



TEACHER'S GUIDE

NIZHYN PICKLES

PREPARE TO READ

1. Get students' attention

This can be done in native language or English.

- Show a picture of the monument and ask students how it is unusual. Mention the topic students will read about. Have students suggest what they expect to read.

2. Connect to students' experiences

- Lesson objective: tell students they will learn about a town in Ukraine called Nizhyn and about its special food, Nizhyn pickles. Then ask:
- “How do you feel about trying those pickles?”

3. Guess: What will happen?

- Ask, “What information do you expect to find in this story?”
- Ask: “How do you think the royals are related to this story?”
- Have students start completing a KWL chart (page 8 of this lesson plan: know, want, learned).



READ & LISTEN

1. Identify and mark

- Have students underline all the proper names on a printed version of the story or write down the ones they see on a screen. Practice their pronunciation.

2. Identify and react

- Play the recording and have students read along with it. Next, play the recording again and have students stand up whenever they hear a verb in the past tense.

RESPOND

1. Add Headings to the Story

Set up

- Give students the printed version of the story with lettered paragraphs on the next page.

How to

- Have students skim the text (read it quickly, skipping over unknown words) and choose the best heading for each paragraph A-F. There is one extra heading.
 1. Process of making pickles
 2. International winner
 3. Nizhyn culinary miracle
 4. Famous Nizhyn Pickles
 5. Nizhyn Pickles become known by royals.
 6. Popularity of Nizhyn Pickles abroad.
 7. Greeks bring pickle recipe

Nizhyn Pickles

A _____ Nizhyn is a small city in northern Ukraine with more than a thousand years of history. But the city is, perhaps, best known for a small food item that can be found around the world: pickles.

If you ever taste Nizhyn pickles, you will understand why that small cucumber represents 300 years of the history, tradition, and taste of Ukrainian cuisine.

B _____ In the 17th century, Nizhyn was a Cossack city on the border of the Russian Empire. About that time, some Greeks sailed down the Oster River to escape from the Ottoman occupation. They brought their culture, traditions and, among other things, a recipe for salting cucumbers.

C _____ The Greeks valued the rich soil of Nizhyn and grew cucumbers to make pickles. The pickling process took place in wooden barrels that were bought from Nizhyn craftsmen. Their secret recipe contained spices from eastern markets and local water from the artesian springs. The Greeks also paid much attention to the quality of cucumbers. The vegetables had to be the same size, neither big nor small. This permitted the cucumbers to be evenly salted and have a special crunch.

D _____ Eventually, Nizhyn pickles made by the Greeks found their admirers among the Cossacks, local people and even the royals. When Empress Catherine II of Russia traveled south through Nizhyn, she ordered pickles to her table. The Queen of Britain was also known to feast on those crunchy cucumbers.

E _____ In the 19th century, Nizhyn pickles became popular in many European countries. Traders made a lot of money selling them to people in Denmark, France, Sweden, Germany and Great Britain.

F _____ Nowadays, Nizhyn pickles can be found on supermarket shelves all over the world. The product has since become a part of Ukrainian culture. In 2005, a monument to Ukraine's fruit and vegetable culture was opened near the local food factory. And a Nizhyn pickle was included in the list of winners of an international project on the food culture of Ukraine.

So, welcome to Nizhyn, and go ahead and taste our pickles!

2. Check understanding with specific questions

- What factors contributed to the development of Nizhyn pickles?
- Why did the Greeks pay attention to the selecting cucumbers of the same size for pickling?
- What role did Empress Catherine II of Russia play in the popularity of Nizhyn pickles?
- How did Nizhyn pickles gain popularity in European countries in the 19th century?
- Why is a monument to Nizhyn pickles considered significant?
- Why were Nizhyn pickles included in the international cultural project's list of winners?

4. Create a Story Map

Set up

- Prepare a large piece of chart paper, chalkboard or whiteboard and draw a circle in the middle.
- Write the name of the story in the circle.
- Draw one line outward from the circle and attach another circle to it.
- Or, use the Mind Map handout at the end of this lesson.

How to

- Show the story map. Explain: “We are going to map this story to understand the main ideas.”
- Point to the empty circles and ask students, “Who is in the story?” (*the Greeks, the traders, Empress Catherine II of Russia, the Queen of Britain, the Europeans*)
- Add other circles. Ask, “What contribution did those people make to the popularity of Nizhyn pickles?”
- Continue until the basic details of the story have been listed on the story map or students have completed the handout from the end of this lesson.

EXPAND

1. Practice New Words

Set up

- Choose several of the new words from the story. Write them on cards or on the board with definitions
- Assign students to work in pairs. Give each student either a word or its definition

How to

- Say, “First, learn the pronunciation of the word (using the recording of the story) and practice saying it aloud. Next, learn the meaning of the word.”
- Have the students work in pairs to practice saying the words and their definitions.

1. fertile soil	a) land in which the plants grow well
2. feast on	b) eat a lot of good food and enjoy it very much
3. escape	c) get free from something
4. descendant	d) someone who is related to you and lives after you
5. regret	e) feel sad or sorry about something
6. variety	f) many different types of things or people
7. contribute	g) make improvements to something so that it becomes more valuable or successful

- Quiz random students to find out whether they have learned a particular word’s pronunciation and meaning.
- Ask students to write three questions using new words.
- Post the students’ questions on the walls or the board of the classroom.

