



TEACHER'S GUIDE

LVIV – COFFEE CAPITAL OF UKRAINE

PREPARE TO READ

This can be done in the native language or in English.

1. Get students' attention

- Hold up a coffee cup and ask students if their parents drink coffee or if they have ever tasted coffee.

2. Connect to students' experiences

- Ask, "Does your country have a place that is famous for a drink? What is it?" Write some answers on the board for future reference. For example, in the United States, Seattle is known for its coffee shops.
- Ask, "Do you like to go to coffee shops?" Ask students to explain why or why not.

3. Guess: What will happen?

- Tell students they will learn about the city of Lviv, Ukraine in this lesson. It plays an important role in the history of coffee in Ukraine.
- Ask: "What do you think the story will tell us about Lviv?" (*Write some guesses on board so they can be reviewed after reading. Note that even if a guess is incorrect, predictions make our brains more active while reading.*)
- Say: "Now let's listen to the story and see what we can learn about Lviv."

READ & LISTEN

1. Identify and mark

- As students read, ask them to identify and underline the places in Lviv that the writer mentions. Then, have students circle the people mentioned and why they are important to Lviv.

2. Identify and react

- As you play the audio recording, have students raise a hand whenever they hear the word, “coffee.”

RESPOND

1. Check understanding with specific questions

- For a large class, break students into groups to ask each other and answer the questions. Have the groups raise their hands when they have answered all the questions. Tell students that the first group to finish can then choose members of other groups to answer each question aloud.
 - “Where is Lviv?” (in the Eastern part of Ukraine)
 - “Who was Yuri Kulchytsky?” (The person who made coffee popular in the Austrian empire)
 - “Who attended the university of Lviv?” (Mikhaylo Hrushevsky)
 - “Why is Lviv special?” (It is a place where many languages and cultures merge.)
 - How does the writer feel about Lviv? (She has good memories of being there and loves the atmosphere of the city.)

2. Talk more about the story

- Revisit the predictions made in the previous activity and ask students to check on which facts in the story support their predictions.
- Ask students to write a question about the content of any part of the story that sparks their interest.
- Clarify vocabulary from the story: aristocratic, aromatic, chatter, checkered, cobblestone, create, credit, disrupt, diverse, fortress, indomitable, symbol
- Make a “one-pager” – a single page with meaningful quotes, analysis, and questions about the topic of the story (See <https://www.readingandwritinghaven.com/using-the-one-pager-as-a-response-to-reading>)

3. Create a travel poster or social media post

Set up

- Show students examples of other travel posters or social media posts promoting a travel destination.
- Prepare drawing materials such as large blank sheets of blank paper and crayons, markers, or colored pencils. Or give students the handout on page 5 to student to make smaller drawings.
- If you want to have students work in groups, assign groups.

How to

- Tell students, “Now we are going to make a travel poster or social media post about Lviv. What do you think we can tell others about the city?” List students’ ideas on the board.
- Tell students, “Now’ let’s share what we know about Lviv with our posters or posts.”
- Assign a length of time for completion of the assignment and remain available for questions.
- Display responses on the classroom walls or have students present them individually if feasible.

Variation

- Have students present their response orally to the class or to members of a small group.

EXPAND

1. Research a Similar Topic

Set up

- Ask students to tell you the name of their favorite drink. Research it in a library or online to learn about how it is made and its history. Prepare enough copies of the information you find so they can be shared by small groups of students or prepare a handout with links to online resources if students have internet access. Possible online resources may be travel guides, videos, or blogs on the topic of the story.

How-to

- Say, “We’re going to learn more about (favorite drink) now. I’m giving you some materials you can use to find more information on the place/person/thing.”

