



## TEACHER'S GUIDE

### A WALK IN KYIV

#### PREPARE TO READ

Below are warm-up activities to choose from. Use English or the native language.

#### 1. Get Students' Attention

Create interest in the story. Ask students about traveling. Below are some sample questions.

- Ask students:
  - If you could travel to any country, what would it be?
  - If you could travel to any city, what would it be, and why?
  - What makes an old city special to visit?

#### 2. Connect to Background Knowledge

Find out what your students know about Kyiv, Ukraine. Below are some suggestions.

- Ask, "Have you seen any images of Kyiv? If so, what have you noticed in the images?" Show a map of Ukraine and pictures of Kyiv.
- Ask students questions. Add your own or students can ask questions.
  - Have you ever visited Kyiv?
  - Have you heard news reports about Kyiv?
  - What do you know about Ukraine?

#### 3. Vocabulary Warm-up: Creating a Capital City Word Web

Vocabulary (key words) from this story are listed at the end of this Teacher's Guide.

- On the board, write the word *city*. Draw a circle around it.
- In pairs, students have 2-3 minutes to brainstorm any words related to *city*.
- Have each pair share their words and write them on the board.
- Then circle all the vocabulary (key words) they have written on the board.
- Ask your students to consider how the words are related. (Ex: If the students wrote *church*, *cathedral*, *statue* and *monument*, they might recognize that these are all landmarks.)

#### 4. Guess: What Will Happen? (Part 1)

You begin this activity in the Prepare to Read phase and then finish it after studying the article.

- Have students read the title or some of the keywords.
  - What information do they think the essay will contain?
  - What do they think the author will talk about?
  - What will they learn?
- Have students write their answers on a piece of paper or in a notebook.
- Ask for some to share their answers. Write their ideas on the board. (You will return to these answers later in Part 2 of this activity to see who was right or who came close.)

#### 5. Know-Wonder-Learned Chart (Part 1)

This chart organizes and visualizes a student's learning process. It is a two-part activity.

- Divide a sheet of paper into three sections. At the top, label them K (What do you Know?) W (What do you Wonder about? Or What do you Want to know?) and L (What have you Learned?) Or you can print a copy of the K-W-L chart from the end of this guide.
- In the K column, students write what they already know about Kyiv or capital cities.
- In the W column, students write about what they want to know about Ukraine, Kyiv.
- Leave the L column empty. Students will complete this after working with the text.
- Later, after completing the chart, students can share with the class how their thinking changed about the topic or what they learned. Teachers can post their charts in the classroom.

## READ & LISTEN

For this phase, choose activities that are appropriate for your students to experience the story.

#### 1. Listen & Mark (Part 1)

- Have the class listen to the story with a piece of paper. As they listen, they make a mark every time they hear a new word or something they don't understand.
- Tell them to count their marks. (Later, you can do this again and compare the marks.)

#### 2. Visualize

- Play the audio story. Tell students as they listen to the story, they should pay attention to their senses. What do they see? What do they smell? Also, what are they curious about?
- After listening, they can make brief notes about their visualization. Put students in small groups or pairs to share, or they can share with the whole class.

### 3. Read Aloud

- Have students take turns reading the text aloud.
- Stop and ask questions. (However, do not stop too often. This may affect the understanding and enjoyment of the story.)

### 4. Find the Main Point of the Story

- Say, “As you listen and read the article, ask yourself: What is the main focus of the article?”
- Ask students to underline the parts of the text which led them to their answer.
- Students can compare answers in pairs before they check their answer with the whole class.
- As a whole class, ask students to share which parts of the text they underlined.
- Ask, “Which answer below best sums up the main focus of the article? Explain your answer.”
  - a. The location and geography of the city of Kyiv
  - b. The history of the city
  - c. Kyiv: the mixture of the past and present(suggested answer: c)

### Article Background

Ukraine is one of the largest European countries. It proclaimed its independence in 1991. However, the lands that make up Ukraine’s modern territory are home to thousands of stories of hundreds of peoples, states and cultures.

