



## TEACHER'S GUIDE

### BAKOTA – A BEAUTIFUL PLACE WITH A FRIGHTENING HISTORY

#### PREPARE TO READ

##### 1. Introduce Ukraine

This can be done in native language or English.

- Give students the pictures on page 7 and ask them what the pictures have in common.
- Say, “Listen to what I tell you about each picture. Write the name of the place on the line next to the picture. Write one or two things under the line about the place.”
  - All the pictures feature Ukrainian natural landscapes. Below is information about the landscapes. To begin, tell students only one or two facts about each place. You can show the locations on a map of Ukraine shown on page 8. You can tell them more facts later or have them research the areas.
    1. **The Rocks of Dovbush** is a group of natural and man-made structures carved out of rock about 3 km from the village Bubnyshche in the Ivano-Frankivsk Oblast (province) of western Ukraine. The name of the formations comes from a leader of the Opryshky movement, Oleksa Dovbush. Dovbush Rocks is one of Ukraine's "places of power" located on the border of the Lviv and Ivano-Frankivsk regions. It is surrounded by bizarre stone giants that once rested at the bottom of an ancient sea that turned into a green forest.
    2. **The Carpathians** are the highest mountain range in Ukraine. They are located in the southwestern corner of Western Ukraine. Hoverla peak (2,061 meters) is the highest point. These mountains are famous for their nature, landscapes and various entertainment.
    3. **Svitiaz Lake**. It is the deepest and the second largest lake in Ukraine. In some places it reaches the depth of 58 meters and covers an area of 25.2

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square km. The lake is one of the Shatsk lakes of the Shatsky National Natural Park, located in the Kovel Region of northwestern Ukraine.

- 4. Dniester River.** It is the second longest river in Ukraine and one of the major rivers in Eastern Europe. The river begins in the Carpathian Mountains and flows southeastward into the Black Sea. Its total length is 1362 km. The first mention of the Dniester was found in the works of Herodotus, dating back to the fifth century BC. The ancient Greek historian named the river "Tiras", which means fast and wild.

### 2. New Words

- Write or display these words on the board.
  - *settlement, slope, cave, invader, cease, monk, destroy, spring.*
- First, help students learn the pronunciation of the words. You may use the recording of the story or an online dictionary.
- Next, help students learn the meanings of the words by using the activity sheets on pages 9 and 10.
- Give students a copy of the Word search sheet on page 9 or do this online on Wordwall <https://wordwall.net/resource/71619080> (there are various templates to review new words, like Anagram, Quiz, Match up, etc.) Check students' understanding of which words the images represent:
  1. settlement
  2. slope
  3. cease
  4. destroy
  5. cave
  6. monk
  7. spring
  8. invader
- Give students time to complete the word search and have them compare their sheets to one you have marked or to a neighboring student's.
- Give each student a copy of the Matching activity on page 10. Check students' understanding of the words by having students read the matched word and meaning as a sentence: "A *settlement* is a town or village that people built to live in..."

### 3. Connect to Students' Experience

- Divide students into pairs. Show the questions on page 11 on the board or print the page to give to students. Have students discuss the questions with their partners.

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- Do you like spending time in nature? Describe a good experience you have had in nature.
  - How do you feel when you are surrounded by nature?
  - Do you prefer climbing the slopes of mountains or swimming in the lake?
  - Why is water so important for life?
  - What kind of powers does water have? What can it do?
  - Have you ever heard something about monks? What have you heard? Have you ever seen them?
  - Have you explored any caves? What does it feel like to be in a cave?
- Have some students share their answers with the whole class.

### 4. More Vocabulary

- Introduce students to these words before they read or listen to the story.
  - **breeze** - a light and pleasant wind
  - **rustle** (about leaves) - to move about and make a soft, dry sound
  - **inner world** - the realm composed of your thoughts, feelings, wants, and emotions
  - **outer world** - the environment in which we exist
  - **trading port** - a harbor or a designated area where goods are exchanged or traded between different regions or countries
  - **preserve** - to keep something as it is, especially in order to prevent it from being damaged or destroyed
  - **cultural identity** - the fact of belonging to, or feeling that you belong to, a particular culture
  - **hydroelectric** - producing electricity by the force of fast-moving water such as rivers or waterfalls
  - **authority** - someone with official responsibility for a particular area of activity
  - **resettlement** - the act or process of helping someone move to another place to live
  - **monastery** - a building in which monks live and worship

## READ & LISTEN

### 1. Identify and clap

- Tell students they will listen to the story two times.
- The first time, they should listen for the vocabulary words. They do not need to do anything except listen.
- The second time, any time they hear the new words *settlement*, *slope*, *cave*, *invader*, *cease*, *monk*, *destroy*, *spring*, they should clap their hands.

