfishness.</p>
115	<p>9. A Hungry Winter</p> <p>The mothers and girlfriends of the murdered youths are hysterical. Philipovna has nightmares about the episode and avoids the village square on her way to school. In school, the children are told to persuade their parents to welcome the communist ways. Uncle Misha buries vegetables, in sand, deep in the ground to keep them cool and frost free until spring. Chickens were killed and eaten because there was no feed for them. Under-nourished cows stopped producing milk. The army returns to take more food to help feed factory workers in the cities. Even the cow is taken away. On Stalin's orders, villagers were not allowed to leave their village. Men were forced to attend indoctrination meetings.</p>
129	<p>10. The Shadows of Death</p> <p>Uncle Misha is forced to march aimlessly, with other resisters, until they agree to turn their land over to the collective. The children are very sick from malnutrition. The army comes back to seize more food. They find the uncle's buried stash and take it all away. By the New Year (1932) the family was starving and very sick. Disguised as an old woman, the aunt leaves the village to look for a doctor for her sick children. She takes Philipovna's silver spoon to pay for medicine. She returns with her husband and a doctor after several days. The doctor finds the twins very sick with croup and fears they may not survive even with his medicine. Aunt Zena is badly frostbitten. She reports passing through villages that were not starving and seeing piles of human bones in others. The first twin dies later that night.</p>

149	<p>11. May Day</p> <p>The second twin also dies and the older boy (Victor) remains very sick. The family plans to hide and ration wheat to last until the spring garden provides food. After the wheat is finished, the family learns to catch small birds for soup. The teacher comes to order all school aged children back to school. At school, most children are sickly. A Pioneer Day (February 25) presentation was cut short when visiting presenters from city were afraid of catching some illness. The teacher focuses on May Day planning to prevent a similar embarrassment. Philipovna is shocked to discover the family ate barn cats to survive. A May Day celebration includes propaganda speeches, and two spoons of porridge per villager not part of a collective farm. Collectivists were given a whole loaf of bread.</p>
Page	Chapter Title and Events
165	<p>12. The Empty Harvest</p> <p>Wagons come through the village every morning to pick up the dead and deliver them to mass grave sites. When authorities discovered villagers were eating their dogs and cats, remaining cats and dogs were killed along with many song birds. Neighbours turned on each other stealing vegetables from meagre gardens. A young boy was shot dead for stealing wheat from the collective farm. With local men very weak, city workers were brought in to help with the harvest. The harvest was celebrated with two spoons of porridge per villager. Much of the harvested wheat was piled up to rot. Collective farmers did not receive their promised rations. Cousin Victor finally dies while lying under a tree.</p>
181	<p>13. The Orphan</p> <p>Abused by her teacher, shortly after Victor’s death, Philipovna lashes out at her wicked teacher blaming Stalin and the Party for the deaths. For several days, authorities take Uncle Misha and his oldest sons away to find firewood for them instead of for their own family. Near death, “uncle” Paolo comes to apologize and admit that Uncle Misha was absolutely right about the comrades being worse than the tsars. He advises the aunt to take Philipovna away because the comrades are plotting to use her to set an example for others. With a heavy heart, Aunt Zena decides to take her to an orphanage several villages away to save her life. Philipovna reluctantly agrees to go for the sake of the family.</p>
195	<p>14. My New Home</p> <p>To help conceal her identity, Aunt Zena abruptly leaves Philipovna at the door of an orphanage known as The Children’s Home. Most of the residents are younger children, badly emaciated due to the state inflicted famine. Many were very sick. The sick room smelled of human waste and vomit. She is taught to breathe through her mouth to withstand the foul smells. The orphans were being fed barely enough to survive and very little medicine was available to the resident doctor. To guard her identity, Philipovna spoke very little and made no friends throughout the winter of 1933. Authorities bring oranges to the orphanage, on what used to be Christmas Day, as an opportunity to present Father Stalin as more important than any non-existent God. An older girl exposes Philipovna as a believer who secretly prays. Now being watched more closely, she is assigned to sick room duties to help with the many sick children there.</p>

213	<p>15. Ghosts in the Twilight</p> <p>Although the unsanitary conditions brought body lice, caring for the sick children was a life changing experience for Philipovna. The two women in charge found her very helpful and mature for her age. She becomes hardened by the constant exposure to needless death, suffering and sorrow. Philipovna inherits a beautiful shawl from a dying girl who brings her young daughter to the orphanage. Philipovna is assigned to look after the young child and names her Malenka. She finds a gold crucifix and chain hidden in the child's clothes. Malenka becomes the baby sister that Philipovna never got to meet. As croup spreads in the orphanage, a sick child coughs up on the teacher. The irate teacher attacks the two women in charge, very badly injuring the doctor. He threatens to report their incompetence. Gregory, a quiet boy who comes to rescue the two women being assaulted is held against the wood stove and badly burned. Lacking the appropriate medicines to treat Gregory's burns and pain, the injured doctor agrees to use some traditional remedies (urine and poppy tea) that Philipovna had learned from her aunt.</p>
233	<p>16. Farewell</p> <p>At the risk of having her true identity exposed, Philipovna tells the doctor about Malenka's gold crucifix and suggests she use it to find and pay the kind doctor who once provided medicine for her sick cousins. The orphanage doctor secretly sets out to find this humanitarian doctor based on Philipovna's instructions. By now, the orphanage doctor has given up waiting for the urgently needed medicines to arrive. Gregory finally dies from his badly infected burns. Malenka becomes increasingly more feverish with croup.</p>
Page	Chapter Title and Events
251	<p>17. Reunion</p> <p>The orphanage doctor finally returns with the village doctor and some badly needed medicine. It turns out that Malenka is his niece's daughter and he is prepared to take her home with him. He tells Philipovna that the young mother was impregnated by a Russian man and she left to save her family the embarrassment. Feeling once again alone, Philipovna cries herself into a deep sleep plagued by recurring dreams and nightmares. She has become very sick with pneumonia and is drifting in and out of consciousness. She finally awakens in her aunt's home. Once the closed zone had been reopened, the kind village doctor helped aunt Zena find Philipovna, out of appreciation for her taking care of his niece Malenka. He even decided to keep the new name Philipovna had given her. The communists had softened their stance about forced participation in collective farms because there had been too many deaths and the state needed more healthy workers.</p>
265	<p>18. The New Order</p> <p>Philipovna learns that her loving Uncle Misha had died on Christmas Day and his two sons died shortly after. Many villagers did not survive the famine. Most of the men had died or agreed to work on collective farms. Philipovna returned to school to complete her education. At home, she learned to embroider and raise silk worms. She also learned to play her uncle's guitar. Playing for her school mates helped to break the stigma of being one of "Stalin's bastard" orphans. A gravely sick Mitya suddenly returns from working in a sugar factory to die. As Philipovna grows into adulthood, the Second World War breaks out. She migrates across Europe, and finally to Canada, to fulfil her destiny to live in freedom, just like her father taught her about the ducklings.</p>

Making Connections to Book Contents

Chapter	Historical/Geographic Connections	Connections to Human Nature
1	Father's name as legacy; Important role of godparents in society; The Singer Sewing Machine Company	Familial responsibilities for orphaned children of relatives and scavenging through possessions of deceased relatives; Bond between mother and child
2	Traditional Ukrainian village and countryside prior to Russian occupation with rich black chernozem soil of the grassland steppe region; Russian Revolution and First World War	Relationship between the state and the individual; State sanctioned atheism and keeping religious celebrations indoors to avoid drawing attention; Spying on neighbours
3	Communists slowly lost patience with holdouts adapting strong arm tactics and intensifying the propaganda campaign; Collectivization of farmland under Stalin	Adjusting to a new school and school mates; Indoctrination; Contempt for the peasant class even in a people's state
4	Communist rejection of God and Christianity; Use of spies to secure valuable information	Importance of religious and cultural traditions; Innocent and adventurous spirit of childhood
5	Importance of Easter, Holy Week and religious icons in Ukrainian culture	Family celebrations and relationships; Causes of mental illness and effects on family; Dwelling on hate and vengeance
6	Use of intimidation, torture and murder by communists under Joseph Stalin	Visions and prophecy; Effects of living in squalor; Bond between mother and child
7	Communist propaganda in schools; Ukraine as the breadbasket of Europe; Collectivization of farmland	Gender roles in families; Importance of self-sufficiency and food production; Stealing cherries from a neighbour's orchard
8	Holodomor (extermination by forced famine) a ruthless campaign ordered by Stalin	Effects of exploitation and helplessness on the human psyche; Effects of witnessing food destruction and murder
9	Holodomor and the closing off of the zones being targeted	Love and protect of family; Using school children to persuade stubborn parents; Effects of malnutrition on humans and animals
10	Starvation and mass deaths by 1932; Croup (causes and treatment)	Being resourceful to stay alive; Risking your life for the ones you love; Children forced to make adult sacrifices
11	Contagious disease; Social justice and distributive justice	Being resourceful to stay alive; Effects of malnutrition on humans and animals;

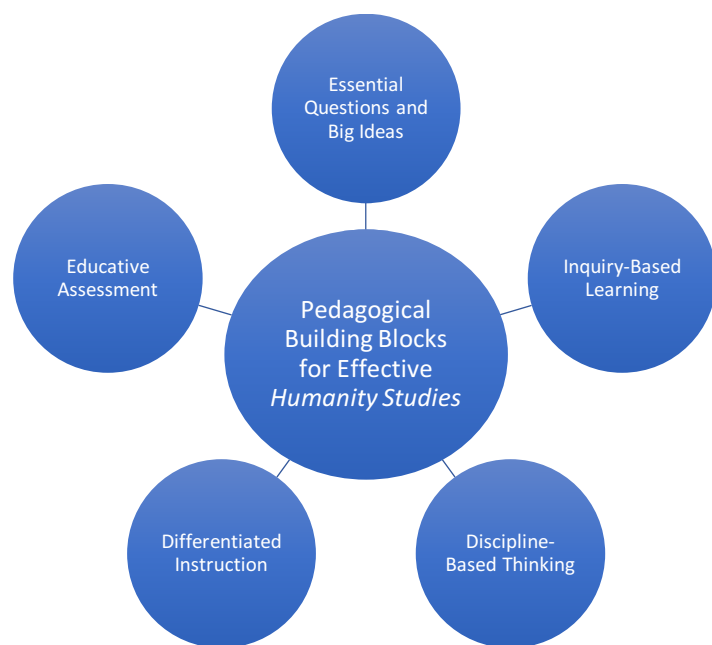
12	Starvation and mass deaths; Reward and punishment as a social control mechanism in Stalin's Russia	Being resourceful to stay alive; Effects of being surrounded by death; Effects of physical and emotional punishment; Effects of demoralization and hopelessness
Chapter	Historical/Geographic Connections	Connections to Human Nature
13	Reward and punishment in Stalin's Russia	The courage to speak truth to power; Risking your life for the ones you love; Going into hiding to avoid wrath of authorities (fight or flight instinct);
14	Dire conditions and lack of medicine in Ukrainian orphanages under Stalin in 1933	The agony of leaving a loved one behind; Being the new kid in a crowded orphanage; Children forced to care for children
15	Unsanitary conditions, body lice and lack of medicine	Effect of constant exposure to death and dying; Life changing experiences; Effects of sacrifice and selflessness on personal growth; Bravery (standing up for what is right regardless of consequences); Abuse of authority and power
16	Dire conditions in Ukrainian orphanages and the ongoing Holodomor	Altruism (risking yourself to help others); Caring for those who depend on you; Sacrificing personal treasures to secure necessities
17	Dire conditions in Ukrainian orphanages and the ongoing Holodomor	Service to others; Effects of malnutrition on the human body; Human capacity to do both good and evil
18	Emaciated survivors succumb to communist dictates; Ukrainian emigration to Canada (push/pull factors)	Life goes on despite the sorrow; The immigrant attraction to life in a free society

Part Two: Learning Activity Planning

How Can I Effectively Use the Contents of Philipovna’s Story?

The following cross-curricular strategies can be effectively used by teachers to help ensure a pedagogically sound learning experience for their students. Given the adult nature of some content, parts of this family story dealing with forced starvation and genocide are best saved for senior classes in Grades 11 and 12. Teachers are encouraged to carefully preview story contents to ensure that language and subject matter are appropriate for their school community.

Given that class composition will most often contain a diverse cross-section of ethnicities, as well as individual learners at different levels of readiness to discuss such adult topics, it is best to plan appropriately. As such, the following building blocks are strongly recommended.



Teachers are encouraged to review the pedagogical approach recommended in this part of this teacher’s resource to better understand assumptions, underpinnings, links to mandated learning expectations, and classroom instructional strategies recommended for school use. This will support teachers in the effective integration of suggested learning and assessment activities into their repertoire.

Since each Canadian province has its own ministry or department of education, policy documents vary greatly across the country. Luckily, *humanity studies* and *citizenship education* are core elements of all provincial curricula.

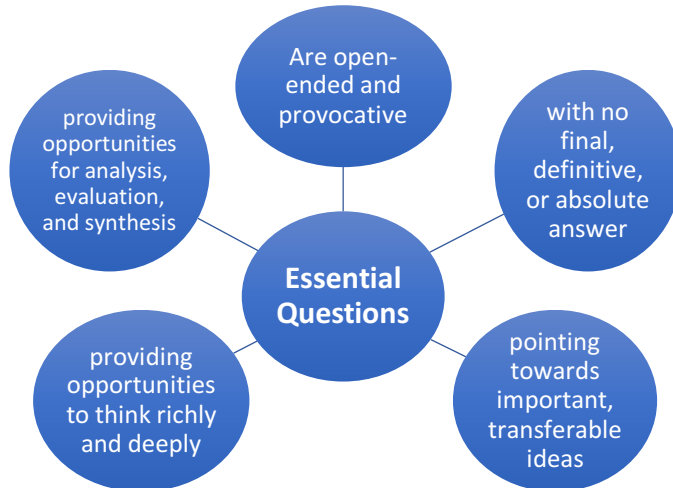
As a useful reference point/organizer, this resource has been designed around the policy documents published by the Ontario Ministry of Education. Teachers in other jurisdictions will have to adapt the suggestions and classroom activities to comply with local policy requirements.

In Part Three of this resource, specific learning activities are supported with classroom-ready materials, such as reproducible masters, suitable for first-time and experienced users alike. Experienced teachers are invited to adapt and revise the included materials to better serve the diverse needs of their students.

