



TEACHER'S GUIDE

MY UKRAINE

PREPARE TO READ

1. Get students' attention

- Ask students if they can find your country on a map.
- Ask students if they can describe your country's flag.
- Ask students to talk about some other symbols of your country.

2. Connect to students' experiences

This can be done in native language or English.

- Show students the map and flag on page 6.
- Ask students,
 - "Which country's flag is this?"
 - "What country is colored orange on the map?"
- Ask students to share anything they know about Ukraine.
 - Do they know any cities in the country? Any bordering counties? Any history about the country?
- Give each student a copy of the K-W-L chart on page 9.
 - In the K-Know column, students should write what they already know about Ukraine.
 - In the W-Want to Know column, students should write things they want to know about Ukraine. (For example, maybe they want to know what the national song is.)
 - After students read and listen to the story, they will complete the L-Learned column.

- If you aren't able to make copies for every student, you can draw a K-W-L chart on the board or large paper to complete as a class.

3. Guess: What will happen?

- Have students read the title.
 - What information do they think the essay will contain? What do they think the author will talk about when she discusses “My Ukraine”?
- Write some of the students' ideas on the board.

READ & LISTEN

1. Identify and mark

- Review with students the following places mentioned in the essay.
 - Principality of Pereyaslavl—a state in ancient Ukraine
 - Kyiv—the capital of Ukraine
 - St. Michael's Cathedral
 - Andrijivsky Uzviz—a street
 - Paton's bridge
 - Taras Shevchenko National University
 - Hoverla—the highest mountain in Ukraine
 - Kamjanets' Podilsky—a historic castle
 - Livadia Palace in Crimea
 - Donbass—a region in the eastern part of Ukraine
 - National University of Ostroh Academy
 - Starokostyantyniv—the author's hometown
 - Khmelnytsky—a western region in Ukraine where the author's hometown is
- Tell students as they read the essay, they should underline every place name. They can refer to the images on the handout on page 7 to see some of the places and see their locations on the map on page 8.

2. Identify and react

- Tell students you will play the audio of the story. Every time they hear the phrase “My Ukraine,” they should stand up.

RESPOND

1. Talk more about the essay

- What are the three songs mentioned in the essay? When are they sung or heard?
 - Lullaby (first mention of Ukraine)
 - Shchedryk /Carol of the Bells (folk dances, boxing fights, news about the war)
 - Oy, u luzi chervona kalyna (national song sung everywhere)
- Play the song Carol of the Bells. Have students ever heard this song before?
 - Ukrainian version: <https://youtu.be/f2cKBWFmnxU>
 - English version: https://www.youtube.com/watch?v=1FXGMxZW_PM
- What people are mentioned in the essay? What did each one do?
 - Son'ko Drimko (an imaginary character who brings sweet dreams to children, in a lullaby)
 - Mykola Leontovych (writer of Carol of the Bells)
 - Olexandr Ysyk (world champion boxer)
 - Leo (little boy who sang the song Oy, u luzi chervona kalyna)
 - daughter, grandmother (the author's family)
 - airmen (defended the country)
 - Nikolai Mazur (famous sculptor)
 - children (made bracelets, raised money)
- Review all the places in the story. Give students the images on page 7. Discuss with students,
 - “Which one(s) would you like to visit? Why?”
- Return to students' predictions from Activity 3 Prepare to Read.
 - Were any of the things students thought about mentioned in the essay?
 - Did any students predict correctly?

2. Research and Illustrate

- Divide students into pairs.
- Each pair should choose (or you can assign) one of the places in the essay.
- They should research a little more about the place. They can either
 - illustrate the place or
 - write 3-5 sentences about the place.
- Have pairs share their illustration or sentence with other pairs and/or the whole class.

3. K-W-L Chart

- Have students return to their K-W-L chart.
- They should now complete the L-Learned column.
- Discuss what students learned.
 - Did they learn about anything they mentioned in the W-Want to Know column?
 - Compare their chart with a partner. Did they mention the same or different things in the L-Learned column?

4. Vocabulary

- Review the Word Profile for this essay on pages 10-12.
- Identify any words your students may not know and that you want to focus on.
- Tell students the keywords for the essay are song, history, nation.
 - Ask students why they think these are the keywords.
 - Note “keywords” are words that appear more than expected. They show what a text is about.
 - How do these words represent what the essay is about?

