

Teacher's Notes and Lesson Plans

Theme: "My Family Says..." - Word Use and Immigration Stories in Ukrainian Canada"

Group: Grade 7 and up

Duration: 2 Lessons

Subject: Culture/Ukrainian Canadian History/ Social Studies

Related Subjects: Geography/History

Focus:

-Students will look at Ukrainian words used in their homes to explore their family's immigration history to Canada (Exploration of Ukrainian Canadian Identity)

Purpose:

To explore Ukrainian Canadian immigration history

To expand discussions into Ukrainian history (reasons for leaving homeland)

To expand discussions Ukrainian regional geography

To explore the richness and vitality of Ukrainian language and its regional variants

Methods/Resources:

Video Presentation

Live Graphs and Lists with Screen Sharing

PowerPoint (that will allow for class interaction)

Family Interviews

Artefact/Photo Sharing

Work/Homework Sheet

Class Discussions: Regional Geography of Ukraine

Class Discussions: History (as appertaining to immigration from Ukraine)

Class Discussions: Language Use

Summary:

Ukrainian language use in Canada is varied and uses many variants for the same thing:
Eg.

вареники → пироги

The use of linguistic variants can tell a lot about a family's regional origin in Ukraine and their immigration period to Canada. Ukrainians coming from different regions, and who came at different times, added new words to the complex fabric of the Ukrainian language used in Canada.

Students will explore their own Ukrainian identity by participating in family discussions. The word variants in the exercises are merely a catalyst for discussion. Students will speak to their families about their family's immigration story and teachers will help illustrate circumstances of departure from Ukraine with lessons in regional geography and history. These specific discussions and coordinated lessons will make the information resonate deeper and students will have a more integrated understanding of themselves and their origins in Ukraine.

IMPORTANT NOTE: These lessons are not to be used to qualify or justify standard Ukrainian language usage. This lesson is meant to explore family histories and instil pride in Ukrainian ancestry. Linguistic Studies underscore the importance of variants as a marker of richness, vitality and complexity in a language. In no way should students be told, or made to feel, that their family's specific word use is unacceptable. The use of a word simply describes the student's linguistic exposure and family history. All immigration stories are relevant, and the usage of a non-standard or "foreign" variant itself tells a part of their story.

Day 1: Lesson Plan

1. Teacher Guided Learning (PowerPoint)

Introduction of the concept of Immigration/Emigration

Concept of "Waves" of Immigration

Why would people want to leave a country? (Emigration) make list

Why would people want to come to a certain country? (Immigration) make list

2. Film: <https://youtu.be/X9HXZmOiVOI>

3. Discussion and Discovery (Live Discussion with PowerPoint):

Exploration of some of the questions on the PowerPoint including:

VARENYKY OR PYHORY? (Ask each student – reiterate it is fine to say either)

Note:

The teacher may wish to share their own family story or show a family item or photo to stir up engagement.

4. Worksheet/Homework: See below

Note: All homework must be submitted before Lesson 2 as the charts need to be compiled by teachers from answers given by students. The answers must then be tabulated and placed into the PowerPoint Presentation.

Marking Notes:

These lessons are for exploration purposes. Teachers should mark based on engagement with the material. (Submitted or Not Submitted)

Day 2: Lesson Plan

1. Film 2

LINK <https://youtu.be/yS2xBNe3igg>

(Note: Description under Video is full of content for explaining linguistic variants)

2. Teacher Guided Learning (PowerPoint-DAY 2)

Discussion of answers on homework sheet:

Teacher Compiled Charts:

Make a excel charts or tables show dispersion of homework answers by:

A) REGION (EAST, CENTRAL, SOUTH, WEST)

Show on map where each student's family is from to illustrate their regional origins in Ukraine

B) WAVE (1st, 2nd, 3rd, 4th)

Discuss what was happening in Ukraine during each Wave of Immigration that may have caused their family to leave Ukraine.

C) VARIANT USE

авто → машина

виходка → лазничка → туалет

ковдра → котчик

склеп → магазин

бульба → картопля → бараболя → крумфлі → маґдебурка → земляки

3. Discussion and Discovery (Live Discussion)

What was the most interesting part of the family story? Did you bring a photo/item to share? Why was this the item you chose? (Share)

My Family Says...

Моя Родина Каже...

This assignment is for you to explore your family's history. It is meant to be fun and exciting, and you will discover so many wonderful things! Remember to submit your homework on time, as it will help me prepare for more discoveries about who you are and where you are from in Ukraine! Go talk to your family and enjoy this process! ***(Perhaps you can even bring a photo or an item to share with the class!)***

1. Which one does your family use? (Circle)

авто → машина

виходка → лазничка → туалет

ковдра → котчик

склеп → магазин

бульба → картопля → бараболя → крумфлі → маґдебурка → земляки

2. Do you know when your family came to Canada? Who came when?

3. Do you know where they came from in Ukraine? (Town/Oblast?)

7. Is anyone from your family left in Ukraine? Do you talk to them often? How are you related?

8. Draw a direct family tree as far back as you can (use pencil, it may be bigger than you expect!)