Over the next few pages, the five pedagogical building blocks for effective *humanity studies* and *citizenship education* are succinctly explained. Busy teachers should refrain from the impulse to rush to the classroom ready materials without first processing this important “big picture” information.

Essential Questions and Big Ideas

By going directly to the heart of the discipline being studied, *Essential Questions* provide the framework and/or thematic organizer for integrating *humanity studies* into a particular unit, study, or project. Teachers can use essential questions to help direct students to a rich and enduring understanding of their world and the human condition.



Sample Essential Questions:

At what point is someone a good or a bad citizen?

What is the nature of the relationship between the individual and the state?

What is the difference between justification and rationalization in human reasoning?

When used effectively, Essential Questions provide opportunities to think critically, creatively, ethically, productively, and reflectively. They invite students to analyze information, in search of meaning and purpose, and then to synthesize a new and transferable understanding.

A focus on *Big Ideas* also supports learning by helping students to make sense of isolated facts and details. These *Big Ideas* help to bring facts and details into a more comprehensive, meaningful, and enduring perspective. A series of focus questions can then be used to explore, consolidate, and contextualize the *Big Idea* or *Essential Question* being investigated.



Sample Big Ideas:

Citizenship is about more than where you were born.

The state must be held accountable for the wellbeing of all citizens.

Humans sometimes attempt to rationalize behaviours they cannot justify.

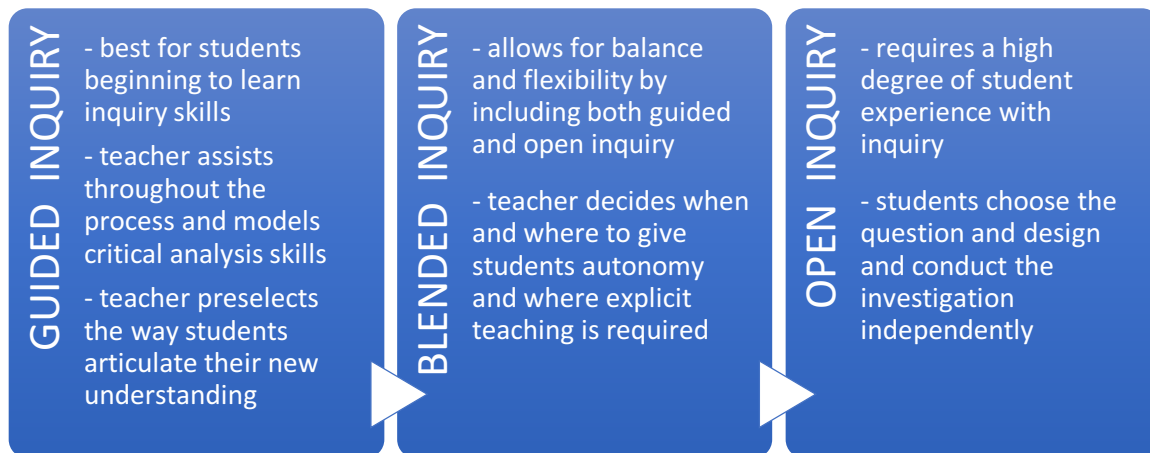
Inquiry-Based Learning

Inquiry is an interactive, fluid, and recursive process used to solve problems, create new knowledge, and resolve doubts. Inquiry always begins with a wondering—a problem, a challenge, a dilemma, or a provocative question. These wonderings stimulate interest-based research and further investigation by curious students. Given that in most classes student composition will reflect Canada’s multicultural social dynamic, an inquiry approach will allow students to simultaneously investigate experiences and topics more directly related to personal interests. Class discussion can then be used to help recognize particular and universal themes in the accounts of different groups and experiences.

Teachers can take a guided, blended, or open approach to an assigned investigation. The degree of student autonomy/teacher direction depends on a number of factors:

- ❑ teacher comfort and level of successful experience with inquiry-based learning;
- ❑ student experience and comfort with inquiry-based learning;
- ❑ level of inquiry learning skills demonstrated by students;
- ❑ available time and supporting resources.

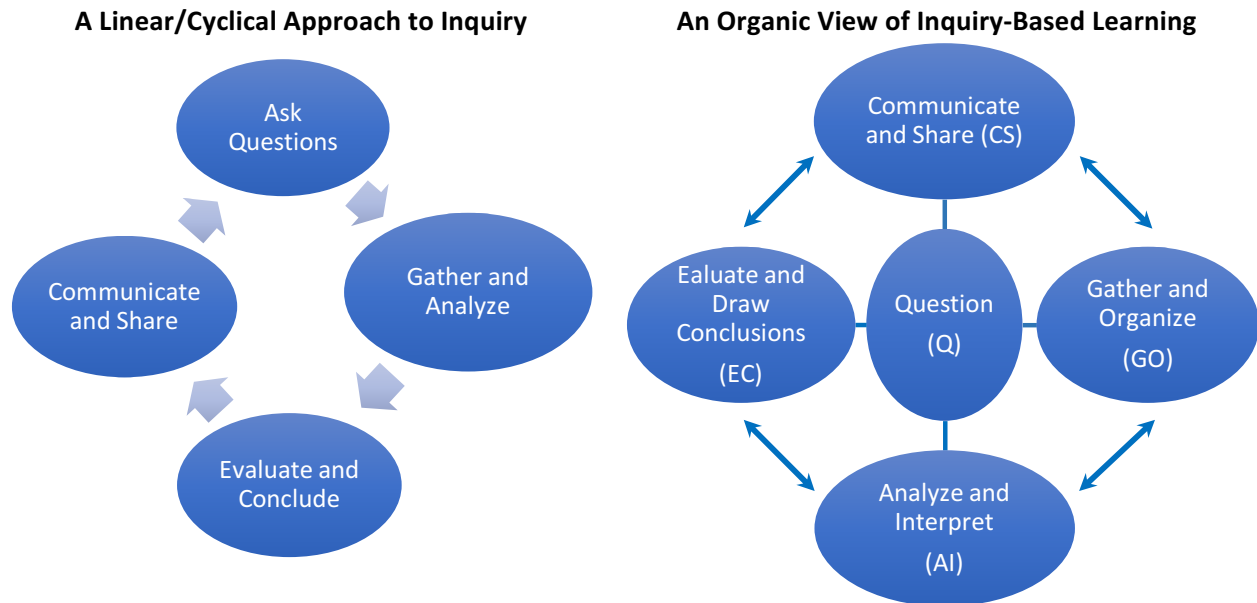
Some inquiry opportunities will arise naturally from classroom activities and the *Essential Questions* posed in class. Essential Questions often trigger a series of additional questions suitable to direct a focused investigation into a problem, challenge, or dilemma. The following graphic provides some tips and ideas from teachers experienced in inquiry-based learning.



Shifting from guided inquiry to blended or open models requires a gradual release of responsibility from teacher to student. Once students have demonstrated a propensity to learn effectively through investigation and inquiry, teachers can provide more opportunities for the independent research of topics, problems, and dilemmas that address mandated curriculum learning expectations (or outcomes). Class time can be used to conference with groups and individuals conducting investigations; to provide formative feedback; and to affirm, consolidate, or redirect the learning process.

This transition to more independent learning, or open inquiry, provides students more ownership and direct engagement in the learning process. It also allows students to meet mandated learning expectations while pursuing high-interest and personally relevant questions, issues, and problems. There is considerable buy-in on the part of interested students, personally invested in the learning process. The strategies and learning activities found in this resource are designed to be timely, topical, relevant (authentic), and thought provoking.

The following skill sets and process steps are common to all subject disciplines and program areas. Whether students apply these skills as a linear (stepped) sequence, or as a distinct yet interconnected (organic) set of insight-building blocks, both approaches to the inquiry learning process ultimately lead to rich, deep, functional, and lasting understanding.



From an organic perspective, effective questioning is central to the inquiry-based learning process. Although each subject discipline has its own particular way of thinking, as a common (but not exclusive) starting point, a probing question (Q) can generate discussion (CS), exposing the need to gather and process more information (GO), to analyze and interpret what has been found (AI), and ultimately, to assess and integrate these additional findings into a tentative conclusion (EC).

As additional concerns come to mind (Q), the acquisition (GO), sharing (CS), and interpretation (AI) of available information can lead to a reasoned and defensible judgement or conclusion (EC). Sharing and reflecting on the process can identify next steps or affirm previous conclusions. The motivated learner “pinballs” among the components of this inquiry process, each being a focus for organized thinking intended to seek deeper understanding, insight, and illumination.

In a more traditional approach, teachers often prefer to introduce controversy only after students have developed the requisite knowledge and skills. Sometimes students are lost along the way, before they get to “the good stuff.” In an inquiry-based approach, teachers often start with a controversy or challenge and infuse key conceptual and skills building blocks along the journey. This approach replicates how issues and problems are often encountered in life, and encourages students to develop a disposition for lifelong learning beyond school.

Teachers seeking to introduce students to inquiry-based learning may decide to start with a very focused and linear investigation involving considerable teacher direction. As students acquire successful experiences with inquiry-based learning, the investigations can become more complex, organic, and student-directed. The integration of inquiry-based learning strategies with varied learning activities helps to foster a disposition towards lifelong learning fueled by an inquisitive mind.

Discipline-Based Thinking

Education is intended to help students see the world more clearly and to recognize meaningful connections. Each subject area helps students acquire the ability to think about and process information in a disciplined way. Understanding our increasingly complex world requires the effective application of this disciplined thinking. The ‘disciplines’ (or discrete subject areas) of the approved curriculum each contribute to the holistic development of the learner.

Humanity studies and *citizenship education* provide a valuable opportunity for students to discover and investigate global, regional, and local realities relevant to the lives of all Canadians. Such studies provide a passport to greater understanding of the human condition as well as fostering empathy for those engaged in the challenging processes of adaptation and change management. In arts classes, while thinking as an artist, students can explore creative ways of probing and depicting the human spirit through their artistic specialty (dramatically, visually, and musically). In English classes students think in a disciplined manner to use the vehicle of language to effectively communicate key insights about the human condition, to a particular audience.

In classes focused on Canadian and world studies, social studies, citizenship education, and social sciences, students investigate the human dynamic (in a disciplined manner) to better understand the increasingly more complex world around them. Clear and profound thinking encompasses individual, familial, community, provincial, national, and global reference points to frame perspective, significance, impact, relationship, pattern, and ethical considerations. In the following graphic, the umbrella term *social studies* is used to represent all courses/subject areas focused on the study of human experiences, institutions, and relationships, so as to identify the key concepts of disciplined thinking used.



The critical thinking invited by such socially focused studies often requires reasoned judgement based on appropriate criteria. The conclusions reached by critical judgment require supporting evidence to establish accuracy and validity. These conclusions also require the lens of ethical considerations to help distinguish right from wrong, so that fairness and justice prevail. In these socially focused studies, disciplined student thinking requires students to consider the following elements that inform and illuminate choices in often difficult decision-making:

- ❑ inherent assumptions (not always explicitly stated);
- ❑ priorities (both expressed and implied);
- ❑ trade-offs (sacrifices made to protect priorities);
- ❑ consequences or impact (of both action and inaction).

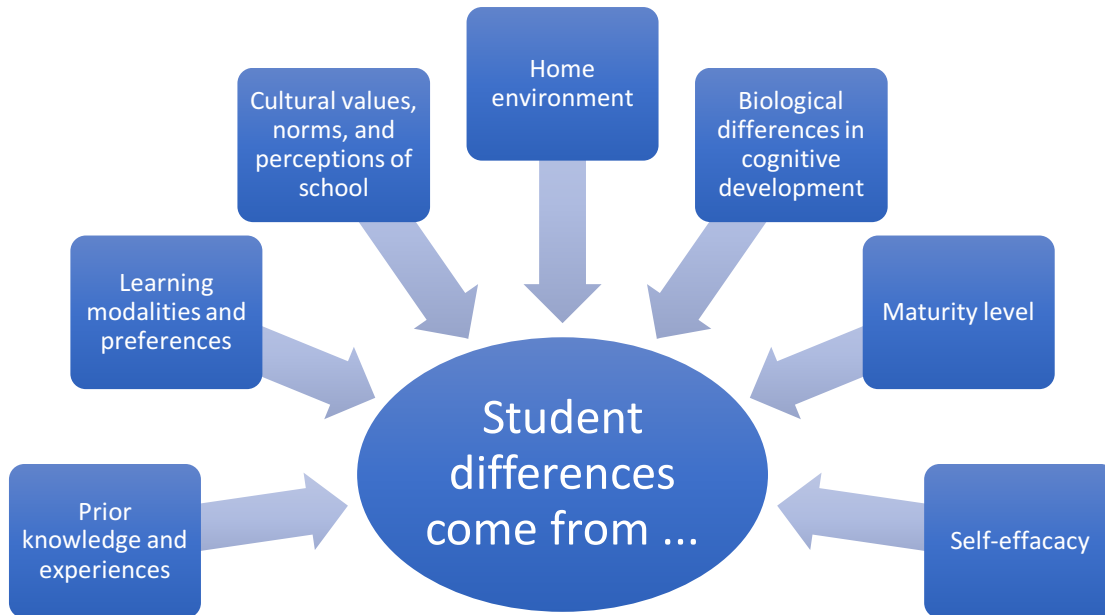
These will serve as a useful benchmark for self-assessment, as well as the assessment of the decisions or indecisions of others. As “social” studies, *humanity studies* provide numerous opportunities to apply disciplined thinking skills to relevant, timely and critical subject matter. In particular, the contents of this story about surviving genocide (during the Ukrainian Holodomor, 1932-33) lend themselves to both historical analysis and contemporary comparisons. The persecution of the Rohingya in Myanmar (2016-17) is one current example. In this way students are challenged to use the past to better understand and assess current happenings. It is important to learn from the past, not so much to judge the actions of those who came before us, but to gain insight into human nature and the course of human progress.

At the end of Part One, a summary table was provided to help connect story contents to significant historical and humanistic realities. Teachers are invited to recognize and add additional learning opportunities possible from the exploration and analysis of the contents of this deliberately orchestrated tragedy by applying discipline specific thinking to address the historical and human realities being described in these memoirs of a young girl, who barely survives, as told to her own daughter years later.

Differentiated Instruction

To enable the success of diverse learners with differing needs, abilities, and interests, the use of varied teaching/learning strategies is recommended. Diverse learning preferences and levels of readiness can be effectively addressed through this varied approach.