5. My Ukraine Puzzle

- Ask students how they think the author of the essay defines my Ukraine. What is her Ukraine?
- Divide students into groups of 4.
- Give each group a copy of the My Ukraine Puzzle on page 13.
 - Point out there are 16 pieces to the puzzle.
 - There are at least 16 ideas in the essay that show what “My Ukraine” is.
- Together, students in each group should identify ideas that show what “My Ukraine” is and write one on each puzzle piece.
- When finished, have groups share the ideas on each piece of their puzzle.
 - Discuss how each idea shows what “My Ukraine” is.
 - Compare the ideas for each group. Do they have the same or different ideas on their puzzle pieces?

EXPAND

1. My Country Discussion

- Ask students what ideas they think define their country. Try to list at least ten.
 - Think of symbols like those used in the My Ukraine essay.
 - What songs, people, places, traditions, etc. show about your country?

2. My Country Puzzle

- Divide students into groups of 4.
- Each group should think of 16 ideas that define their country.
- Give each group a copy of the My _____ [Country] Puzzle on page 14. Write the name of your country on the blank.
- Students should write one idea on each puzzle piece that defines their country.
- When finished, have groups share the ideas on each piece of their puzzle.
 - Discuss how each idea shows what their country is.
 - Compare the ideas for each group. Do they have the same or different ideas on their puzzle pieces?

3. My Country Class Book

- Divide students into pairs.
- Each pair should choose or be assigned an idea that defines their country.
 - For example, Students A and B are assigned or choose the flag.
- Give each pair a copy of the My [Country] Class Book page on page 15.
 - On the left, pairs should write out their idea. For example, Students A and B would write Flag at the top and then describe the colors and symbols on the flag.
 - On the right, pairs should include a picture of their idea. The picture can be a hand-drawn illustration or printed or cut out and pasted to the page.
- Print out one copy of the My [Country] Class Book cover page on page 16.
 - Write the name of your country in the blank on the left.
 - Fill in details about your class in the blanks on the right.
 - You may add illustrations in the white spaces below the title and above the class details.
- When all pairs are finished, put the pages together, with the cover page on top. Staple, tape, or glue all the pages together. You now have a class book about your country.

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My Ukraine

St. Michael's Cathedral



Andriivsky Uzviz



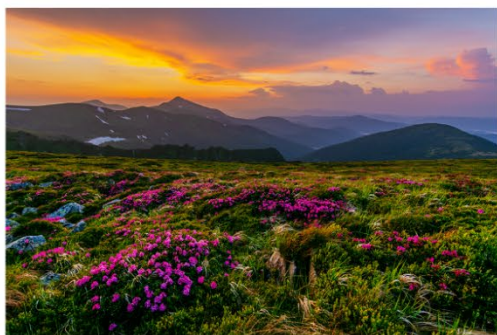
Paton Bridge



Taras Shevchenko National University



Hoverla Mountain



Kamjanets' Podilsky



Livadia Palace



National University of Ostroh Academy





Teach Us About Ukraine is produced by GoGlobal Ukraine and Voice of America Learning English.
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My Ukraine

Before you read, think about the topic. What do you know already about it? Write it in the K column. Ask yourself, "What do I want to know about the topic?" Write it in the W column. After you read, think, "What did I learn?" Write it in the L column.

K Know	W Want to Know	L Learned

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Word Profile: My Ukraine

CEFR level: low B2

Keywords: song, history, nation

Proper nouns/Ukrainian words:

Hypatian Codex	Pereyaslavl	Son'ko Drimko	Mykola Leontovych
Shchedryk	Virsky	Olexandr Ysyk	Kyiv
St. Michael	Andrijivsky Uzviz	Paton	Taras Scevchenko
Carpathian	Hoverla	<i>Oy, u luzi chervona kalyna</i>	
Kamjanets' Podilsky	Livadia	Crimea	Donbass
Ostroh	Starokostyantyniv	Khmelnysky	Nikolai Mazur

Off List words:

(words not included in CEFR)

academy	airman	anthem	chariot
domes	dragonflies	drones	fairytale
fern	hometown	honoring	lullaby
mermaids	mosquitos	pearl	principality
riflemen	sculptor	someday	

C2 words:

troops			
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C1 words:

coal	historian	resemble	warriors
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B2 words:

founded	independence	institution	invasion
medieval	remains	territory	

B1 words:

boxing	bracelet	brave	candle
champion	character	charities	created
defend	education	fight	flag
folk	historic	historical	land
mentioned	metal	million	palace
performed	quietly	raise	region
shaped	stone		