In the history of Ukraine, heroic and dramatic plots have taken place here over the centuries. Since 1991, more than 40 million people of different nationalities and religions have enjoyed peace in Ukraine until 2014, when Russia illegally occupied Crimea and sent its troops to Ukraine’s Donbas region. Then on February 24, 2022, Russia launched a full-scale invasion of Ukraine.

Kyiv is the capital city of Ukraine. Founded more than 1500 years ago, it is one of the more beautiful and one of the oldest cities of Eastern Europe and has played a pivotal role in the development of the East Slavic civilization as well as in the modern Ukrainian nation.

## 5. Describe Kyiv

In pairs, students look at the images of Kyiv. They use three or more adjectives to describe the city.

### 1. National Opera of Ukraine



(Adobe Stock photo by Артём Князь)

### 2. Saint Volodymyr Cathedral



(Adobe Stock photo by Only Fabrizio )

### 3. Universytet Metro Station



(Photo Credit w/permission: <https://www.whatkateandkrisdid.com/>)

### 4. Independence Square



(AP Photo)

### 5. Saint Sophia Cathedral



(Adobe Stock photo by Gelia)

### 6. Kyiv Train Station



(AP Photo)

### 7. Ministry of Foreign Affairs of Ukraine



(Adobe Stock photo by diegograndi)

### 8. Taras Shevchenko Kyiv National University



(Adobe Stock photo by adamchuk\_leo )

## RESPOND

### 1. Check for Understanding

This activity tests for comprehension: How well do students understand the story?

- Give students the six questions below. They should read and answer them alone.
- After they are finished, check answers with the whole class.
  1. Who do the men at the railway station wait for?
  2. Whose busts are displayed at Universytet metro station?
  3. Why is Kyiv National University a leading educational institution in Ukraine?
  4. What religious landmarks are mentioned in the article?
  5. Does Kyiv City Teacher's Building have historical value for Ukrainians? Why?
  6. What is the main square of Kyiv? Why is it important for the people of Ukraine?

#### Answers:

1. their women and children
2. famous Ukrainians
3. More than 26,000 students attended nearly 30 schools and centers at the university.
4. Saint Volodymyr Cathedral, Saint Sophia Cathedral, Saint Andrew's Church
5. Yes. In 1918, the Central Rada adopted the Fourth Universal declaring Ukrainian independence during the height of the Ukrainian War for Independence in 1917-1921.
6. Independence Square. It is a symbol of Ukraine's struggle and victory, pain and rebirth, and strength and endurance, the place where the "Maidan" revolution started.

### 2. Guess: What will happen? (Part 2 - Revisit)

If you used this activity in Prepare to Read, return to it after working with the story.

- Read some of the answers from the students.
- Review their responses:
  - Who was right or close with their guesses?
  - Who corrected something they *thought* they knew?
  - What surprises did they learn?

### 3. Discuss the Story

Answering and asking questions can help students connect with the story. Here are examples:

- Would you like to go to Kyiv?
- What sights would you like to visit? Why?
- Is it important to know the history of your city/country? Why?
- What places appeal to you in your city/country? Why?

#### 4. Make a One-Pager

A One-Pager visually represents key information. It can help with memory and comprehension.

- On a large sheet of paper, have students write all the information they remember.
- They can include quotes, analysis, questions about the topic, art work, photos, or images.
- Here are two resources for sample one-pagers: <https://www.cultofpedagogy.com/one-pagers/>.  
<https://www.weareteachers.com/one-pager-examples-english-language-arts/>

#### 5. Vocabulary Practice: Part 1

- Write the below definitions on the board. Or print them and hand them out.
- Read the key words (below) out of order and have students write them down.
- Students learn the pronunciation of the word with the audio story or online dictionary. They should practice saying it aloud.
- Next, they match the key words with their meanings.
- Then, put students in pairs. They compare results. And then they use the word in a dialogue.
- If there is time, students can read or perform their dialogues with the whole class.