Through differentiated instruction, the conscientious teacher can personalize the learning process for all students in a particular class. Such teachers can be seen to activate a vision of effective teaching practice that anticipates differences in the ways that students learn, and believes that, in order to maximize student success, teaching should be adjusted to support these recognized differences.



An investigation, student inquiry, research project, or creative composition can be differentiated in many ways. For example:

- ❑ Some students could explore a question that branches off the main question.
- ❑ Some students could assess and evaluate different sources from the rest of the class.
- ❑ Students could complete different products.
- ❑ Teachers could provide different scaffolding towards completing the processes and products.

Teachers may choose to have students work on an investigation independently, with partners, or in groups. Groups may be formed by assigning students based on their demonstrated ability to successfully complete a previous task. Assigning group members with complementary skills can lead to effective co-operative learning. Work groups may also be formed based on individual learning interests, or cultural background.

Teachers adopting the sample learning activities, found in the third part of this resource, will find differentiated instruction opportunities highlighted in the specific learning activities provided. These opportunities allow for enrichment, consolidation, and support of individual interests and abilities, as well as the effective use of locally available resources. Such adaptations can greatly personalize and improve the learning process.

Assessment for Learning

Assessment is integral to learning. When used effectively, assessment becomes an educative experience for both the learner and the teacher. The learning activities in this resource are designed to maximize learning through effective and timely assessment.

Assessment used to improve learning is often referred to as *assessment for learning*. It includes diagnostic assessment to inform instruction, as well as teacher, peer, and self-assessment to provide valuable, formative feedback to the learner. When sufficiently descriptive, this feedback will help focus efforts aimed at improvement and personal growth.

Assessment may at times become part of the learning content experienced by students. Often referred to as *assessment as learning*, this practice involves developing the abilities (skills) and inclinations (dispositions) to use peer and self-assessment to support personal growth and improvement. Setting and revising learning goals is an important part of *assessment as learning*, and an essential element in the formation of the lifelong learner.

Summative assessment, also known as evaluation, or *assessment of learning*, is conducted by the teacher to determine grades reflecting the full extent of demonstrated student achievement, relative to mandated learning expectations (curriculum outcomes) for approved courses of study. This practice usually includes a combination of term tests, performance tasks, and a final examination. It is conducted near the end of a learning cycle (unit, program, and/or course of study).

Teachers are encouraged to work from a balanced assessment plan in which all three types of assessment are used together to improve learning and effect personal growth. The assessment tools included in this resource will support a balanced approach to assessment, including:

- ❑ construction and use of success criteria;
- ❑ assessment of investigations and inquiry learning;
- ❑ testing;
- ❑ product/task/performance assessment;
- ❑ gathering of evidence of student achievement to assign valid and reliable grades.

“The power of formative [descriptive] feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time.”
Susan Brookhart, 2017

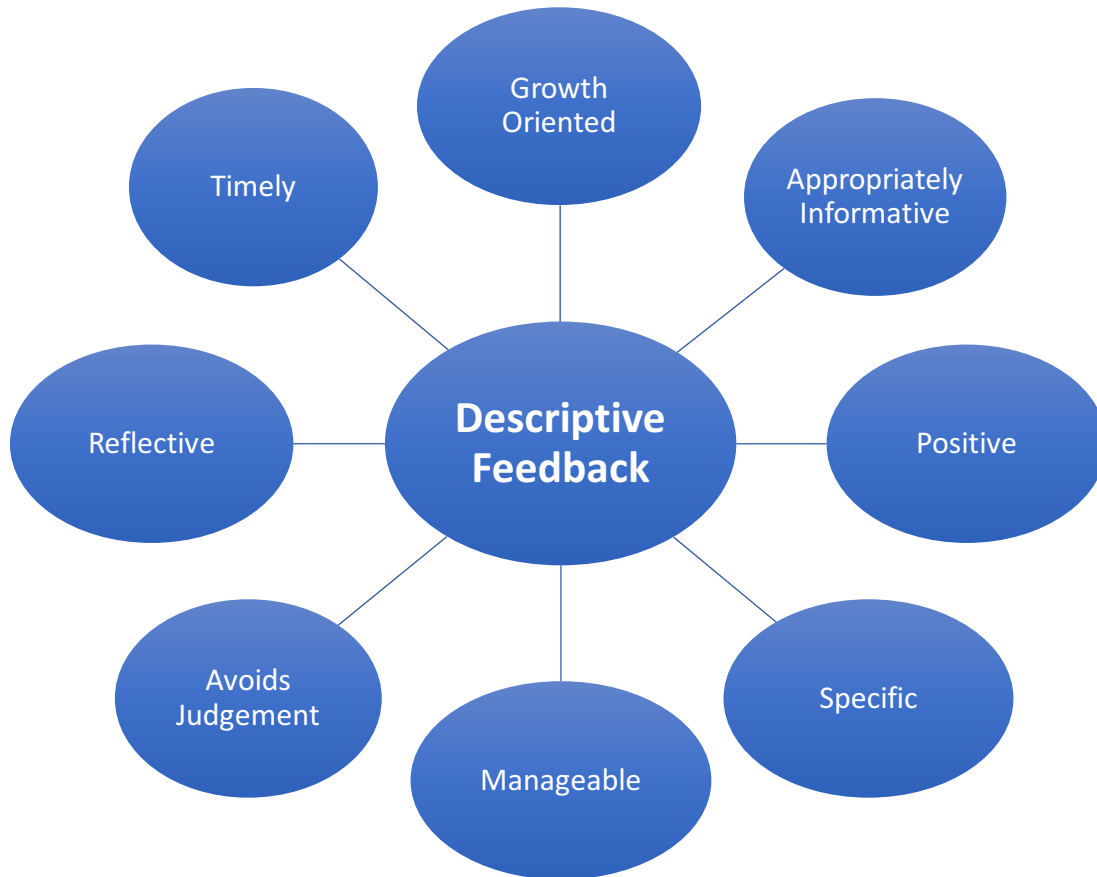
Recent education research, including work done by John Hattie (2008), Dylan Wiliam (2011), and Grant Wiggins (2012) confirms the importance of formative assessment, and specifically descriptive feedback, in increasing student learning. In this sense, *assessment for learning* is a key building block for all learning activities supported by this teacher’s resource.

Good descriptive feedback must be growth oriented, forward-thinking, and positive in nature. It need not dwell on past deficiencies but can focus most directly on what measure can be applied to close the learning gap. Descriptive feedback avoids judgements that might imply that the learning journey is over.

Descriptive feedback is appropriately informative (clear and concise) about what has already been done well and the next step that can lead to greater success. The most useful feedback is specific. It does not deal in generalities or platitudes. It identifies specific strengths, specific areas for improvement, and specific corrective strategies that can be put to effective use by any learner wishing to improve.

Both the number of identified deficiencies (expressed positively to students as learning targets) and the corrective strategies suggested (expressed as learning opportunities) must be held to a manageable

number for students. Too many targets can overwhelm and confuse young learners. When several deficiencies need to be addressed to close the learning gap, it is always best to select one to three to work on at a given time, saving others for a subsequent opportunity.



As much as possible, descriptive feedback should model and foster reflective thinking. Through the teacher’s example and support, students can become better able to self-assess their own work and to set their own learning goals and strategies to achieve them. The teacher can model the kind of thinking required in productive self-assessment, based on established success criteria. Students should then be given opportunities to apply and fine-tune this critical thinking, and to provide helpful feedback to their peers. Finally, all feedback must be timely. Students should receive it as soon as possible, while the work done and the thinking applied to its completion are still fresh.

To support teachers in working from a balanced assessment plan, several assessment tools have been included in the reproducible masters that accompany each learning activity featured in this resource. Teachers are encouraged to add their own tools and strategies. In this way, even more variety can be incorporated into assessment planning. Education research confirms the pedagogical value of using a rich variety of assessment tools to support diverse learner needs. Given the nature and complex subject matter of *humanity studies*, product and performance demonstrations provide teachers with more effective ways of assessing the full extent of student learning than do traditional tests, quizzes and exams.

Sample Learning Strategies for Philipovna’s Story

The following represents some best fit examples of strategies for using the contents of this family story with students. Given the complex nature of this story, intertwining tragic accounts of illness, famine and death with touching moments of familial love and human kindness, this story is best treated as one ongoing account or saga rather than as individual and independent sub stories.

Some of the suggested classroom strategies are most appropriate as whole class learning strategies. Others may be more appropriate for group work or independent study. Teachers are the ultimate judges for the best strategies to use given student needs, interests and abilities. These suggestions are not the only strategies possible.

Creative teachers will be able to find many additional entry points and strategies to engage their students in *humanity studies* while using this personal account as a resource to learn about the human condition and to explore the relationship between the individual citizen and the state. In addition, some strategies can be used with several different parts of Philipovna’s story. They have not always been repeated to make better use of available space.

Part One: Chapters One and Two – Coming to Terms with Being an Orphan

Story Synopsis	Big Ideas
Young Philipovna’s mother dies at childbirth, shortly after her father is murdered by robbers. As an orphan, she settles into her new home with her Aunt Zena, Uncle Misha and their large family. She has fond memories of her loving parents.	Life is a constant struggle to survive and to be free. Ukrainian peasant farmers have successfully adopted a self-reliant lifestyle over several generations. With its rich black soils, the Ukraine is often referred to as the “bread basket” of Europe. Childhood innocence is precious but vulnerable.
Course/Subject Area	Strategy
Grade 12 World History Since the Fifteenth Century; Grade 12 Adventures in History; Grade 11 World History Since 1900	Have students investigate the traditional agrarian way of life in the grassland steppe region of the Ukraine. Have students assess and debate the value of this memoir (passed on as the childhood experiences of a mother to her daughter) as historical evidence.
Grade 12 Human Development Throughout the Lifespan	Have students assess story contents based on what they have learned about the development and vulnerability of children and the vividness of childhood memories.
Grade 11 Dynamics of Human Relationships	Have students use this family saga to explore human relationships and the factors building and complicating human and family relations.
Grade 12 Writer’s Craft; Grade 11/12 English	Have students adapt the author’s storytelling style to tell an original story about childhood experiences. Have students analyze the author’s use of metaphor and imagery to effectively communicate human emotions and tell a moving story.
Grade 11/12 Dramatic Arts; Grade 11/12 Visual Arts	Have students use their preferred art form to effectively communicate the emotions and hardships of a young orphan’s journey.

Part Two: Chapters Three through Seven – Life Changes Under “Father Stalin”

Story Synopsis	Big Ideas
Home and village life slowly changes as Stalin’s forced collectivization of farmland divides villagers. Over time, as resistant peasants refuse to give up their lands, the orchestrated benevolence of “Father Stalin” and “Mother Russia” is exposed as heavy handed and diabolical tyranny.	<p>Life is a constant struggle to be free and independent.</p> <p>Humans seek to build relationships with others to establish a sense of belonging and to feel safe.</p> <p>Childhood innocence is fragile.</p> <p>Communism is based on the following egalitarian principle: From each according to ability and to each according to need.</p> <p>The father of communism, Karl Marx, envisioned the communist state being run by a people’s assembly of all workers. However, Stalin departed radically from this vision because he believed ignorant peasants were unfit to govern themselves.</p>
Course/Subject Area	Strategy
Grade 12 World History Since the Fifteenth Century; Grade 12 Adventures in History; Grade 11 World History Since 1900	<p>Have students investigate the Russian Revolution of 1917 and the expansion of the Soviet Union after the First World War to recognize the causes and effects of the forced spreading of a communist ideology on the Ukraine.</p> <p>Have students assess the strategic and economic value of the Ukraine to the Soviet Union.</p>
Grade 12 Challenge and Change in Society; Grade 11 Dynamics of Human Relationships; Grade 11 Introduction to Anthropology, Psychology and Sociology	Have students analyze the impact of ideological differences on social norms and on the relationship between the individual and the state.
Grade 12 Human Development Throughout the Lifespan; Grade 11 Dynamics of Human Relationships; Grade 11 Introduction to Anthropology, Psychology and Sociology	Have students use story contents and other reliable sources to explore the fragility of childhood innocence and how easily children can be scarred by traumatic life experiences.
Grade 11/12 Dramatic Arts; Grade 11/12 Visual Arts	<p>Have students use their preferred art form to explore the human condition by effectively communicating the fragility of childhood innocence and how easily children can be scarred by traumatic life experiences.</p> <p>Have students explore the impact of conflicting ideologies on human relationships and on civil society.</p>
Grade 12 English	Have students analyze the author’s development of characters to effectively tell a moving story while holding a mirror to humanity.
Grade 12 Writer’s Craft	Have students adapt the author’s character development technique to tell an original historical or contemporary story revealing insight into the human condition.

