



TEACHER'S GUIDE

KHERSON'S RESILIENCE

PREPARE TO READ

1. Get students' attention

This can be done in students' native language or English.

- Hold up a Ukrainian flag or show an image of one. Ask students, "Do you know what is this? To what country does this flag belong? What do you know about this country? Where is it located?" Take some students suggestions and write them on the board.

2. Connect to students' experiences

- Write the words *occupy* and *the occupation* on the board. Tell students they will read and learn about the occupation of Ukraine in the southern part of the country, in the city of Kherson.
- Ask, "Do you know the words *occupy* and *occupation*? What do they mean?" Explain the meanings of the words as they relate to invasions.
- Ask, "How do you think people felt being occupied? What feelings and emotions might a person have in this situation?"
- Have students write their responses in the first two columns of a K-W-L chart (see page 6 of this lesson plan) on the topic. They will complete the chart later in the lesson.

3. Guess: What will happen?

- Tell students they will guess (or predict) what will happen in the story.
- Tell students the writer of the story faced occupation and lived there nearly 9 months.
- Give each student a copy of the Making Predictions activity sheet on page 7.

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- Read the text in the first box. Tell students to guess what they think the writer is going to say about the occupation.
 - They should write their ideas in the cloud.
 - Have some students share their ideas with the class.
- Read the text in the second box. Tell students to guess what happened at the end of the occupation.
 - They should write their ideas in the cloud.
 - Have some students share their ideas with the class.
- After you read the story, you will return to this activity.

4. New Words

- Write or display these words on the board:
 - *resident, occupation, debris, slogan, explosion, occupier, anxiety, freedom, powerless, shelter*
- First, help students learn the pronunciation of the words. You may use the recording of the story or an online dictionary.
 - Have students record themselves saying the word.
 - They can compare their pronunciation in the recording with the dictionary recording.
- Next, review the meanings of the words.

READ & LISTEN

1. Identify and mark

- Have students read and mark these words where they occur in the text: *resident, occupation, debris, slogan, explosion, occupier, anxiety, loss of freedom, powerless, shelter*.

2. Identify and react

- After they have listened to the story, play it again. This time, have students stand up whenever they hear something the people of the city did to stay calm or help each other.

RESPOND

1. Revisit—Guess What Will Happen

- Have students return to their Making Predictions activity sheet. Ask if they were able to answer the questions.
 - What did the writer say about the occupation and this period of suffering?
 - There were explosions and gunfire. People protested in the streets; a man climbed onto a tank. The teacher tried to comfort her students. It was difficult to see the soldiers in the streets (and other details students may mention).
 - Did students predict correctly? They can write yes or no in the box.
 - What happened at the end of the occupation?
 - The Russians blew up important utilities. People were without electricity and water but came together to help each other.

2. Check understanding with specific questions (*add your own as necessary*)

- “Where is the writer located?” (south of Ukraine, Kherson, nearly 265 km from the occupied Crimea)
- “What did the writer do to help her students?” (helped them relax, felt less stress, maintained a positive attitude)
- “How did locals protest against occupation?” (gathered in groups and took to the streets, waving Ukrainian flags and chanting slogans of freedom “Kherson is Ukraine!”, one man climbed directly onto a Russian tank and waved the Ukrainian flag”)
- “What did the occupiers do to prevent people from living their usual lives in their city?” (prohibited using modern platforms for studying, blocked the internet, Ukrainian banks ceased to function, Ukrainian currency became worthless, businesses closed, people lost jobs, blew up all important enterprises, local residents were left without electricity and water for more than three weeks, people lived without all modern conveniences)
- “How did people help each other to survive?” (Some people had generators and charged mobile phones and power banks with neighbors; shared bread and simple food.)

3. Talk more about the story

- Ask students what they liked, what made them think, what parts they want to read again.
- Clarify more new vocabulary from the story that students have identified.
- Ask students to revisit their KWL chart and write what they learned.

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- Make a “one-pager” – a single page with meaningful quotes, analysis, and questions about the topic of the story.

4. Create a Story Map

Set up

- Use the map on page 8 or do a larger map on chart paper or the board together with students. 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.

How to

- Show the story map. Explain: “We are going to map this story to understand the main ideas.”
- Point to the empty circle and ask students, “Where is Kherson?” Take answers and then write in the circle, ‘in southern Ukraine in eastern Europe’.
- Draw several lines from the circle and draw more blank circles at the end of each line. Ask, “What happened in Kherson?” and have students write details in each circle.
- Expand with more circles until the basic details of the story have been listed on the story map.

Variations

- After students have become familiar with the basic story map, pass out the map on page 8 for students to create their own in small groups. Then have groups draw their maps on the board and compare how they connected the circles and information.
- Post completed story map on classroom walls.

EXPAND

1. Create an “interview” with the individual presented in the story.

Set up

- Give students an example of an interview. The interview can begin with simple questions and answers such as:
Student 1: Tell me a little about yourself.
Student 2: I am Larisa. I am a teacher from occupied Kherson.
Student1: How is your life different now from before occupation?

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Student 2: I work online from the nearest city to Kherson and teach my students to get knowledge.

How to

- Assign pairs of students to work in small groups, write the interview, and perform.
- Have students present their interviews in writing.
- Ask for volunteers to present their interviews orally to the class.

Variation

- Teach or emphasize vocabulary describing the emotions/feelings experienced during the occupation, such as: *anxious, anxiety, miserable, scared, brave, bravery, fearful, tension, powerless, strong, encouraging, sharing, determined, resilient*.
- After the initial group activity of learning the words, have students sit in two rows facing each other.
- Each student randomly quizzes the student opposite on one of the new words.
- Have the student at the end of one side of the row move to the beginning of the row. All students on that side shift to the next chair. Continue the activity until the students have practiced three or four new words.
- Have the students create a second interview, this time using some of the vocabulary describing emotions.
- Have students record their voices on their phones saying their new words. They can compare their pronunciation to the recording; for more advanced students, discuss the difference between an accent and mispronunciation.

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Topic: *Kherson's Resistance*

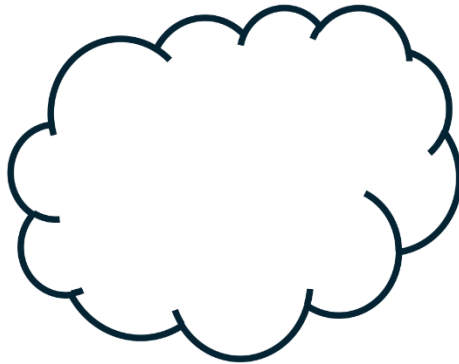
Before you read, think about the topic. What do you know already about it? Write it in the K column. Ask yourself, "What do I want to know about the topic?" Write it in the W column. After you read, think, "What did I learn?" Write it in the L column.

K Know	W Want to Know	L Learned

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Make Predictions

What will the writer say about the occupation?



Your Guess

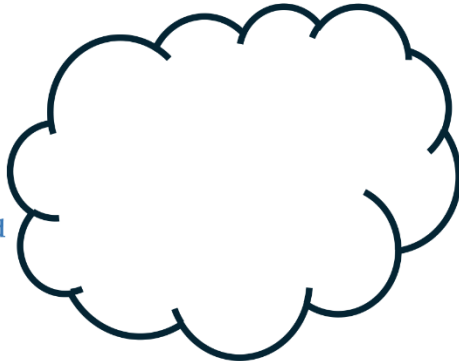


What did the story say?



Was your guess correct?

What happened at the end of the occupation?



Story Map

Choose four questions to write in the red spaces on the map. In the box below, write details from the story that answer those questions.