##### Definitions:

1. to see something happen
2. the things that can be seen behind the subject of a picture
3. to continue to live after being in a difficult situation
4. to change and become someone or something different
5. to rise very quickly to a high level
6. to accept or start to use something new
7. to suggest the happening of a future event
8. the ability to make decisions for yourself
9. the ability to do something difficult, unpleasant, or painful for a long time
10. the condition of being a country or a part of a large country that has its own government

##### Answers:

1. *witness*
2. *background*
3. *survive*
4. *turn into*
5. *soar*
6. *adopt*
7. *foreshadow*
8. *self-determination*
9. *endurance*
10. *statehood*

## 6. Vocabulary Practice: Part 2

- Ask students to write a question or statement using each of the vocabulary words.
- Quiz random students about a particular word's pronunciation and meaning.
- Post their sentences using the new words in the classroom.

## 7. Create a Story Map

This graphic organizer allows students to visualize the main points of the story.

### Set up

- On paper or a whiteboard, draw a circle in the middle. Write the story's name inside the circle.
- Draw one line outward from the circle and attach another circle to it.

### How to

- Explain, "We are going to map this article to understand the main ideas."
- Point to the empty circle. Ask, "Where is Kyiv?" Write the place name and details from story.
- Add another circle. Ask, "What happens at the railway station in Kyiv?" Fill in answers.
- Continue to fill in the story map with answers for such questions as:
  - What can you find on the walls of the Universytet metro station?
  - What kinds of plants are grown in O.V. Fomin Botanical Garden?
  - What university is next to the O.V. Fomin Botanical Garden?
  - What transformations have taken place with St Volodymyr Cathedral?
  - Why is Saint Sophia Cathedral important?
  - What can you visit in the neighborhood where St Andrew's Church stands?
  - What historical events happened in Kyiv City Teacher's Building at the beginning of the 20<sup>th</sup> century? What important historical events took place in Ukraine?
  - What qualities are represented in the characters of Yaroslav and Sofiia in the article?

## 8. Make a City Tour

Learners make a city and give a tour. It can be their own city, one they choose, or one they create.

- You may need materials to make signs and/or posters. Or this activity can be done online.
- After the class picks a city, the whole class decides what sites, facilities, and activities to include. (Use the story "A Walk in Kyiv" as a guide.)
- Assign students into groups to design these sites, facilities, and activities. (Ex: Group 1 creates buildings for a university. Group 2 designs a famous park. ...) Give materials, as needed.
- Each group gives the whole class a "tour" of their assigned site or facility using key words.

## **Variations**

- The class can create an online poster for their city.
- Students can write a song or poem about their city.

## **9. Research & Illustrate**

Students explore one of the places in the story more deeply. This activity requires art supplies.

- Divide students into pairs. Each pair chooses (or you can assign) one of the places in the story.
- They should research more about the place. They can use the online resources found on page 9 or other resources they find on their own.
- On paper, they illustrate the place with drawings or pictures cut from magazines. If the students have access to technology, they can also do this online.
- Have pairs share their illustration with other pairs and/or the whole class.
- Teachers can combine all the pictures into one collection and display in the classroom.

## **10. K-W-L Chart (Part 2 - Revisit)**

Students who filled out a K-W-L chart in the Prepare to Read phase can finish it now.

- Have students return to their K-W-L chart and complete the L-Learned column.
- Discuss what students learned.
  - Did they learn about anything they mentioned in the W-Want to Know column?
  - Did they learn something that corrects what they thought they knew?
  - Compare their chart with a partner. How are their L columns similar? Different?
- You can also write these results on the board as a whole class activity.
- You can post the charts in the classroom.

## **11. Listen & Mark (Part 2 - Revisit)**

- Go back to the Listen & Mark paper.
- Tell students to flip it over to the clean side.
- Play the audio again for the class. Make a mark every time you don't understand something.
- Count the marks. Compare the earlier version. See if there are fewer marks on the paper.



## EXPAND

### 1. Create a Travel Poster

With this creative activity, students can apply what they have learned to a new city or area.

#### Set up

- Give students a time limit and materials (paper, markers, travel magazines...).
- Show examples of travel posters, printed or online. This website has several examples: <https://www.storyboardthat.com/create/travel-posters>
- Students can also use the activity sheet found on page 12.