Part Three: Chapters Eight through Twelve – The Holodomor

Saga Synopsis	Big Ideas
As Philipovna and her extended family suffer through the agonies of the Holodomor, the painful accounts of a young girl reveal a loss of innocence and growing sense of desperation as famine is used to torture and exterminate those refusing to accept the communist way of life and the absolute rule of Stalin. This unrelenting and consistently escalating cruelty is juxtaposed with touching episodes of familial love and human kindness.	<p>Famine can be used by a ruthless dictator to force compliance and exterminate the forces of resistance.</p> <p>In order to survive, desperate times call for desperate measures.</p> <p>Genocide is a crime against humanity.</p> <p>Desperate times bring out both the best and the worst of humanity.</p>
Course/Subject Area	Strategy
Grade 12 World History Since the Fifteenth Century; Grade 12 Adventures in History; Grade 12 World Issues: A Geographic Perspective; Grade 12 Challenge and Change in Society; Grade 11 World History Since 1900	<p>Have students research the Ukrainian Holodomor (1932-33) to identify and explain the causes and impact, and to assess whether it can rightfully be classified as a “crime against humanity”.</p> <p>Have students compare the Ukrainian Holodomor to the Great Hunger in Ireland (1845-1850), the Rwandan Genocide (1994) and the Rohingya persecution (2016-17) to compare causes and impact.</p>
Grade 12 Challenge and Change in Society; Grade 11 Dynamics of Human Relationships; Grade 11 Introduction to Anthropology, Psychology and Sociology	Have students explore the impact of conflicting ideologies on human relationships and on civil society.
Grade 12 Dramatic Arts; Grade 12 Visual Arts	<p>Have students use the following quote and the tragic details in this part of the story to hold up a mirror to humanity.</p> <p><i>“Power tends to corrupt and absolute power corrupts absolutely. Great men are almost always bad men.”</i> John Dalberg-Acton</p>
Grade 12 English; Grade 12 Writer’s Craft	<p>Have students reflect on and write about the human capacity to do good and evil.</p> <p>Have students reflect on and write about a particular experience where death touched their lives.</p>

Part Four: Chapters Thirteen through Sixteen – Barely Surviving in an Orphanage

Saga Synopsis	Big Ideas
To escape communist authorities looking to capture her and use her to set an example for others, Philipovna is secretly moved to a faraway orphanage. Helping to care for younger children in this orphanage is a life changing experience for her. Bright and mature for her age (while emotionally still a vulnerable child) she is given increasingly more responsibilities by those running the orphanage.	<p>In order to survive, desperate times call for desperate measures.</p> <p>Children are forced to grow up quickly in desperate times.</p> <p>Sooner or later, the empty promises of a problematic ideology become evident.</p> <p><i>“I am not the product of my circumstances. I am the product of my decisions.”</i> Steven R. Covey</p>
Course/Subject Area	Strategy
Grade 12 World History Since the Fifteenth Century; Grade 12 Adventures in History; Grade 11 World History Since 1900	Have students investigate and assess the effects of Stalin’s campaign of terror and famine on the lives and beliefs of the Ukrainian people.
Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts	Have students reflect on and write about the social, economic and emotional effects of torture, persecution and domination. Have dramatic arts students re-enact the human dynamic.
Grade 11 Dynamics of Human Relationships	<p>Have students analyze and assess the relationships between Philipovna and her peers.</p> <p>Have students analyze and assess the relationships between Philipovna and her adult supervisors/authority figures.</p>

Part Five: Chapters Seventeen and Eighteen – Remorse and Legacy

Saga Synopsis	Big Ideas
<p>As the new order of communist dictatorship settles in, Holodomor survivors experience conflicted feelings of remorse and gratitude. After recovering from a life-threatening bout of pneumonia, Philipovna reunites with the few remaining members of her family and life goes on, even though it will never be the same. Driven by her spirit to be free, she migrates across Europe and eventually settles in Canada to achieve the legacy of freedom foretold by her father.</p>	<p>Life must go on.</p> <p>Both the scars and triumphs of a difficult childhood remain for life. Childhood memories are vivid and powerful.</p> <p>Holodomor survivors experienced conflicted feelings of sadness (survivor’s remorse) and joy (survivor’s legacy).</p> <p>Many oppressed people are driven to pursue freedom.</p> <p>Oppression and terror cannot break the bonds of a loving family.</p> <p><i>“It is said that literature and poetry and drama hold up a mirror to humanity.”</i> Roger Ebert</p>
Course/Subject Area	Strategy
<p>Grade 12 World History Since the Fifteenth Century; Grade 12 Adventures in History; Grade 11 World History Since 1900</p>	<p>Have students research and assess the conflicted feelings of genocide survivors. Have students investigate the many positive responses survivors have made to determine their gifts to humanity and ultimate legacy.</p> <p>Have students assess and debate the value of this memoir (passed on as the childhood experiences of a mother to her daughter) as historical evidence.</p>
<p>Grade 12 Canadian History, Identity and Culture; Grade 11 World History Since 1900; Grade 10 Canadian History Since World War One</p>	<p>Have students investigate the push/pull factors leading to the mass immigration of Ukrainians into Canada, both before and after World War II.</p> <p>Have students investigate why, for a time, the Canadian government favoured Ukrainian peasants as good candidates to populate the Canadian prairie.</p>
<p>Grade 12 English; Grade 12 Writer’s Craft; Grade 12 Dramatic Arts</p>	<p>Have students investigate and assess the effects of religious, cultural and class discrimination to reflect on, write about and dramatize the human dynamic.</p> <p>Have students write about or portray insights into human nature revealed by personal responses to tragedy and crisis.</p>
<p>Grade 12 Human Development Throughout the Lifespan; Grade 11 Dynamics of Human Relationships</p>	<p>Have students investigate the effect of childhood trauma on an individual’s ability to sustain healthy relationships as an adult.</p>

Part Three: Sample Learning Activities

Classroom Ready Humanity Studies for Busy Teachers

In the last part of this resource, four sample learning activities are planned out for teachers to integrate *humanity studies* into their courses. Each activity presents as an investigation into the human condition, as well as an in-depth study of significant relationships. To promote *citizenship education*, some activities also focus on the relationship between the individual and the state, and the fragility of the human rights many Canadians take for granted. Familial and community relationships are also examined to promote *social studies education*. Each sample plan has been developed for a different course, program area and curriculum policy document. Each plan includes classroom ready reproducible masters (RMs) for teachers to duplicate or adapt. Using a ‘design down’ template, each sample plan is designed to address mandated learning expectations for the identified course. A balanced assessment plan is briefly outlined and then supported with specific assessment strategies and tools.

Each sample plan incorporates the contents from Philipovna’s experiences as a young girl living through a state orchestrated famine to exterminate dissidents. This gut-wrenching historical account, beautifully retold by Philipovna’s daughter, outlines how basic human rights can easily be obliterated by ruthless dictators and corrupt bureaucrats. This family saga can be used in the classroom to focus discussion and reflection relative to our collective human condition and complex nature. These plans present an approach to *humanity studies* that is less than a major unit of study, but much more than a single lesson or class period treatment. Teachers are encouraged to adapt these plans to better serve the specific needs, interests, and abilities of their students. In addition, teachers are encouraged to tweak and adapt plans to address mandated learning expectations for other secondary school courses.

List of Sample Learning Activities

#	Title	Course
1	The Power of Story Telling Pages 34 – 41	Grade 12 English, The Writer’s Craft (University Preparation)

#	Title	Course
2	The Human Condition Through the Eyes of the Persecuted Pages 42 – 49	Grade 12 Dramatic Arts (University/College Preparation)

#	Title	Course
3	Crimes Against Humanity: A Historical Perspective Pages 50 – 57	Grade 12 World History Since the 15 th Century (University Preparation)

#	Title	Course
4	Human Relationships Under Life-Threatening Conditions Pages 58 – 65	Grade 11 Dynamics of Human Relationships (Open)

The Power of Story Telling

Grade 12 English, The Writer’s Craft (University Preparation)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. read a range of teacher- and self-selected models of effective writing to become familiar with the art, craft and world of writing (e.g., read a variety of narrative texts that reflect diverse cultural and geographical perspectives) (A1.1) 2. analyse and assess the effectiveness of the ways in which writers use elements of form to communicate meaning (A1.3) 3. analyse and assess the effectiveness of the ways in which writers use elements of style (e.g., diction, voice, tone, literary and/or rhetorical devices, sentence structure) to communicate meaning (e.g., explain how the imagery used by a writer strengthens the theme of his or her work) (A1.4) 4. use appropriate text forms and stylistic elements to communicate ideas and experiences effectively (B2.2) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> ❑ When effectively used ‘story’ is a communicative structure that can give meaning and order to life. ❑ Stories can be used to probe the human condition and understand relationships. ❑ Hardships and life-threatening circumstances help shape the character and identity of individuals and communities. ❑ Metaphor and imagery are powerful storytelling tools. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Valuing relationships ❑ Valuing social justice ❑ Developing appreciation for hardships endured by the persecuted and oppressed
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes toward story writing and familial relationships 2. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations (writing process) and learning skills (group process) 3. Evaluation of final stories by teacher using the same rubric students were given as a coaching tool 	
<p>Teaching/Learning Strategies Day 1</p> <ol style="list-style-type: none"> 1. Write the question: “Why are stories important?” on the board and brainstorm answers with the students. Use the following quote from American film critic and journalist Roger Ebert (1942-2013) to help focus and affirm student thinking: “It is said that literature and poetry and drama hold up a mirror to humanity.” [10 minutes] 2. Have student pairs read RM 1 <i>The Power of Story Telling</i> to highlight the most significant information. Ask student pairs to use this new information to extend and complete the original brainstorm note. [15 minutes] 3. After students have read <i>Philipovna: Daughter of Sorrow</i>, use the following questions to generate some ideas for the students’ own story writing: <ul style="list-style-type: none"> ❑ What metaphors and imagery did the writer use to portray and punctuate the emotions and hardships faced by her characters? ❑ What types of readers and audiences are served by this type of publication? ❑ If you were interviewing this writer, what questions would you want to ask about the process involved in writing this piece? ❑ How are cause and effect used to make the story more interesting and persuasive? [15 minutes] 	

4. Hand out RM 2 *Understanding the Metaphor* and instruct student pairs to look at specific metaphors used in the first two chapters. Take up the questions with students to help generate personal story ideas. Hand out RM 5 *Rubric for a Short Story Probing Human Nature* for students to use as a coaching tool. Review contents with students to establish success criteria for their writing task. [30 minutes]

DAY 2

5. Organize students into home groups of four to facilitate small group discussion. For the first half of the class have groups research the Ukrainian Holodomor to determine:
- causes,
 - consequences,
 - historical significance (a crime against humanity),
 - the legacy of Stalin's brutal ideology.

Ask groups to appoint one member to focus research on each of these four assigned headings. Visit with individual students to focus and facilitate research. For the second half of the class have students take turns (five minutes each) sharing their research findings with group members. Visit working groups to focus and facilitate learning.

Once student sharing is complete, ask each group to determine the most significant insight into humanity, human nature or the human condition learned from the Holodomor. Have students complete personal reflections for homework. [70 minutes]

DAY 3

6. Use class discussion to consolidate and extend personal reflections. Return to work groups to have students analyze the contents of Philipovna's story to determine what makes it most compelling and human. Ask home groups to consider what character traits make Philipovna most vulnerable and most resilient. Use class discussion, and the following question, to consolidate and extend group thinking.

How did Philipovna's experiences as an orphan contribute to her adaptability and her ability to survive the Holodomor? What is the moral of her powerful story? [70 minutes]

DAY 4

7. Allow students the full period to work on their own short stories providing insight into the human condition. Use RM3 *Building My Short Story About the Human Condition* as an idea organizer for individual students. Discuss the importance of each element highlighted in RM 3 to reinforce their positive effect on the creative writing process. To find additional storytelling models, direct students to other sources available from the school library or from the course reading list.

Circulate the room while the students are working to guide and assist each writer's creative process, and to provide constructive feedback and encouragement for emerging metaphors and storylines. Instruct students to bring completed copies of their building plan (RM3) to the next class. [70 minutes]

DAY 5

8. Put students in peer feedback groups of four. Have students take turns sharing their plans and receiving peer feedback. Circulate among the various work groups to identify students needing more direct instruction, and to model descriptive feedback intended to improve the quality of student work. Use this experience to re-configure peer feedback groups where necessary.

Allowing sufficient time for the development of a quality draft, instruct students to write their working draft story and bring four copies to a specified class later in the week. [70 minutes]

DAY 6

9. Put the students in peer feedback groups of 4. Provide each student with a copy of RM 4 *Peer Assessment Feedback Sheets* and ask students to carefully fold and tear the page into four separate feedback sheets. Have students sign each one in the 'Assessed by' space.

10. Provide each group with 15 minutes to read, assess and comment on each story. Instruct peer feedback groups to read the story and write their descriptive comments and corrections neatly and silently on the story sheet using a coloured pen. After about 10 minutes, instruct student groups to complete the feedback sheet and provide the author oral feedback suggesting both strengths and areas for improvement in the existing story. For longer stories, a second day of feedback sharing may be required to allow more processing time for each story.
11. After 15 minutes instruct students to return the story to the author along with the completed and signed feedback sheets. After allowing two minutes for the exchange of papers, have student groups move on to the next story and repeat the feedback process. Sit with as many groups as possible to model constructive criticism and descriptive feedback. Require students to assess their own story. [70 minutes]

DAY 7 (once students have had sufficient time to complete their stories)

12. When the students submit their final draft for evaluation by the teacher, have them attach their three peer assessments and one self assessment to the back of the good copy. Evaluate stories using RM 5.

Learning Materials

- RM 1 *The Power of Story Telling*
- RM 2 *Understanding the Metaphor*
- RM 3 *Building My Short Story About the Human Condition*
- RM 4 *Peer Assessment Feedback Sheets*
- RM 5 *Rubric for a Short Story Probing Human Nature*

Elements of 21st Century Learning

- Creativity
- Collaboration
- Self-direction
- Empathy

Resources

Story Tellings: http://www.storytellings.com/more_power.htm

Adapting this Activity to Support Learning

1. Have students focus their writing on human relationships and difficult circumstances they have personally witnessed to reveal insight into both human nature and their own humanity.
2. Consider writing options that connect directly to other courses currently being studied by the writers in your class. Examples may include history, world issues, social sciences, humanities, and the arts. For example, a dramatic arts student might create a short play or monologue, while a history student might focus on a more in depth study of conflicting political ideologies, the use of force to affect a desired change and violations of human rights.
3. Consider allowing students to write about the immigrant experiences of new Canadians, especially those recently targeted for hate crimes.

Teaching Notes

1. Consider using this learning activity and writing assignment in place of another piece for your course evaluation plan. Consider giving students the option of selecting this assignment as a summative exercise.
2. Consider booking the school library, or a computer lab, for the Day 2 research activity.
3. Consider using a paper cutter to cut RM 4 into the required four feedback sheets before class.
4. Invite students to compose a class anthology of student stories.

RM 1 The Power of Story Telling

To be human is to have a story. Often, we think of our lives as a story. Story is the *structure* that gives meaning and order to our lives. Instead of trying to make sense of the literally millions of independent events that comprise our lives, we intuitively organize them into an orderly sequence of events. We have a *past*, a sense of where we came from; a *middle*, who we are now; and a *future*, what we aspire to become. This is essentially the same structure – beginning, middle and end – that makes up a storyline.

Stories are how we convey our deepest emotions and talk about those things that we value the most. It is through the stories we tell that we are most able to portray the fullest array of human emotion and spirituality.

Stories 'speak' to us at a number of levels. Factually, they appeal to our reason and intellect by providing evidence and information to bolster arguments and help us make informed decisions. Emotionally, they bond us to others who share the same story and give us a sense of belonging and community. Historically, stories are the connections to a past (possibly long forgotten or under-appreciated) that are *the* source of the rich images and symbols that unconsciously motivate our behaviour in the present.