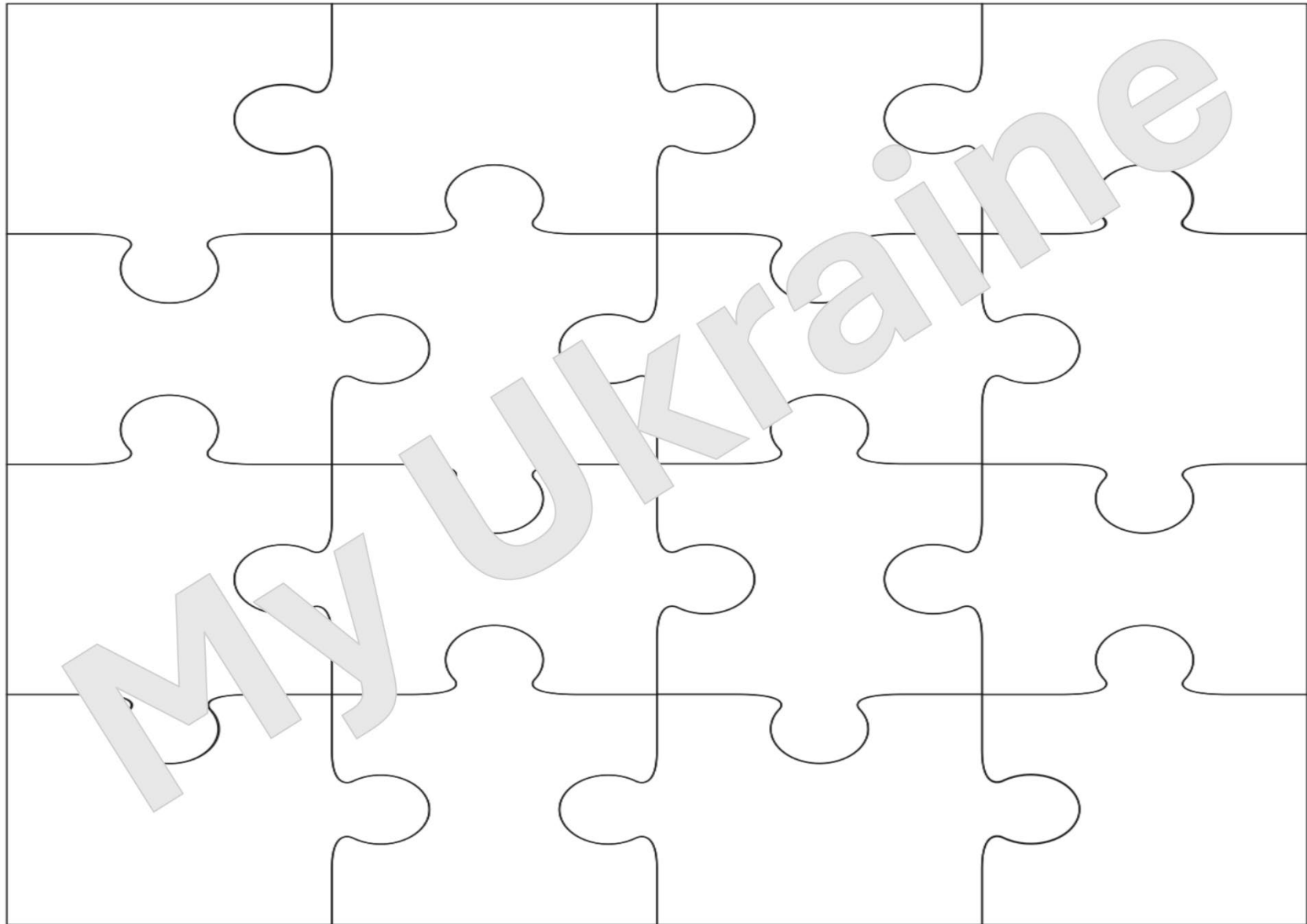
A2 words:

against	ago	became	become
breaking	bridge	capital	mention
cathedral	collect	could	documents
ever	field	golden	grandmother
grew	heart	history	hope
journey	machine	modern	mountain
national	news	piece	print
races	running	since	singing
songs	square	unfortunately	war
western			