Teacher's Guide Lviv – Coffee Capital of Ukraine

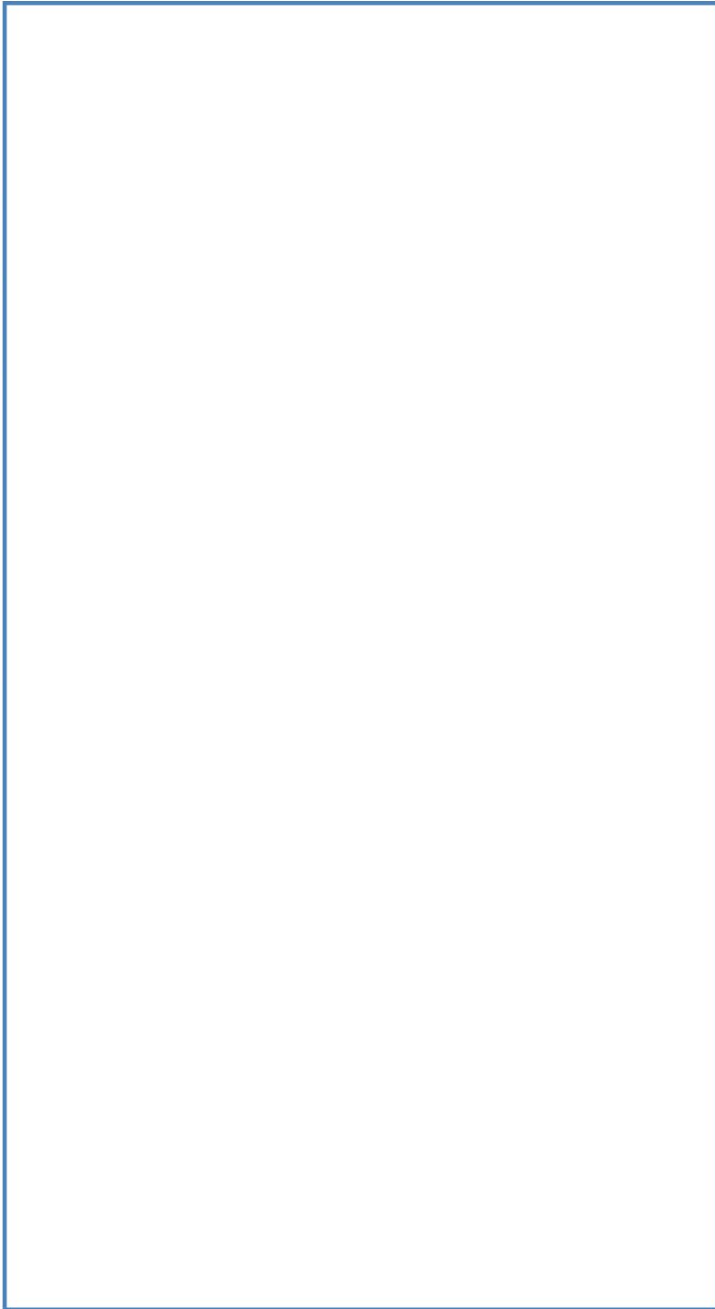
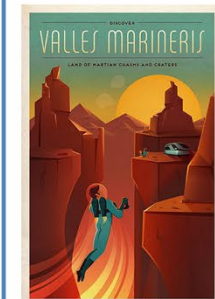
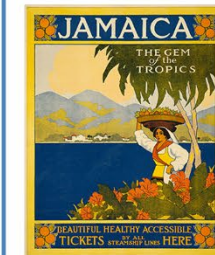
- Explain: “Your job is to read the material or watch the videos, then choose at least two more new things you can share with your classmates. Then you will present that to the class. You will tell us why it helps you understand more about the topic.”
- Divide students into small groups and give each the materials you have chosen for them.
- After a given period of time, ask the groups to present the new information they have gathered and explain how it has added to their understanding about the topic.

Variation

- Introduce the roles of cooperative learning groups before the small group activity. These roles usually include: a manager/motivator, a scribe, a researcher, and a presenter. Role cards are available with an explanation on the Learning English website:
<https://learningenglish.voanews.com/a/cooperative-learning-can-change-your-mind-about-group-work/4038628.html>

Create a Travel Poster

Think about what you learned about the city of Lviv. Draw a travel poster that includes some of the things you think others might enjoy if they visit the city. If you prefer, make a social media post to tell people about Lviv.



Teach Us About Ukraine is produced by GoGlobal Ukraine and Voice of America Learning English. Find more lessons at <https://learningenglish.voanews.com/>