Stories are as old as humankind. Cave paintings going back 25,000 years or more dramatically portray the story of the great Paleolithic hunts undertaken by our earliest ancestors. Glyphs recovered from Mayan pyramids and tombs of the Pharaohs tell a symbolic story of how the view of our place in the cosmos evolved over time. Throughout Celtic Europe, the bards held a place of the highest esteem for their disciplined talent of maintaining and passing on the stories of tribes and clans. The scriptures of our great religions take the form of parable and story, instructing and inspiring us to a higher good. Each of these is an example of how the very foundation of our human existence—the essence of who we are—is reliant on story.

We can safely surmise that without story, there could be no culture and without culture, our species would surely not have survived, let alone risen to dominance. How would we have learned to hunt, to gather, to plant, to create the first cities, if it were not for stories? Many so-called 'primitive' myths are often no more than stories that teach when to plant and when to harvest. In pre-literate times—the 99.99% of our human existence before the advent of the written word—stories were the primary means of transmitting everyday, practical knowledge from one generation to the next. Stories are how we've accumulated and shared our "intellectual capital" for hundreds of generations.

Stories are a priceless culture-shaping tool. They help us to understand how we "fit in" to the larger social order. They are the principal means for transmitting what's really important to the tribe, the clan, and the community. From stories, we learn the very relative notions of 'good' and 'bad', 'right' and 'wrong', what is expected and how we must behave. And we learn – vicariously – the consequences of failure. Fairy Tales are really morality stories that graphically demonstrate to children the consequences of certain behavior.

At their best, stories are incredibly impactful and persuasive because they 'speak to us' at a very meaningful, emotional, and often-unconscious level. When a story makes the hair on the back of our necks tingle it is because that particular story has touched a very deep nerve in our personal or collective psyches.

What story can you tell to shed light on our human condition or to explore human interactions and relationships and their effect on civility and civilization?

Adapted From: Storytellings. http://www.storytellings.com/more_power.htm

RM 2 Understanding the Metaphor

Name: _____ Course: _____ Date: _____

For every story, the story-teller must choose particular moments to occur that contribute significantly to the theme or overall message of the story. A big part of a story-teller's effectiveness depends on the teller's choice of the metaphors used and the deep-rooted meaning, significance, and ultimate humanity that those metaphors reveal.

The word 'metaphor' means "to carry over," or to exchange one thing for another. In the instance of writing a short story, the metaphor is often used to describe something that can't be seen, but is very much experienced. The metaphor combines with the characters and the environment in the story, to help construct the world or reality that the writer is trying to recreate and communicate to the reader.

The following table identifies some of the metaphors found in the first two chapters of Philipovna's powerful story.

Metaphor	Significance
Ducklings stuck in a deep wheel rut	Ducklings represent the young children yearning to escape and be free of the confining rut imposed by the communist state.
Singer sewing machine	A prized possession left by Philipovna's dead mother, recognized as one of the best machines money could buy and a symbol of American industry.
Vera	The name Philipovna was given at birth. It means truth. In her wise godfather's words "If you look for truth, you'll always find your way."
Central square	The centre of the village where for centuries people have met to talk, conduct business and worship their God, moving civilization forward. An attack on this meeting place is an attack on civilization.
Fireplace	The heart of a Ukrainian home, especially during the long, cold winters, the fireplace can also be a source of danger and destruction.
Chores	Including children, every family member has responsibilities to the well-being of the family unit.
Telephone lines	As symbols of human progress, this new technology represents the changing times that peasant farmers must learn to adopt.
Empty place setting at the table	This traditional sign of respect for family ancestors also serves to foreshadow the family losses to come.

Answer the following questions in the space provided:

1. What is the significance of the title of this story? Is it also a metaphor? Explain?
2. What do the metaphors chosen by the author reveal about the depth of her emotional attachment to the story?
3. Which metaphor speaks most to you? Explain why. (Feel free to select a metaphor not listed above.)
4. Which elements of this story remind you of a person, place or experience in your life? Explain.
5. What subject could you write about with similar passion?

RM 3 Building My Short Story About the Human Condition

Name: _____ Course: _____ Date: _____

For every story, the story-teller must choose particular moments to occur that build character and storyline in a way that is believable, while providing insight into the human condition. This is what often separates powerful stories from their opposite. Powerful stories affect readers. Use the following tool to build a story that holds reader attention and leaves the reader affected.

Learning from Professional Writers:

The author brings together many short stories into a comprehensive family saga.

What writing techniques are worth adapting?	What other author's techniques are worth adapting?

Accessing Personal Experience:

What happened? Where? When?	Why was it important?	How does it help my storytelling?

Creative Expression in Storytelling:

Storyline	Character Development	Imagery and Symbolism

Addressing the Human Factor:

What makes my story interesting? What does it reveal about human nature?	What have I done to help the reader connect on a personal/emotional level?	What is the moral of my story?

RM 4 Peer Assessment Feedback Sheets

<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>	<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>
<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>	<p>Title:</p> <p>3 things I really like about your story</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <p>2 things I would like to know more about</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/> <p>1 thing I would suggest for the future</p> <ul style="list-style-type: none"><input type="checkbox"/> <p>Assessed by:</p>

RM 5 Rubric for a Short Story Probing Human Nature

Name: _____ Course: _____ Date: _____

Topic/Title:

Learning Goal:

Assessed by (check one):

- Self
 Peer _____
 Teacher

This rubric can also be used to assess or evaluate biographies or short essays.

	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	Understanding of text, themes and concepts	Writing piece demonstrates limited but passable understanding of text, themes and concepts	Writing piece demonstrates adequate understanding of text, themes and concepts; some key information used correctly	Writing piece demonstrates good understanding of text, themes and concepts; most key information is used correctly	Writing piece demonstrates excellent understanding of text, themes and concepts; all information is used correctly
	Accuracy of information presented	Minimal/limited amount of important information is accurately presented	Most important information is accurately presented	All important information is accurately presented	All information is accurately presented
Thinking	Evidence of research, thought and planning, including use of draft-feedback-revision process	Limited evidence of research, thought and planning; little use made of feedback	Some evidence of good research, thought and planning; some good use made of writing process	Clear evidence of solid research, thought and implementation of metaphor; very good use made of writing process	Extensive evidence of thorough research, deep thought and metaphor implementation; excellent use of feedback for product improvement
	Extent of topic treatment; originality of product; relevance of content presented	Limited topic treatment and originality; some content relevant	Adequate topic treatment and originality; most content relevant	Good topic treatment and originality; all content relevant	Excellent topic treatment and originality; all content relevant
Communication	Appropriate use of language conventions to clearly communicate main idea(s)	Language use provides limited clarity	Main idea(s) somewhat clearly expressed	Main idea(s) clear and well supported	Main idea(s) very clear and well supported; no language errors
	Effectiveness of vocabulary choices, use of grammar, proper syntax and sentence structure	Ineffective use of vocabulary, grammar; text incomplete and illegible in some key parts	Somewhat effective use of vocabulary and grammar; text is typed	Effective use of vocabulary, grammar, syntax, and sentence structure; text is typed in proper essay format	Highly effective use of vocabulary, grammar, syntax and sentence structure; text is typed in proper essay format
Application	Use of description and metaphor are clear, cohesive and concise	Limited use of description and metaphor	Uses description and metaphor somewhat effectively	Effective (clear and cohesive) use of description and metaphor	Highly effective (clear, cohesive and concise) use of description and metaphor
	Effectiveness of message (impact on reader/consumer/intended audience)	Limited appropriateness and effectiveness for intended audience	Story somewhat interesting and effective	Story interesting, effective and audience appropriate	Message highly interesting and effective; very strong audience impact
	Story provides insight into the human condition	Limited insight provided	Some insight evident; key opportunities missed	Insightful; opportunities effectively used	Story provides great insight into human nature

Strengths / Recommendations for improvement / Next steps:

The Human Condition Through the Eyes of the Persecuted

Grade 12 Dramatic Arts (University/College Preparation)

<p>Learning Expectations/Outcomes</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. select and use a variety of drama forms to present original drama works (e.g., combine forms such as dance drama, mime, and reader’s theatre to dramatize or comment on a social issue) (A1.2) 2. use the elements of drama to achieve specific purposes in drama works (e.g., use <i>character, setting, relationship, and focus to present a distinct perspective on events or issues</i>) (A2.1) 3. use different acting approaches to explore and depict character in a variety of situations (A3.2) 4. demonstrate an understanding of how drama questions social and cultural conditions (B2.1) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for the Activity)</p> <ul style="list-style-type: none"> ❑ The oppression of individualism and free expression by the state is as assault on human dignity. Genocide, orchestrated famine and starvation are crimes against humanity. ❑ Racism and extreme political ideology are learned behaviours that seeks to target and dehumanize people with obvious differences. ❑ The life of a young orphan can be a conflicted existence. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Adaptability and perseverance ❑ Empathy for the struggles of victims of oppression and persecution ❑ Respecting cultural and ideological differences
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning and student attitudes toward extreme ideology, forced compliance, intolerance for cultural differences and the effects of persecution on human relationships 2. Formative assessment and confidential feedback regarding character development 3. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations and learning skills (group process) 4. Evaluation of final performance by teacher 	
<p>Teaching/Learning Strategies</p> <p>Day 1 (after giving students sufficient time to read <i>Philipovna: Daughter of Sorrow</i>)</p> <ol style="list-style-type: none"> 1. Post quotes like the following around the classroom to provide food for thought. <ul style="list-style-type: none"> <i>“It is said that literature and poetry and drama hold up a mirror to humanity.”</i> Roger Ebert <i>“It is not the strongest of the species that survives, nor the most intelligent. It is the one that is most adaptable to change.”</i> Charles Darwin <i>“When all you have in your toolbox is a hammer, in time you start to treat everything as if it were a nail.”</i> Abraham Maslow <i>“I am not the product of my circumstances. I am the product of my decisions.”</i> Stephen R. Covey <p>Begin by introducing Roger Ebert (1942-2013) as a renown American journalist, film critic and author. Use his quote to focus a discussion on the power of theatre and film to reveal significant insight into the human condition. [20 minutes]</p> 2. Handing out the assignment sheet RM 1 <i>The Human Condition Through Suffering Eyes</i> and go through project requirements and the group process to be used. Hand out RM 5 <i>Dramatic Performance Rubric</i> to outline assessment criteria. Instruct students to use RM5 as a coaching tool. [20 minutes] 3. Use segments from Philipovna’s story to initiate a discussion about how happy experiences, tragic 	

experiences, emotions, and both adult and childhood conflicts have been effectively used by the author to tell her mother's story. Use small group and class discussion to expose students to different treatments in various chapters to assess effectiveness. Use RM 2 *Victim Experience Concept Map* to summarize thinking and emerging ideas for an original performance. [30 minutes]

DAY 2

4. Ask focus questions like the following to direct student thinking toward how pain can be both scarring and educational. Use some experiences from Philipovna's story to highlight the effect of painful and tragic experiences on her young life. Samples may include (but are not limited to): becoming an orphan; adapting to a new family; moving to a new village and school; witnessing the brutality of communist rule; witnessing famine and starvation; escaping to an orphanage to save her life and being constantly surrounded by death. Discuss how both humorous and tender moments can be born from pain and drama, and how a traumatic experience can be life changing for survivors:
 - What personal experiences may have been painful at first, but in time, proved educational?
 - What might have happened to you if you had not learned from the painful experience?
 - What experiences of grandparents/elders, that were painful at first, became the subject of stories?
 - Why were those painful stories so frequently told?
 - What embellishments were used to make the story more interesting and memorable?
 - What message, moral, or insight did the storyteller want to share? Why?
5. Have students begin using RM 3 *From Concept to Completion: The Pitch Sheet* to brainstorm storyline possibilities and central characters for their own dramatization focused on the human condition as seen through the eyes of victims suffering from persecution and oppression. For homework, have students complete their pitch sheet and be prepared to **sell** their ideas/plans to the rest of their work group next class. [70 minutes]

DAY 3

6. Have student groups listen to all four script pitches before selecting one to produce together. Composite scripts are sometimes workable. Circulate among working groups to facilitate the decision-making process.
7. To help the students develop their script and performance, you can ask focus questions like:
 - What techniques could you use to create a history for your character(s)?
 - Why might creating a history for a character help you portray that character more effectively?
 - What social, economic or political issue might you use as the basis for your performance?
 - What would be your goal in presenting this issue?
 - How do you expect the audience to react? How can you work with this reaction?
8. By the end of this class, each group should have a workable prototype to expand on in subsequent classes. Final scripts should take no more than 15 minutes to present to the class. [70 minutes]

DAYS 4 and 5

9. Use these two days as rehearsal periods. Interact with working groups to assess the quality of student scripts and the progress being made. Circulate as students continue their creative process to see what costumes, props, lighting, or audio devices they will require for their performance. Groups with similar lighting and sound needs should be scheduled to perform on the same day. [70 minutes X 2]

DAY 6 (Consider allowing a few days of germination/development time before implementing this next step.)

10. After the rehearsal periods organize a *Dress Rehearsal Day*. Place performance groups into feedback groups of three to create a peer feedback opportunity. Have groups take turns presenting their dramatic piece as the other two groups use RM 4 to organize their descriptive feedback. Allow a maximum of 15 minutes for each performance. With setup and feedback time this process will take up this entire period. Make sure that feedback sheets are signed and exchanged. To allow performance groups to process this feedback, let some planning time pass before final presentations. [70 minutes]

DAYS 7+

11. Create a performance schedule to allow each group to perform their final production before the rest of the class. Allow 5 minutes of set up/tear down time between performances. Arrange the order of presentations to minimize down time between performances. Record performances and count on 4 performances per class.
12. Evaluate student progress towards mandated learning expectations using RM 5 *Dramatic Performance Rubric*. Consider using this same rubric as a peer- and self-assessment tool.

Learning Materials

RM 1 *The Human Condition Through Suffering Eyes*
RM 2 *Victim Experience Concept Map*
RM 3 *From Concept to Completion: The Pitch Sheet*
RM 4 *Seven Things About Your Performance: Peer Feedback*
RM 5 *Dramatic Performance Rubric*

Elements of 21st Century Learning

- Creativity
- Self-direction
- Problem solving and decision making
- Collaboration
- Empathy

Adapting this Activity to Support Learning

1. Allow students to integrate work from other courses to create a product and performance that might be a useful teaching tool for those other courses.
2. Allow students to adapt the dramatic performance to allow for the performance strengths and technical abilities of the production team. Consider grouping that allows students to pursue and integrate specialized personal interests and skills into the final product. For example, a group of students with a background in media studies and visual art might be allowed to tell their story through animation instead of a live stage performance.
3. Allow students to adapt group performances to simultaneously be useful as a demonstration of learning expectations for courses in history, sociology, world issues, human development and English.
4. To add an element of variety to this project, solo performances and televised performances should be allowed when circumstances warrant these adaptations. Consider adapting the task to allow students to work on a stage production or television mini-series of Philipovna's story. Assign each group a different chapter or storyline from which to create their dramatic performance.
5. Consider extending this activity by including a public performance, such as a festival of short plays.