#### How to

- Students create or collect images for the poster. They can use magazines or online websites.
- Students create attractions and facilities for their city. Here are some things to consider:
  - name, population, industries, weather/climate
  - getting around (transportation, walking tours)
  - landmarks, traditions, history
  - arts, entertainment, food, lodging
- Display posters on the classroom walls or share digital posters on whiteboard.

### 2. Research the Topic Further

- Find several resources related to the story. Prepare copies to be shared in small groups. (Or prepare links to online resources -- including travel guides, videos, or blogs, if possible.)
- Say, “Let’s learn more about Kyiv with some new materials.” Set a time limit.
- Explain, “Read the material and choose at least two more new things you can share with your classmates. You will explain why it helps you understand more about the topic.”
- Divide students into small groups and give each the materials you have chosen for them.
- Students share their information and explain how it added deepened their understanding.

#### Useful Links

Buildings in Kyiv: <https://toursdekiev.com.ua/en/buildings>

Historical areas: <https://toursdekiev.com.ua/en/hystsentries>

Museums: <https://toursdekiev.com.ua/en/hystsentries>

Monuments: <https://toursdekiev.com.ua/en/monuments>

Parks: <https://toursdekiev.com.ua/en/parks>

Streets: <https://toursdekiev.com.ua/en/street>

## VOCABULARY

### Proper Nouns & Ukrainian Words

Kyiv	Saint Sophia Cathedral
Przemyśl	Mykola Pymonenko
Universtet	Saint Andrew's Church
Olexandr Bohomolets	UNESCO World Heritage Site
Ivan Franko	Baroque
Taras Shevchenko	Volodymyr the Great
Hryhorii Skovoroda	Central Rada
O.V. Fomin Botanical Garden	National Opera House of Ukraine
Taras Shevchenko Kyiv National University	Giselle
Saint Volodymyr Cathedral	The Witch of Konotop
Ukraine	Ivan Franko National Academic Drama Theatre
Viktor Zamyaylo	Yaroslav
Ukrainian Orthodox Church	Sofia

### Key Words

**witness** – *v.* to see something happen

**background** – *n.* the things that can be seen behind the subject of a picture

**survive** – *v.* to continue to live after being in a difficult situation

**turn into** – *phrasal verb* : to change and become someone or something different

**soar** – *v.* to rise very quickly to a high level

**adopt** – *v.* to accept or start to use something new

**foreshadow** – *v.* to suggest the happening of a future event

**self-determination** – *n.* the ability to make decisions for yourself

**endurance** – *n.* the ability to keep doing something difficult, unpleasant, or painful for a long time

**statehood** – *n.* condition of being a country or a part of a large country that has its own government

### Key Words by Theme

#### Architectural & Art

**bust** – *n.* piece of sculpture showing the upper part of the human body including the head and neck

**marble** – *n.* limestone that takes a high polish and is used in architecture and sculpture

**botanical garden** – *n.* garden often with greenhouses for the study and show of special plants

**architecture** – *n.* the art or science of building

**monument** – *n.* a memorial stone or a building erected in remembrance of a person or event

**fresco** – *n.* the art of painting on freshly spread moist plaster

**mosaic** – *n.* decoration made by inlaying small pieces of colored material to form pictures, patterns

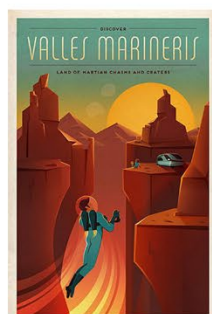
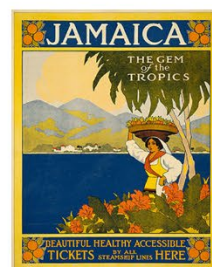
#### Climate

**temperate** – *adj.* having a moderate climate which especially lacks extremes in temperature

**tropical** – *adj.* being of a region or climate that has temperatures high enough to support year-round plant growth given sufficient moisture

# Create a Travel Poster

Think about what you learned about the city of Kyiv. 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 Kyiv.



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

VOA LEARNING ENGLISH

**TOPIC**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**KNOW**

**WANT TO  
KNOW**

**LEARNED**

**K**

**W**

**L**