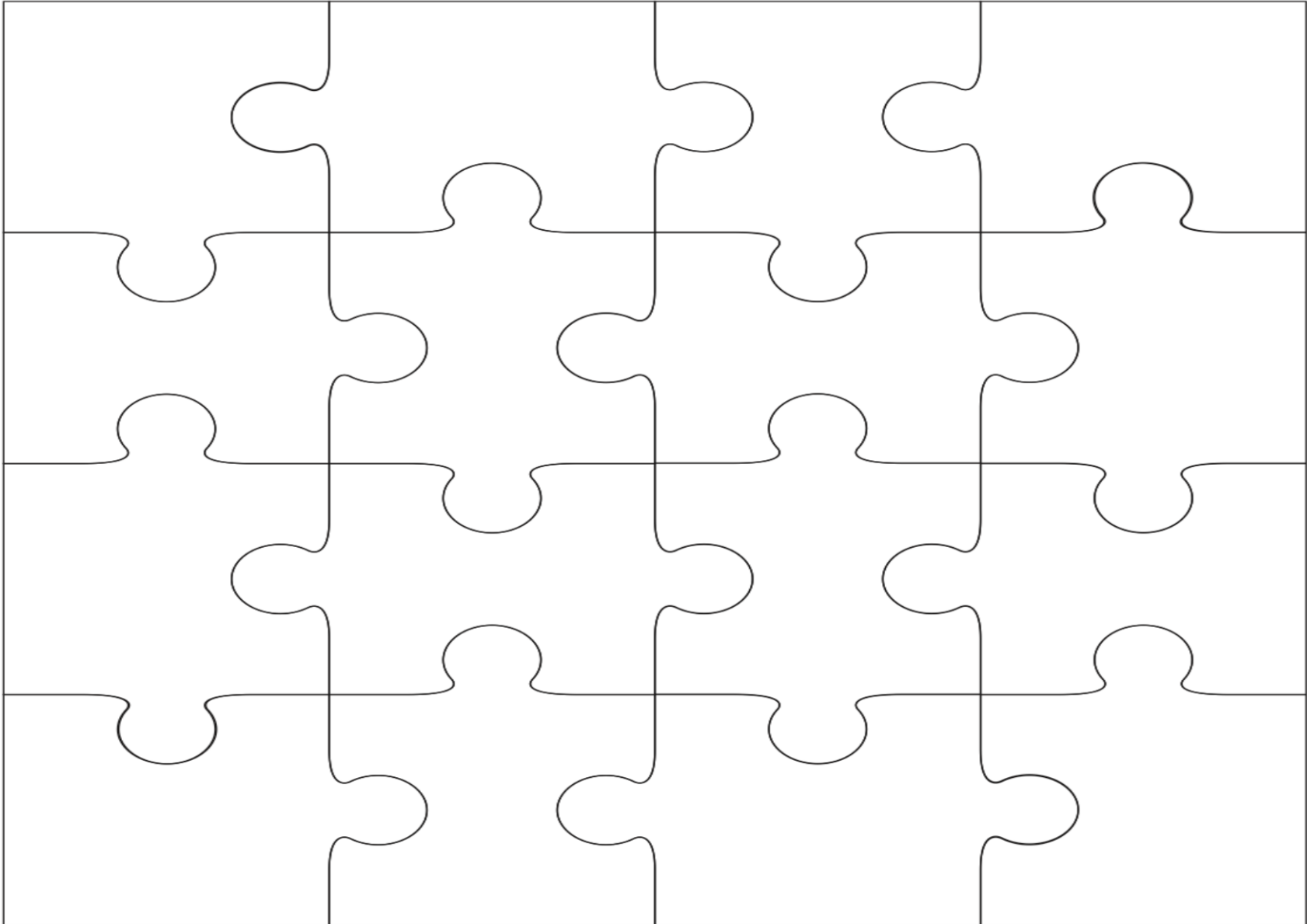
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A1 words:

a	about	all	and	as
at	be	bed	been	boy
buy	children	country	dances	daughter
famous	first	fish	for	from
great	has	have	heard	her
higher	highest	home	I	in
is	it	known	like	little
made	making	money	mother	My
name	now	of	often	old
on	out	our	parts	picture
plants	present	say	seeing	show
sleeping	street	the	that	this
to	university	visit	watching	was
what	who	with	world	year
young				



My _____



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