### 2. Identify and Mark

- Students will read the story.
  - You may give each student a copy of the story or display it to the whole class.
- As students read the story, they should identify and underline or write notes to answer the questions:
  - Where is Bakota located?
  - Why did people have to destroy their own houses?
  - What was left of the old village?

## RESPOND

### 1. Check Understanding

- Give each student a copy of the Comprehension Questions activity sheet on page 14 or display them on a screen.
- Students can answer the questions on their own and then discuss with a partner or the whole class.

Answers:

1. Bakota was a large trading port on the Dniester River with a population of about 2,500 people.
2. The Soviet authorities decided to flood the settlement of Bakota to construct the Dniester hydroelectric station.
3. The locals had to destroy their own houses, stop farming and gardening, and move cemeteries to new places.
4. The only remaining structure from the old village of Bakota is a cave monastery.
5. The monks first came to the cave monastery in the 11th century.
6. During the Mongol invasion in the 13th century, both monks and peasants used the cave as a hiding place.
7. Locals believe that the spring water near the cave in Bakota can heal and treat different diseases.

### 2. Five Ws

- Tell students we can better understand ideas in a story by asking five simple questions: *Who*, *What*, *When*, *Where*, *Why* (and maybe *How*). These questions are the basic parts of a story.

Who did something?

What did they do?

When did they do it?

Where did they do it?

Why/How did they do it?

- Say, “Let’s see if we can answer these five questions about our story today. Use the activity sheet to write your answers.”
- Give each student a copy of the Five Ws worksheet on page 12.
- Students can complete the worksheet individually or with a partner. Ask several students to share their answers to each of the questions. An example of the answers is given on page 13.

### 3. Story Elements Board game

- Have students complete the comprehension questions on page 14. Next, divide the students into several groups (4-6 students in a group) and play the board game. You’ll need copies of the board game on page 15 and a set of dice for each group. There is a design for paper dice on page 17. Have students use coins, erasers, or other objects as small game pieces to show the movement around the game circles. After rolling a die, each player should explain how the word or date on a chosen circle is related to the story.
- See page 16 for prompts that correspond to the circles. You can show these prompts midway through or after the students play the game. Alternatively, make copies and then cut each prompt so it is on its own small strip of paper. Give each group one set of strips, e.g., one prompt for each circle. Students use the strips only as needed or to compare their explanations with the prompts.

### 4. Talk more about the story

- Divide students into groups of 3.
- Display these questions on the board:
  - Did you like the story? What was special about it?
  - What's the most impressive thing about its history?
  - What did it make you think about?
- Have students discuss the question in their group.
- When everyone has finished discussing the questions, have groups share their answers with the whole class.

## EXPAND

### 1. Relate to your country

- Have students research natural places and/or monuments in their country that relate to historical figures. They can
  - prepare a short report about the place or monument
  - illustrate the place or monument describe it to the class

### 2. Use your imagination

- Have students write a short, creative work where they imagine what Bakota would be like if it wasn't flooded.
- Students can work alone or in pairs.
- Have students read aloud and role-play their writing

Listen to your teacher tell you about each picture. Write the name of the place on the line. Below the name, write one or two facts about the place.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

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## Find the words



C	A	V	E	C	E	A	S	E	P	O
I	T	H	M	O	N	K	H	M	J	H
N	Y	L	C	J	W	Z	A	F	D	N
V	U	Y	V	L	B	J	N	P	N	G
A	S	E	T	T	L	E	M	E	N	T
D	Q	S	P	R	I	N	G	E	C	A
E	B	S	I	D	E	I	L	J	P	P
R	G	L	H	U	E	Y	A	C	S	J
Y	G	O	B	R	J	I	V	H	Q	S
G	M	P	B	T	R	U	O	L	X	B
U	Q	E	Z	D	E	S	T	R	O	Y