Teaching Notes

1. Make sure a video camera, computer and projector (for RM 2) are available in the drama room.
2. Copy the rubric on the back of the assignment sheet to encourage students to refer to it while working.
3. Allow students to elect to include this project work as a major or minor piece for their performance portfolio.
4. Consider recording each performance on a DVD. Use this for formative feedback and then distribute to all students as a memento, and to the yearbook and/or graduation committees.
5. This learning plan can be adapted by visual arts teachers to use Philipovna's story to focus student work on artistic expressions providing insight into the human condition through visual art.

RM 1 The Human Condition Through Suffering Eyes

Grade 12 Dramatic Arts Project

Name: _____ Course: _____ Date: _____

Use the accounts presented in *Philipovna: Daughter of Sorrow* to explore the human condition as seen through the eyes of those being oppressed and persecuted. Consider the accounts of abandonment, isolation and exploitation, as well as the overt bigotry toward Christianity and traditional ways of life in the Ukraine under the cruel dictatorship of Joseph Stalin. Compare these accounts to the experiences of elders in your own family and community. Many grandparents or elders constantly repeat stories about emotional

experiences such as flight from a life threatening political or economic crisis, discrimination, persecution, isolation, abandonment and forced socialization.



Your task will be to use contents from Philipovna's story and your interviews of elders to dramatically explore human nature through the eyes of oppressed, persecuted and marginalized persons. There is considerable drama and insight in the often-conflicted lives of these victims. Their stories can reveal both the best and the worst of humanity. Your dramatic performance is to hold up a mirror to humanity.

For this project, you will be working in groups of four to create, rehearse and perform a dramatic story about human nature revealed through the experiences of victims of oppression, persecution and marginalization. As there will be characters within your stories (i.e. people who helped them, people who made life more difficult for them, etc.), your short dramatization will require a narrator, as well as actors assuming these character roles within the unfolding story.

Elements that your group dramatization should include:

- An introduction that establishes the main character(s) and where they are from;
- Accounts of the conflicts, difficulties, or challenges they are forced to endure;
- An explanation of the political and social changes being forced and why they have been chosen as victims;
- People that were most helpful and harmful;
- Accounts of how characters dealt with adversity, isolation, hardship, self-doubt and conflict.

Be sure to consider costume, props, set pieces, and music or sound effects to enhance the story and performance.

You will be given 4 class periods to create and rework your story. On the 5th day, you will go through a formal dress rehearsal with two other groups to provide each other constructive feedback and to make final adjustments before your final performance for the entire class. Students will use RM 4 *Seven Things About Your Performance* to provide descriptive feedback to peer groups.

Use RM 5 *Dramatic Performance Rubric* as a coaching tool to work toward established success criteria and to produce a high-quality performance. Each member of the production team will be evaluated separately.

All performances will be video recorded during the final performance to allow additional formative feedback and to build student performance portfolios. Discuss options to adapt this project with your teacher and production team.

My Production Team Members:

Rehearsal Dates:

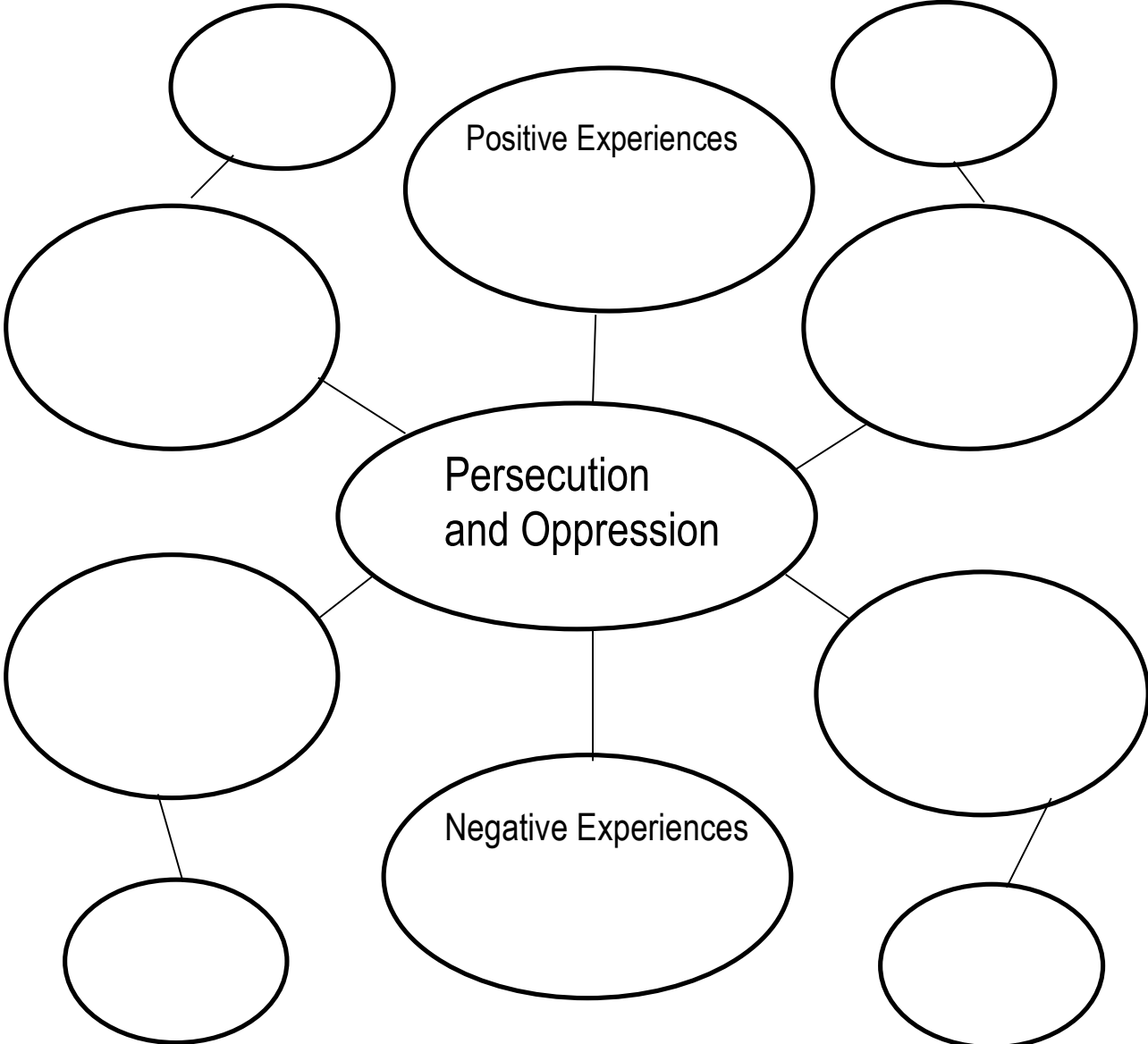
Dress Rehearsal Day:

Final Performance Date:

RM 2 Victim Experience Concept Map

Name: _____

Date: _____



Images and ideas to represent physical, political, economic, social, and emotional stimuli and changes:

Positive	Negative

RM 3 From Concept to Completion: The Pitch Sheet

Name: _____ Class: _____ Date: _____

Original Idea:	Inspired by:
Experiences and Emotions to be Included:	
Dramatic Techniques Used to Tell Story:	
Set, Props, Sound Effects, and Other Tools:	Responsibilities of group members: 1- 2- 3- 4-
Characters and Characterizations:	Roles of individual group members: 1- 2- 3- 4-
Daily Tasks and Person in Charge Day 1- Day 2- Day 3- Day 4-	
Intended Audience Impact:	Moral of the Story: What does my story reveal about human nature?

RM 4 Seven Things About Your Performance: Peer Feedback

Name(s): _____

Scale: L- Limited; G- Good; VG- Very Good; E- Excellent

Criteria	Check one»	L	G	VG	E
Knowledge- of the experiences and emotions of the persecuted and oppressed					
Thinking- character development and characterization					
Communication- use of words, gestures, props, symbols to tell a story					
Application- effective use of dramatic technique for audience impact					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

Name(s): _____

Scale: L- Limited; G- Good; VG- Very Good; E- Excellent

Criteria	Check one»	L	G	VG	E
Knowledge- of the experiences and emotions of the persecuted and oppressed					
Thinking- character development and characterization					
Communication- use of words, gestures, props, symbols to tell a story					
Application- effective use of dramatic technique for audience impact					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

Name(s): _____

Scale: L- Limited; G- Good; VG- Very Good; E- Excellent

Criteria	Check one»	L	G	VG	E
Knowledge- of the experiences and emotions of the persecuted and oppressed					
Thinking- character development and characterization					
Communication- use of words, gestures, props, symbols to tell a story					
Application- effective use of dramatic technique for audience impact					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

Name(s): _____

Scale: L- Limited; G- Good; VG- Very Good; E- Excellent

Criteria	Check one»	L	G	VG	E
Knowledge- of the experiences and emotions of the persecuted and oppressed					
Thinking- character development and characterization					
Communication- use of words, gestures, props, symbols to tell a story					
Application- effective use of dramatic technique for audience impact					
One thing I really liked is:					
One thing I still have a question about is:					
One thing I would suggest is:					

Assessed by: _____

RM 5 Dramatic Performance Rubric

Name: _____ Course: _____ Date: _____

Title/Group Members:

Learning Goal:

Assessed by (check one):

- Self
 Peer _____
 Teacher

This rubric can also be used to assess or evaluate monologues, tableaux, skits, or scenes.

	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	Understanding of drama terms, facts and concepts demonstrated through performance	Dramatic action demonstrates limited but passable understanding of terms, facts and concepts	Dramatic action demonstrates adequate understanding of terms, facts and concepts; some key information used correctly	Dramatic action demonstrates good understanding of terms, facts and concepts; most key information used correctly	Dramatic action demonstrates excellent understanding of terms, facts and concepts; all information used correctly
	Accuracy of information presented	Minimal important information accurately presented	Most important information accurately presented	All important information accurately presented	All information accurately presented
Thinking	Evidence of research, thought and planning	Limited evidence of research, thought and planning	Some evidence of research, thought and planning	Clear evidence of solid research, thought and planning	Extensive evidence of thorough research, thought and planning
	Extent of topic treatment; originality of product; relevance of content presented	Limited topic treatment and originality; some content relevant	Adequate topic treatment and originality; most content relevant	Good topic treatment and originality; all content relevant	Excellent topic treatment and originality; all content very relevant
Communication	Appropriate use of image/language conventions to clearly communicate main idea(s); use of dramatic action to support main idea(s)	Language use provides limited clarity; limited dramatic action to support main idea(s)	Main idea(s) somewhat clearly expressed and somewhat supported by dramatic action	Main idea(s) clear and well supported by dramatic action	Main idea(s) very clear and well supported by effective dramatic action; no unintended language errors
	Effectiveness of rising and falling action and plot direction	Ineffective script; limited use of dramatic levels; plot unclear	Somewhat effective script; adequate use of dramatic levels; plot lacks prominence	Effective script; good use of dramatic levels; plot clear and prominent	Highly effective script; excellent use of dramatic levels; plot very clear, prominent and attractive
Application	Relevance of props, costumes, music or other dramatic aids	Limited relevance of dramatic aids to main idea	Most dramatic aids connect to main idea and provide some support	All dramatic aids connect well to main idea and provide good support	All dramatic aids connect very well to main idea and provide excellent support
	Effectiveness of message (impact on viewer/ consumer/ intended audience)	Limited effectiveness and appropriateness for intended audience	Message somewhat interesting and effective	Message interesting, effective and somewhat persuasive/moving	Message very interesting and effective; highly informative and persuasive/moving
	Holding up a mirror to humanity (insight into human nature)	Limited insight is evident	Some insight evident; key opportunities missed	Positive and negative aspects of human nature insightfully revealed	Excellent commentary revealing strengths and limits of human nature

Strengths / Recommendations for improvement / Next steps:

Crimes Against Humanity: A Historical Perspective

Grade 12 World History Since the Fifteenth Century (University Preparation)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. use the concepts of historical thinking when analysing, evaluating evidence about and formulating conclusions or judgements regarding historical issues, events and/or developments in world history (A1.5) 2. evaluate and synthesize their findings to formulate conclusions and/or make informed judgements about the issues, events and/or developments they are investigating (A1.7) 3. describe forms of government in different countries and explain how they were influenced by political beliefs and/or ideologies (E1.4) 4. describe some significant interactions between diverse groups, including those characterized by violence and/or deprivation of rights and those characterized by cooperation (E2.3) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> ❑ The Ukraine is often referred to as the “breadbasket of Europe” given its rich black soils and ideal climate for wheat farming. ❑ The imposition of communist ideology and collectivization on free spirited Ukrainian farmers resorted to blunt force and torture to deal with dissidents refusing to surrender their lands. ❑ The communist orchestrated famine to starve peasant farmers in the Ukraine (1932-33) is a crime against humanity. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Building community and serving the common or greater good ❑ Respecting cultural differences and human dignity ❑ Empathy for those enduring hardship and unfair treatment due to discrimination and persecution
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning about the Communist Revolution in Russia (1917) and attempts to spread the communist ideology and student attitudes toward the violation of basic human rights to force ideological change on helpless victims 2. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations, historical research, historical thinking and cooperative group skills (collaboration, accountability, compromise) 3. Teacher evaluation of performance task products as a demonstration of learning expectation achievement 	
<p>Teaching/Learning Strategies DAY 1</p> <ol style="list-style-type: none"> 1. Post quotes like the following example around the classroom to help focus student thinking and class discussion. Post a sheet of chart paper beside each quote. <ul style="list-style-type: none"> <i>“It is not the strongest of the species that survives, nor the most intelligent. It is the one that is most adaptable to change.”</i> Charles Darwin <i>“Ukrainians, with their profound religiosity, individualism, tradition of private property, and devotion to their plots of land, were obviously not suitable material for building communism and this fact was noted by the high ranking Soviet officials.”</i> Vasyl Ovsienko <i>“When all you have in your toolbox is a hammer, in time you start to treat everything as if it were a nail.”</i> Abraham Maslow <i>“A genocide begins with the killing of one man – not for what he has done, but because of who he is.”</i> Kofi Annan <i>“Nowhere did restrictions, purges, repressions and in general all forms of bureaucratic hooliganism assume such murderous sweep as they did in the Ukraine in the struggle against the powerful, deeply-rooted longings of the Ukrainian masses for greater freedom and independence.”</i> Leon Trotsky 	

2. Organize a *graffiti walk* activity by dividing the class into seven groups. To support visual learners, add one stop that features photographic images and a short description of the Holodomor. (See Resources section.) Have student groups rotate through each station to write down their personal thoughts about each quote or image. Count the Internet/image stop as stops six and seven to allow students more time to process and respond to the contents. Consider placing a laptop at stops six and seven open to the appropriate website. Have student groups rotate clockwise to a new stop every five minutes. [40 minutes]
3. Use class discussion to consolidate and extend personal comments. Review the Communist Revolution of 1917, the advancement of the communist ideology after World War One and set the stage for the Holodomor as an orchestrated famine to starve Ukrainian farmers into supporting the communist ideology and to suppress the nationalistic dreams of the Ukrainian people. For homework, have students read parts of *Philipovna: Daughter of Sorrow* as the personal experiences of a survivor of the Holodomor retold by her daughter. [30 minutes]

DAY 2

4. Organize students into groups of three (triads) to conduct an assessment of book contents to determine historical accuracy and significance. Make sure triad members have each been assigned different sections to read. Use RM 1 *The History Detective* to focus each triad's assessment of the contents they have examined from Philipovna's story.