2. Summarizing the story

Set up

- Assign students to work in small groups. Give each group a sheet of paper.
- Write the title of the story on the top of the page.

How to

- Say, “Write out three or four key words from each paragraph.”
- Continue “Write down a summary of the story using those words.”
- Have students read their summaries loud.
- Encourage students from other groups to vote for the best summary.

3. Research a Local Food

Set up

- Discuss local food products with colleagues or research them before the class discussion.

How to

- Ask students, “Are there any special dishes in your area?”
- Assign students to work in small groups to create an informative poster about the local food product.
- Assign a length of time for completion of the assignment and provide materials needed: colored pencils, crayons, large sheets of paper, and the like.

Variation

- Ask the groups to explore the information using the Internet or other resources and make a poster describing unique dishes of their cuisine.
- Display responses on the classroom walls or have students present them orally.

CHECK UNDERSTANDING

1. Match the words to their definitions

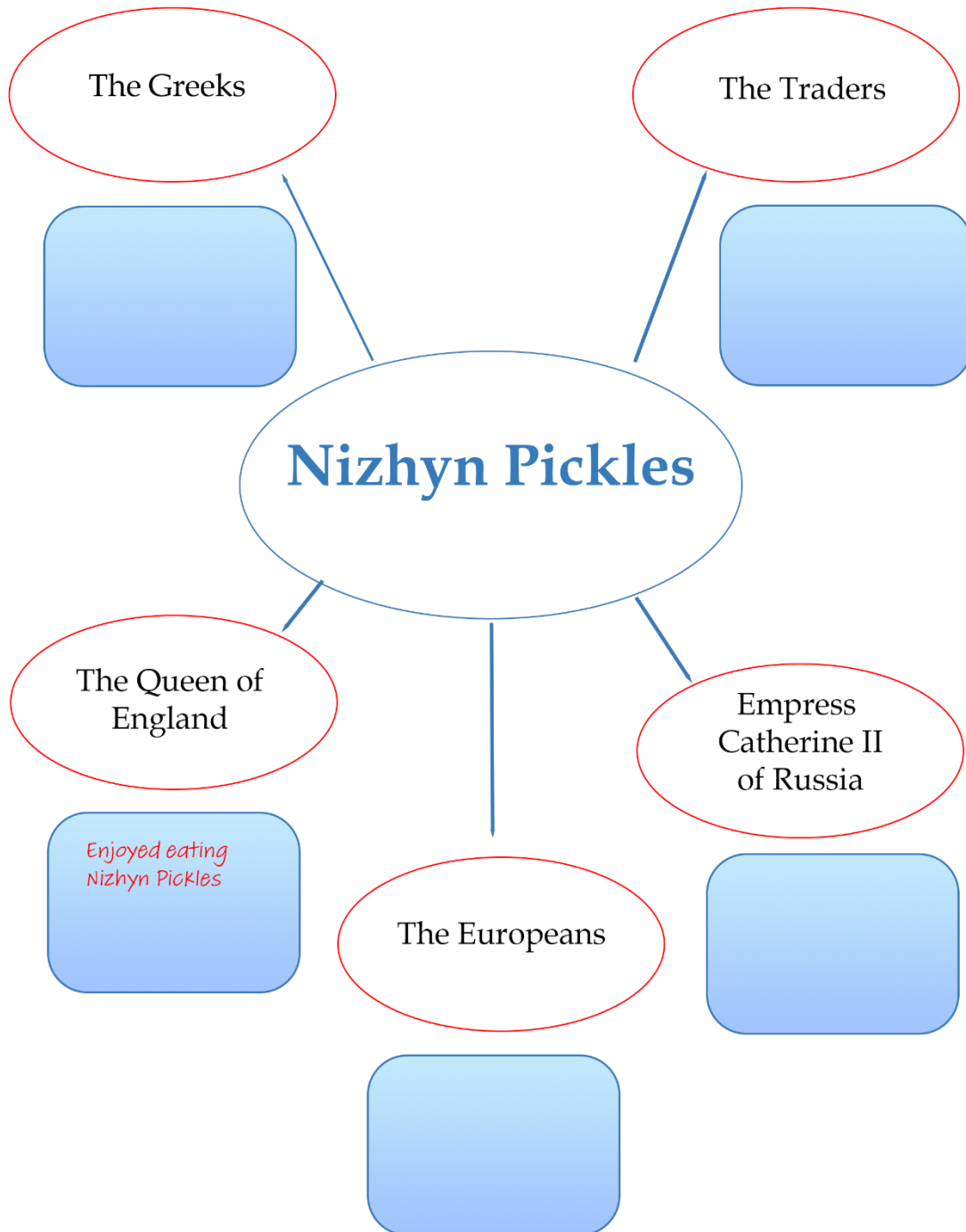
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|-----------------|----------------------------------------------------------------------------------|
| 1. fertile soil | a) eat a lot of good food and enjoy it very much |
| 2. feast on | b) someone who is related to you and lives after you |
| 3. escape | c) make improvements to something so that it becomes more valuable or successful |
| 4. descendant | d) land in which the plants grow well |
| 5. regret | e) feel sad or sorry about something |
| 6. variety | f) get free from something |
| 7. contribute | g) many different types of things or people |

Variation

- Pair students together and have them quiz each other on the definitions.

Topic: Nizhyn Pickles

Write how each person or group is part of the story about Nizhyn Pickles.



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Topic: Nizhyn Pickles

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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