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### Match the words to their definitions

1. settlement

a.

a member of a group of religious men living apart from other people

2. slope

b.

to stop

3. cave

c.

a town or village that people built to live in after arriving from somewhere else

4. cease

d.

a large hole in the side of a mountain

5. invader

e.

someone who enters a country by force in order to take control of it

6. destroy

f.

a surface or piece of land that is high at one end and low at the other

7. monk

g.

a place where water comes out of the ground

8. spring

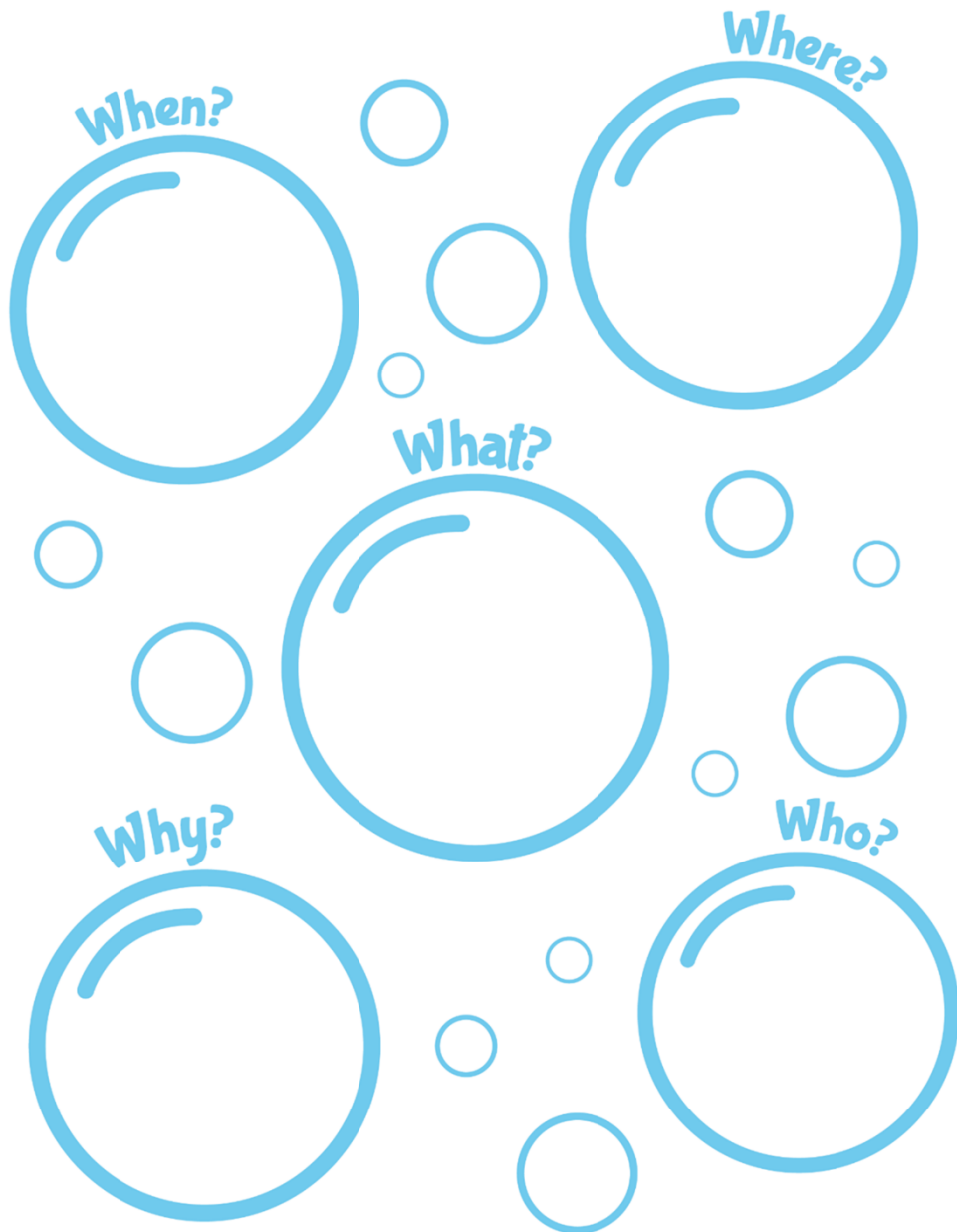
h.

to damage something so badly that it does not exist or cannot be used

**Discussion Questions**

1. Do you like spending time in nature? Describe a good experience you have had in nature.
2. How do you feel when you are surrounded by nature?
3. Do you prefer climbing the slopes of mountains or swimming in the lake?
4. Why is water so important for life?
5. What kind of powers does water have? What can it do?
6. Have you ever heard something about monks? What have you heard?  
Have you ever seen them?
7. Have you explored any caves? What does it feel like to be in a cave?