Ask each group to conduct research to support their assessment of the credibility of this source of information. Consider moving this class to the library or a computer lab to facilitate research. Visit triads to focus and support learning and to identify contributors for class discussion. [45 minutes]
5. Use class discussion to hear a sampling of triad assessments and to conclude about the value of personal accounts in understanding historical events. [25 minutes]

DAY 3

6. Review with students the benefits and essential elements of cooperative learning. Reinforce the importance of individual accountability and positive interdependence. For this *jigsaw* activity, organize students into mixed ability home groups. Review the benefits of shared specialization over requiring each student to process all materials individually. Distribute RM 2 *Persecution, Mass Atrocities and Genocide* to students and model the effective use of this tool by completing one together for the Holocaust (1933-1945) or the Holodomor (1932-1933). Refer students to the World Without Genocide Website for useful information. [25 minutes]
7. Explain to students that for this task expert groups will be required to research a different case of genocide or mass atrocities to bring back valuable historical information to the home group, using another copy of RM 2. Explain the four expert group stations and arrange for home groups to send one representative to each expert group to gather useful information for the home group task that must be completed cooperatively, using expert group findings. Send students to expert groups to complete their investigation cooperatively. Consider using the school library or computer lab to facilitate expert group research. Completed copies of RM 2 must be brought to class for the home group activity next day. [45 minutes]

Expert Group	Assigned Topic	Historical Timeframe
1	Cambodian Genocide	1975-1979
2	Rwandan Genocide	1992-1995
3	Ethnic Cleansing in Bosnia	1992-1995
4	Rohingya Persecution in Myanmar	2016+

<p>DAY 4</p> <p>8. Have students return to home groups to take turns presenting their research and conclusions about the historic event being investigated. Have each home group synthesize an ultimate lesson for humanity arising from these investigations. [45 minutes]</p> <p>9. Use class discussion to compare, consolidate and affirm home group conclusions. Then assign students the task of researching the 1948 Genocide Convention of the United Nations to assess its effectiveness and to recommend specific improvements. Require each home group to prepare a 5-minute PowerPoint assisted report or a public awareness infomercial to communicate their findings and recommendations. [25 minutes]</p> <p>DAY 5+ (after providing sufficient completion time in and out of class)</p> <p>10. Have student home groups take turns presenting their reports/infomercials to the class. Use RM 5 for peer and teacher assessment. Use RM 4 for student self assessment. [70 minutes +]</p>	
<p>Learning Materials</p> <p>RM 1 <i>The History Detective</i></p> <p>RM 2 <i>Persecution, Mass Atrocities and Genocide: An Investigation of Crimes Against Humanity</i></p> <p>RM 3 <i>The Genocide Project</i></p> <p>RM 4 <i>Student Self Reflection: Thinking About My Work</i></p> <p>RM 5 <i>Rubric for a Report or Infomercial about Genocide</i></p>	<p>Elements of 21st Century Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboration (group work skills) <input type="checkbox"/> Critical thinking <input type="checkbox"/> Effective communication skills <input type="checkbox"/> Creativity
<p>Resources</p> <p>World Without Genocide – Holodomor (short summary with graphic photos)</p> <p>http://worldwithoutgenocide.org/genocides-and-conflicts/holodomor</p>	
<p>Adapting this Activity to Support Learning</p> <ol style="list-style-type: none"> 1. Allow students to work independently based on personal preference or previous experience with cooperative learning groups. 2. Allow students to adapt the final task to integrate personal interests and abilities. For example, visual arts students could be allowed to create a set of four commemorative postage stamps or a set of four public information posters instead of the assigned report/infomercial. 3. Consider using this home group activity as an evaluation opportunity in place of another assignment for the same unit of studies (World History Since 1900). 4. Consider adding a peer feedback process, after home group products are almost complete, and prior to producing the finished product. This feedback will allow for additional reflection on the preparation of an effective report/infomercial. 	
<p>Teaching Notes</p> <ol style="list-style-type: none"> 1. Book the school library or computer lab for expert group activities and historical research. 2. Reproduce copies of selected pages from <i>Philipovna: Daughter of Sorrow</i> for students to read and mark up. 3. Copy RM 3 and RM 5 on the same sheet of paper to provide the assignment and the rubric on the same sheet of paper for students to consult. 4. Allow sufficient class time to work out a final script for the report/infomercial. The recording and final editing may have to be done outside of class time. 5. To showcase student work, consider using home group products as part of the program during Education Week, Multicultural Night, History Fair, etcetera. 	

RM 1 The History Detective

Name: _____ Expert Group: _____

Applying historical thinking can help to process information accurately and to make critical judgments about the quality of the information being assessed. Use the following tool to apply this disciplined thinking effectively.

ACCOUNT TO BE INVESTIGATED:	
Relevant Historical Facts Found	Using Historical Thinking to Process Findings
	Perspective (point of view/frame of reference)
	Continuity and Change (consistency and evolution)
	Cause and Consequence (relationship)
	Significance (historical importance)

CRITICAL JUDGMENT (EVALUATION)	
Criteria to Base Judgment	Evidence to Confirm Sound Judgment
Historical Accuracy (consistency with research findings)	
Reliability of Sources (trustworthiness)	
Balancing Perspectives and Bias (objectivity)	
Historical Analysis (significance and meaning)	
Ethical Considerations (just treatment)	

CONCLUSION ABOUT BELIEVABILITY (Historical Accuracy)

RM 2 Persecution, Mass Atrocities and Genocide: An Investigation of Crimes Against Humanity

Name: _____ Event: _____

Use the following organizer to determine the historical significance of the tragic event you have been assigned to investigate.

Who did what evil acts?	Where and when?	Why then?
Who were the intended victims?	Why them?	Estimated casualties?
How did the rest of the world react or respond?	How did this contribute to the outcome?	What could have been done differently?
What is the historical significance of this event?		
What is the ultimate lesson for humanity?		

RM 3 The Genocide Project

Name: _____ Home Group: _____

Your Home Group Task

Your group has been hired by *Amnesty International* to apply historical thinking skills and critical judgment. You must produce a computer assisted report (PowerPoint, etc.) or a 5-minute infomercial to raise public awareness regarding the need for the international community to become more effective in preventing and addressing atrocities (like genocide). Summaries of some atrocities (or crimes against humanity) can be found at the following website:

World Without Genocide <http://worldwithoutgenocide.org>

Five minutes is not a lot of time to report important information in a convincing manner. Words must be chosen carefully and available time needs to be used effectively. Apply what you discovered about the atrocities investigated by each member of your team to assess the effectiveness of the *United Nations Convention on the Prevention and Punishment of the Crime of Genocide* (1948) and to make a specific recommendation about what can still be done to eliminate genocide and mass atrocities around the world, and to hold those responsible accountable.

Use the following checklist and the rubric on the back of this sheet as planning and coaching tools to create a historically relevant and accurate report, with audience impact.

Your report/infomercial will require the following design elements:

#	Design Element	Planning Notes
1	Concise use of language to provide a convincing report with a specific recommendation for action	
2	Skillful and limited use of narration to set the context and draw a memorable conclusion	
3	Effective use of title, headings and subtitles, as needed to help communicate your information	
4	Effective use of visuals to help build and communicate your message effectively	

Your report/infomercial will require the following concepts of Historical Thinking:

Concept	Focus Question	Planning Notes
Historical Significance	What message about mass atrocities and genocide is most important to report?	
Historical Perspective	What viewpoints and attitudes need to be included for objectivity?	
Cause and Consequence	What causation relationship(s) needs to be highlighted or explained?	
Continuity and Change	What change or progress can this recommendation affect?	
Ethical Considerations	What ethical considerations or values need to be better addressed?	

Home Group/Production Team: _____

Due Date: _____

RM 4 Student Self Reflection: Thinking About My Work

What were you trying to do in this project?

What do you think went well?

What did you learn about the topic, about yourself, and about human nature?

What will you do differently next time?

What help do you need to improve?

RM 5 Rubric for a Report or Infomercial about Genocide

Name: _____ Date: _____

Topic/Title:

Learning Goal:

Home Group Members:

Assessed by (check one): <input type="checkbox"/> Self <input type="checkbox"/> Peer _____ <input type="checkbox"/> Teacher

	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding	Understanding of historical terms, facts and concepts demonstrated through this visual product	Visual product demonstrates limited but passable understanding of terms, facts and concepts	Visual product demonstrates adequate understanding of terms, facts and concepts; some key information used correctly	Visual product demonstrates good understanding of terms, facts and concepts; most key information used correctly	Visual product demonstrates excellent understanding of terms, facts and concepts; all information used correctly
	Accuracy of information presented	Minimal important information accurately presented	Most important information accurately presented	All important information accurately presented	All information accurately presented
Thinking	Evidence of research, thought and planning	Limited evidence of research, thought and planning	Some evidence of research, thought and planning	Clear evidence of solid research, thought and planning	Extensive evidence of thorough research, thought and planning
	Extent of topic treatment; originality of product; relevance of content presented	Limited topic treatment and originality; some content relevant	Adequate topic treatment and originality; most content relevant	Good topic treatment and originality; all content relevant	Excellent topic treatment and originality; all content relevant
Communication	Appropriate use of language conventions to clearly communicate main idea(s); use of visuals to support main idea(s)	Language use provides limited clarity; limited visual support for main idea(s)	Some main idea(s) clearly expressed and somewhat supported by visual images	Main idea(s) clear and well supported by visual images	Main idea(s) very clear and all are well supported by the use of very effective visuals
	Effective use of narration to introduce and conclude presentation	Limited use of narration to guide presentation	Somewhat effective use of narration to guide presentation	Very good use of narration to set up and conclude presentation	Excellent use of narration to introduce and conclude presentation
	Logical sequence of ideas to make effective use of available time; legibility and prominence of title and legibility of additional text (like subtitles)	Awkward sequence of information; limited use of time; title unclear or awkwardly placed; text illegible or awkwardly placed	Somewhat effective idea flow; adequate use of time; title clear but lacks prominence; text somewhat legible but placement is problematic	Effective layout of ideas; good use of available time; title clear and prominent; text legible and appropriately placed for the most part	Highly effective idea sequence; excellent use of time; title and all other useful text very legible, clear and prominently placed
Application	Relevance of visuals to main idea(s)	Limited relevance of visuals to main idea(s)	Most visuals connect to main idea and provide some support	All visuals connect well to main idea(s) and provide good support	All visuals connect very well to main idea(s) and provide excellent support
	Effectiveness of message and recommendations (impact on viewer/intended audience)	Limited appropriateness and effectiveness for intended audience/viewer	Message somewhat interesting and effective; recommendations not clear and concise	Message interesting, effective and somewhat impactful; recommendations are clearly substantiated	Message very interesting and effective; highly informative and persuasive, leaving a lasting impression

Strengths / Recommendations for improvement / Next steps:

Human Relationships Under Life-Threatening Conditions

Grade 11 Dynamics of Human Relationships (Open)

<p>Learning Expectations/Outcomes Students will:</p> <ol style="list-style-type: none"> 1. based on preliminary research, formulate a hypothesis, thesis statement, or research question, and use it to focus their research (A2.3) 2. explain the interrelationship between self-concept, self-esteem, and mental health (B2.2) 3. explain ways self-concept and self-esteem are interconnected with community and societal beliefs and values (B2.4) 4. analyse how both social awareness and physical, psychological, and emotional health affect people's relationships (B3.6) 5. describe variations in cultural customs and traditions that affect how humans interact (C3.3) 6. identify strategies for dealing with significant change and/or loss in a relationship (C4.2) 7. use an appropriate format (<i>e.g., brochure, flyer, poster, report, multimedia presentation, web page</i>) to communicate the results of their research and inquiry effectively for a specific purpose and audience (A4.1) 	<p>Learning Goals (Greater Purpose / Big Idea / Enduring Understanding for Activity)</p> <ul style="list-style-type: none"> ❑ Atrocities bring out the best and the worst in human nature and relationships. ❑ Human relationships can be affected by extreme conditions when survival instincts kick in. ❑ The bonds of a loving family can transcend inhumanity and serve as a motivation to survive atrocities. <p>Character/Values Education:</p> <ul style="list-style-type: none"> ❑ Being a contributing team member ❑ Serving the common or greater good ❑ Valuing healthy relationships ❑ Empathy for the oppressed, marginalized and persecuted ❑ Respecting cultural and ideological differences
<p>Assessment Plan (Evidence of Learning)</p> <ol style="list-style-type: none"> 1. Diagnostic assessment of prior learning about the deliberate use of starvation to force compliance and break the human spirit and student attitudes regarding the power of healthy relationships 2. Formative assessment and feedback regarding the degree to which progress is being made relative to the achievement of learning expectations and cooperative group skills (collaboration, accountability, compromise) 3. Evaluation of performance task products as a demonstration of the achievement of learning expectations 	
<p>Teaching/Learning Strategies DAY 1</p> <ol style="list-style-type: none"> 1. Working in pairs. have students reflect on their Grade 9 experience to consider how it made them feel to be in a new or strange place. Ask students to note how they dealt with the situation and what factors or individuals most affected their progress (both positively and negatively) during the adjustment period. Be sensitive to any student apprehensions about discussing their Grade 9 experience with others and invite them to use another experience instead where they needed to adapt quickly to a new community or situation. 2. While students are working in pairs, post one sheet of paper in each corner of the classroom. Each sheet will contain one of the following labels: <i>Flexibility; Healthy Relationships; Cultural Background; and Self-Esteem</i>. Visit working pairs to find three willing to share their thoughts with the class. Use these three pairs to start a class discussion, then invite other volunteers to share and compare their experiences. [25 minutes] 3. After a brief discussion, ask individual students to move to the corner of the classroom to stand by the sign that represents what they consider to be the most important factor in adapting to a new community. Ask undecided students to stay in the centre of the classroom. Have students in each group prepare a rationale for why their factor is most important and ask each group to appoint a spokesperson. Ask speakers to present their group's conclusions. After this exchange, allow both undecided and other students to move to the corner now most reflecting their personal beliefs. Ideally, student groups should be of relatively equal size, as each factor is 	

significant. Use class discussion to reinforce the ultimate importance of all four factors, and to distinguish between *internal* and *external* factors. [45 minutes]