# Five Ws



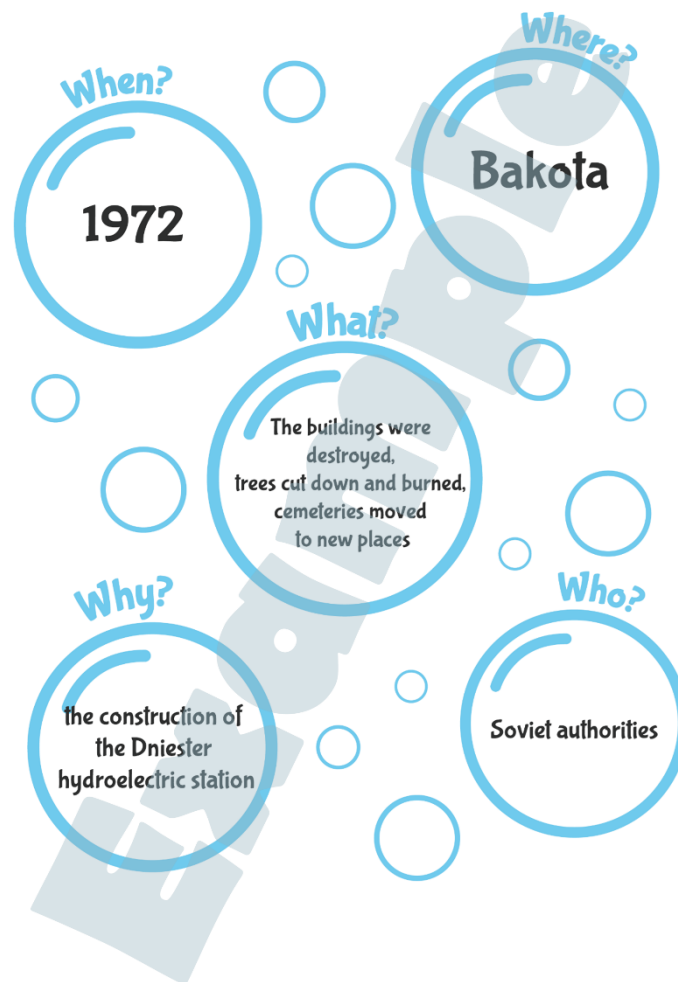
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Example of completed Five Ws Activity

VOA LEARNING ENGLISH

### Five Ws

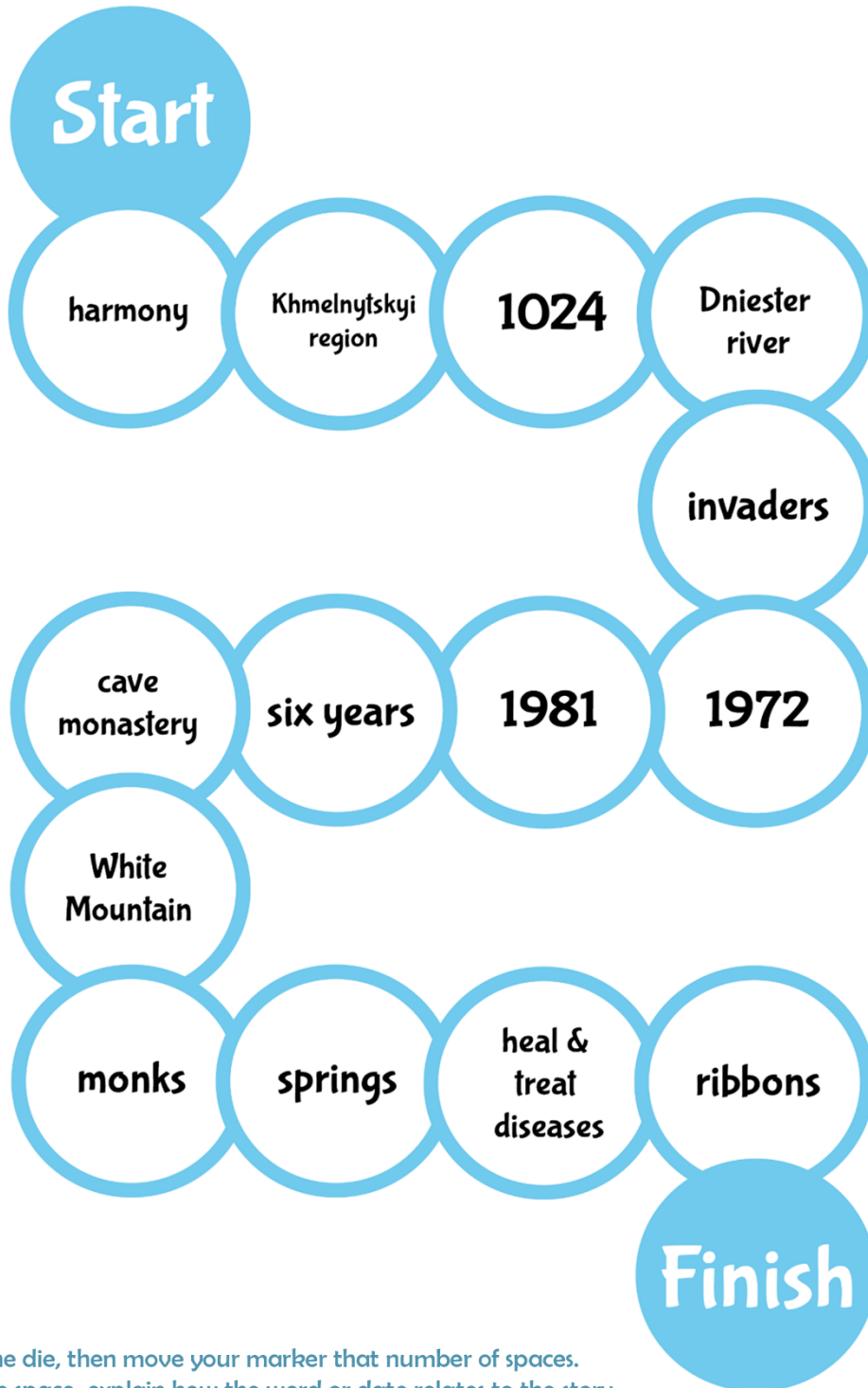


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**Comprehension questions:**

1. What was Bakota known for in the 12th century?
2. Why did the Soviet authorities decide to flood the settlement of Bakota in 1972?
3. How did the locals have to prepare for the planned resettlement of Bakota?
4. What was the only remaining structure from the old village of Bakota?
5. When did the monks first come to the cave monastery in White Mountain?
6. How did the monks and peasants use the cave during the Mongol invasion in the 13th century?
7. What belief do locals hold about the spring water near the cave in Bakota?

# Bakota Board Game



Roll the die, then move your marker that number of spaces.  
On the space, explain how the word or date relates to the story.  
Answer with a complete sentence.

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### Prompts for board game:

1. You feel harmony of the inner and outer world when you're in Bakota.
2. Bakota was a village in the Khmelnytskyi region in the west of Ukraine.
3. The name Bakota was first mentioned in writings in 1024.
4. In the 12th century, Bakota was a large trading port on the Dniester River.
5. Despite pressure from the invaders, Bakota managed to fight for freedom and preserve its cultural identity.
6. In 1972, the government started construction of the Dniester hydroelectric station in Bakota region.
7. In 1981, the village of Bakota ceased to exist.
8. Officials spent six years to fill the area of Bakota with water.
9. A cave monastery was the only thing left of the old village after the flood.
10. White Mountain is about 70 meters above the Dniester River; the cave is located inside it.
11. The monks first came to the cave in the 11th century.
12. There are several springs on the mountain, just below the cave.
13. Locals believe that the spring water can heal and treat different diseases.
14. Many visitors leave behind ribbons and personal items along the path to the healing springs.

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