DAY 2

4. Organize students into placemat groups of four participants. Ideally each group should include one person from each of the four corner groups from the previous day's activity. Provide one enlarged copy of RM 1 *Placemat for Comparing Change Experiences* to organize and record student thinking. Each quarter of the placemat has been designated for a different factor. Have students sit in their groups based on the factor they want/need to write about. Ask each student to neatly record the information they wish to share in the assigned space. Have students take turns sharing and discussing their information with the group. [35 minutes]
5. After this sharing process, ask each group to discuss and record what they have noticed about human nature in the consensus oval in the centre of their placemat. Have groups take turns presenting their observations about the impact of moving to a new community and the treatment received on human relationships. Post each placemat on a class bulletin board for future reference. [35 minutes]

DAY 3 and 4

6. Return students to their original placemat groups. Review with students the benefits and essential elements of cooperative learning. Reinforce the importance of individual accountability and positive interdependence. Use these student groups as home groups for a *jigsaw* learning activity. Explain that each home group member will participate in an expert group activity to gather useful information for the home group to use to complete a task.
7. Organize expert group tables in the four corners of the classroom and have each home group send their delegate to each expert group. Assign different readings from *Philipovna: Daughter of Sorrow* to each expert group to investigate the impact of life-threatening events on human relationships. For large classes, consider forming two expert groups per assigned reading.

Introduce Philipovna as a child orphan of Ukrainian decent who survived a famine (1932-33) orchestrated by ruthless communist dictator Joseph Stalin to destroy any opposition to communist rule and the collectivization of farmland. Philipovna eventually emigrated to Canada in search of freedom and a peaceful life. Her story and experiences have been painstakingly retold by her daughter.

Provide sufficient time for expert groups to complete their assigned task, using RM 2. The following table illustrates one sample allocation of readings and tasks to expert groups. With reluctant readers, teachers may prefer to assign specific pages from a section rather than an entire section for students to read. [70 minutes]

Group	Storyline	Focus Questions (Investigating Human Relationships)
1	An Orphan's Life (Chapters 1, 2, 17, 18)	What factors and experiences brought Philipovna closer to her new family? What was her role in this extended family and how was she treated by other members of the family?
2	Frightening Times (Chapters 3 – 6)	What relationships at school and in the community help to build Philipovna's character? What effect did the frightening times have on these relationships?
3	The Holodomor (Chapters 7 – 10)	What effect did famine, starvation and survival instincts have on human relationships? What effect did political differences have on human relationships?
4	Hiding Out in an Orphanage (Chapters 11 – 16)	What effect did loneliness and fear have on Philipovna's interest and ability to build and sustain healthy relationships with both children and adults? How was Philipovna treated by both children and adults?

8. Back at the home groups, have students take turns sharing what they have learned in their expert group. This will give each student a 5-minute opportunity to be an expert and to provide valuable information to their home group. Use a class discussion and textbook contents to consolidate student understanding. [55 minutes]

- Assign each home group the task outlined in RM 4 and the RM 5 rubric. Have groups discuss RM 3 *Building My Investigation into Human Relationships* to support personal interests while pursuing the group task. Instruct each student to begin recording their research plan. Students must keep this plan updated as it can be requested by the teacher, at any time, for formative feedback and to assess home group progress. [15 minutes]

DAY 5 and 6

- As groups work on task, conference with individuals and home groups to help focus and redirect research and to check for emerging consensus in pamphlet prototype planning. Check that the workload is equitably distributed and that all group members know and accept their individual roles for the successful realization of the assigned task. Help groups define deliverables for the next class. [70 minutes]
- As groups continue working on task conference with individuals and home groups as needed to review research findings and consider appropriate pamphlet contents. Check that the workload remains equitably distributed and that all group members know and accept their individual roles in preparing the deliverable for the next class: a draft pamphlet to be presented for feedback purposes. [70 minutes]

DAY 7

- Have each home group take 5 minutes to explain the design features of their draft pamphlet. Then allow up to 5 minutes for the class and teacher to provide constructive feedback. Model the use of the rubric as a coaching tool for student self and peer assessment.
- Remind students of the due date for final submissions and that the rest of the work may have to be completed outside of class, if no more class time is available for this leaning activity. [70 minutes]

DAY 8

- Collect pamphlets on the due date and use RM 5 to evaluate individual student achievement of mandated learning expectations.

Learning Materials

RM 1 *Placemat for Comparing Change Experiences*
 RM 2 *Gaining Insight from Personal Accounts: Expert Group Worksheet*
 RM 3 *Building My Investigation into Human Relationships*
 RM 4 *Human Relationships Under Stress: Project Details*
 RM 5 *Educational Pamphlet/Communication Piece Rubric*

Elements of 21st Century Learning

- Collaboration and communication
- Creativity and effective design
- Self-direction
- Problem solving and decision making
- Critical thinking

Adapting this Activity to Support Learning

- With your permission, allow students to adapt their product to incorporate individual interests, needs and abilities, using the suggestions outlined on the task sheet (RM 4).

Teaching Notes

- Enlarge copies of RM 1 to ledger paper size (11 x17) to make them more useful for the placemat activity.
- Copy the rubric (RM 5) on the back of the project details sheet (RM 4) to encourage students to use it as a coaching tool.
- Pair English language learners with learning partners who have a good command of English to help with difficult vocabulary and new concepts. Consider allowing some students to work independently or in pairs to complete the assigned task.

RM 1 Placemat for Comparing Change Experiences

Name: _____ Topic: SELF-ESTEEM

Name: _____ Topic: CULTURAL BACKGROUND

Group Consensus:

Name: _____ Topic: FLEXIBILITY

Name: _____ Topic: HEALTHY RELATIONSHIPS

RM 2 Gaining Insight from Personal Accounts: Expert Group Worksheet

Name: _____ Course: _____ Date: _____

Answer the following questions based on the contents of your assigned readings.

1. What makes this account interesting and believable?

Interesting	Believable

2. Do you think that these experiences would generate the same responses today? Explain.

In Families?	In Communities?	In Politics and Government?

3. Briefly summarize how each of the following factors is connected to Philipovna's experience.

Flexibility/Resilience:
Healthy and Supportive Relationships:
Cultural Background:
Self-Esteem:

4. Briefly answer the two focus questions assigned to your expert group here and on the back.

5. What significant insight does this account reveal about the impact of life-threatening events on human relationships?
6. What research questions do these accounts trigger, to help gain more insight or to confirm the universality of these life-threatening experiences? What sources might be helpful?

RM 3 Building My Investigation into Human Relationships

Name: _____ Course: _____ Date: _____

What I want to find out about:	What I already know that I can build upon:
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My Rich Inquiry Question (revisit and revise as needed)	My Learning Goal:

Refining my question with discipline-based thinking

Success Criteria:

What Successful Completion Looks Like	My Plan to be Successful
Framing a clear, rich, and interesting inquiry question	
Gathering information from a variety of trusted sources	
Gathering information from a variety of perspectives	
Analysing information to understand the main ideas, arguments, and details	
Connecting found information to recognize patterns, causes, and consequences	
Understand limitations in sources and conduct fact checks to confirm credibility	
Recognizing and applying ethical considerations and values	
Establish criteria for a complete, comprehensive and supportable answer	
Establish criteria for an audience appropriate, clear, persuasive, and interesting presentation	

Where I Can Find Useful Information:

Source	What I Expect to Find	Actual Findings	Fact/credibility check (circle one)
			+ - ?
			+ - ?
			+ - ?
			+ - ?
			+ - ?

Conclusion/Big Idea/Enduring Understanding from My Investigation:

RM 4 Human Relationships Under Stress: Project Details

Name: _____ Course: _____ Date: _____

Team Members: _____

Task:

Your creative team has been hired by the *Canadian Association of Social Workers* to create a public information pamphlet (in either hard copy or e-version) to help educate Canadian teenagers about the impact of life-threatening and traumatic experiences on the personal health, relationships, and self-image of victims. Your product must be designed to communicate on its own, without additional explanations, handouts or introductions.

Task Steps and Requirements:

1. Complete the research of human relationships that you have already started. Expand your research to investigate a focused question arising from this initial research and the home group discussions that followed. Collect information from a variety of sources and in a variety of formats to help determine pamphlet design and educational contents.
2. Work closely with your creative team (home group) to map out pamphlet contents, including text, graphics and images to support visual learners. Once the group has a workable plan, conference with your teacher for feedback.
3. Beyond the research task that every team member must complete, assign specific responsibilities, roles, and duties to each member of your creative team. Create a list of duties and tasks that need to be done to successfully complete your task. Use the rubric provided by the teacher as a coaching and self assessment tool.
4. Create a timeline of tasks that need to be done and assign the tasks to individuals in the group. Each task should have a corresponding due date. Be sure to look at some public information pamphlets produced by professionals to get ideas about your own pamphlet design.
5. Create a prototype of the pamphlet and seek descriptive feedback to improve its design and contents.
6. Make adjustments based on teacher and/or peer feedback.
7. Prepare the final pamphlet and present it to the class.

Adapting the Task:

You may choose to produce an alternative media product such as a website, blog, PowerPoint slide show, or video that can be communicated to the intended audience. Discuss the selection of your format with your teacher. Keep the media product appropriate for a Grade 9 audience. Share your design ideas with your teacher, classmates and parents or guardians for useful feedback. Consider using some Grade 9 students ahead of time to test out some of your ideas and raw footage, for additional feedback on the appropriateness of your plan.

Assessment Criteria:

The following criteria will be used to assess your work:

- *Knowledge* – accurately presenting research findings using appropriate terminology
- *Thinking and Inquiry* – analysing and interpreting found information to address important research questions/findings
- *Communication* – gathering, interpreting and representing your information in a clear audience appropriate message
- *Application* – applying the appropriate techniques and methods for producing an informative, interesting and convincing age appropriate product for a Grade 9 audience

Consult the teacher's rubric and exemplars to confirm what successful task completion looks like.

Due Date(s): Draft _____

Final Product _____

RM 5 Educational Pamphlet/Communication Piece Rubric

Name: _____ Course: _____ Date: _____

Team Members: _____

Criteria	Below Level 1			Level 1		Level 2		Level 3		Level 4			Total
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Knowledge Product demonstrates a functional understanding of subject matter and research findings	Command of subject matter and research findings is very superficial			Limited but passable understanding of subject matter and research findings		Some good use of research findings is evident; good understanding of some subject matter		Solid understanding of subject matter and research findings is evident for the most part		Excellent understanding of subject matter and research findings throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Thinking/Inquiry Skills Locating and using information from a variety of reliable sources	Demonstrated location and analysis skills are very superficial			Limited but passable location and analysis skills are evident		Some good location and analysis skills are evident; some weak spots remain		Very good location and analysis skills are evident throughout		Excellent and thorough location and analysis skills are reflected throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
	Critical thinking and analysis used to make decisions supporting project needs			Superficial and ineffective use of critical thinking and decision making is evident		Limited use of critical thinking and decision making is evident; some key decisions were ineffective		Good use of critical thinking and decision making is evident; some key decisions were effective		Solid use of critical thinking and decision making is evident; most key decisions were effective		Excellent use of critical thinking and decision making is evident; all key decisions were effective	
Communication Information is presented clearly and in a logical sequence	Content is unclear and disorganized (unacceptable for this grade)			Information presented with limited clarity and logical sequence		Contents somewhat clear and sequential; awkward/unclear in some key parts		Content is clear and logical as presented; a bit awkward or wordy in a minor part		Content is highly logical and presented both clearly and concisely throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
	Titles, headings and key words are effectively used to guide the audience			No evidence of formal structure and audience support		Limited evidence of formal structure to guide audience		Adequate use of formal structure to guide audience in some key parts		Very good use of formal structure to guide audience in most parts		Excellent use of formal structure to guide audience in all parts	
Communication Effective use of language conventions and chosen delivery medium	Use of language and/or medium not passable for this grade			Limited use of proper spelling, grammar and sentence structure; awkward use of medium		Adequate use of medium, spelling, grammar and sentence structure; weak at times		Spelling and grammar used well; sentence structure awkward at times; solid use of medium		Spelling, grammar, sentence structure and medium all used very effectively throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Application Presentation of information is interesting and audience appropriate	Presentation is boring and inappropriate			Audience appropriateness and interest generated is limited		Information is somewhat interesting and audience appropriate		Information is interesting and audience appropriate in most parts		Information is very interesting and audience appropriate in all parts			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
	Effective synthesis of the important research sources and findings			Not passable (superficial or non-existent)		Research used to limited effect in presentation		Presentation makes adequate use of some research; more sources needed		Presentation makes effective use of good sources and research findings		Presentation makes excellent use of all research; research is very well synthesized	
Application Visuals are appropriate and well placed	Visuals are poorly placed, few, and inappropriate			Too few visuals are used and to limited effect		Some good visuals are used; placement somewhat effective		Sound choice and placement of visuals throughout		Excellent choice and placement of visuals throughout			X
	0	2	4	5.2	5.7	6.2	6.7	7.2	7.7	8.3	9.3	10	
Strengths / Suggestions for Improvement / Next Steps:										Final Mark		%	