

HOLODOMOR - GENOCIDE IN UKRAINE

Learning Materials for Teachers and Students

Authors: Vera Andrushkiw, Dr. Olena Danylyuk, Doris Duzyj

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Course Description:

This course discusses the Ukrainian Famine Genocide of 1932-33 perpetrated by Josef Stalin. Recently released Soviet archives reveal the intentional removal of all food in areas of Ukraine by Russian authorities to sell on the international market in order to raise money for industrialization. You will be provided with documented and published materials which include book and video resources, population loss statistics, as well as oral history accounts of survivors. The course will also instruct educators and students on civic engagement to be watchful of possible genocides in the future by learning the 10 stages of genocides.

Credit Eligible (Duration 45min)

Target Audience

This self-paced course is designed for curriculum directors, teacher leaders, and social studies educators looking to increase their resources and instructional materials around genocide.

Learning Objectives:

By the end of this course, you should be able to lead a discussion with students about:

- How food can be used as a weapon.
- How authoritarian governments disregard the human rights of citizens.
- The necessity of a free press and the dangers of disinformation and propaganda.
- The 10 stages of genocide to prevent occurrences in the future.

HOLODOMOR

STALIN'S GENOCIDAL FAMINE IN UKRAINE 1932-1933

LESSON PLANS

Authors: Vera Andrushkiw, Olena Danylyuk, Doris Duzyj

Introduction

- A. Teacher Introduction
 - 1. [Power point recommendation](#)
 - B. List of available resources
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- I. Teaching Units/Content and Learning Resources for Teaching Units
 - A. Unit 1 -Historical Background of Ukraine & Timeline of Events
 - 1. Concepts: Industrialization, Authoritarian Governments, Food as a Weapon, Genocide
 - B. Unit 2 – Geography of Ukraine and Population Losses
 - 1. Concepts: Physical geography/natural resources, Ethnic and regional conflicts, Authoritarian states, Food deprivation
 - C. Unit 3 – Disinformation and Denial
 - 1. Concepts: Freedom of press/speech, Closed borders, Cover-ups/denial, Governments' indifference
 - D. Unit 4 – Why Study the Holodomor?
 - 1. Concepts: Human rights, Prejudice and discrimination, Genocide prevention, Political Action
 - II. Bibliography and Video Resources for Teachers
 - III. Vocabulary Definitions for Students
 - IV. Student Handouts
 - V. Suggested Student Activities and Worksheets

A. Teacher Introduction

What is the Holodomor?

During the 20th century, extensive human tragedies occurred. Among them the Armenian Genocide, the Bosnian Genocide, the Cambodian Genocide, the Holocaust, the Rwandan Genocide, and the Ukrainian Holodomor.

The content and resources throughout this course focus on the genocidal famine known as the “Holodomor.” In the Ukrainian language this means “death inflicted by starvation.” In the early 1930’s, millions of men, women and children were intentionally starved to death through the implementation of a Soviet policy that destroyed a large portion of the Ukrainian population. The Holodomor involved the starvation of the farmers as well as a broad attack on Ukraine as a whole. The forced famine was coupled with an assault on the cultural, religious and political leadership of Ukraine.

As a result, a significant part of the largest minority national group within the Soviet Union, the Ukrainians, were destroyed. Their quest for autonomy and independence was not realized for decades. The Soviet government that implemented this genocide denied its occurrence and intimidated its own population into silence for generations. Since the fall of the Soviet Union in 1991, archives in Russia and Ukraine, formerly closed to scholars for decades, were finally opened. This research has clarified the motivations and intentions of the Soviet leadership in the 1930s and provided a deeper insight into the tragedy and trauma of the Holodomor.

As we continue through this course and the content therein, you’ll be presented with different in-class resources that you can apply directly into your instruction. Take a couple minutes to look over this in-class presentation resource and think about how and where you can integrate it into your curriculum.

[A.1. Power Point recommendation](#)

THE TEN STAGES OF GENOCIDE

Gregory Stanton, Research Professor in Genocide Studies and Prevention, School for Conflict Analysis and Resolution, George Mason University, Arlington, VA. 2016

"Genocide is a process that develops in ten stages that are predictable, but not inexorable. At each stage, preventive measures can stop it. The process is not linear. Stages may occur simultaneously. Logically, later stages must be preceded by earlier stages. But all stages continue to operate throughout the process."

1. **CLASSIFICATION:** All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion or nationality.
2. **SYMBOLIZATION:** We give names or other symbols to the classifications.
3. **DISCRIMINATION:** A dominant group uses law, custom and political power to deny the rights of other groups.
4. **DEHUMANIZATION:** One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects or diseases.
5. **ORGANIZATION:** Genocide is always organized, usually by the state, often using militias to provide deniability of state responsibility.
6. **POLARIZATION:** Extremists drive the groups apart. Hate groups broadcast polarizing propaganda.
7. **PREPARATION:** Plans are made for genocidal killings. National or perpetrator group leaders plan the "Final Solution" to the Jewish, Armenian, Tutsi or other targeted group "question."
8. **PERSECUTION:** Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up.
9. **EXTERMINATION:** Begins and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human.
10. **DENIAL:** Is the final stage that lasts throughout and always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, and continue to govern until driven from power by force, when they flee into exile. The best response to denial is punishment by an international tribunal or national courts.

Justice should be accompanied by education in schools and the media about the facts of a genocide, the suffering it caused its victims, the motivations of its perpetrators and the need for restoration of the rights of its victims.

Genocide is the destruction of an ethnic or religious group or nation.

Elimination of identified undesirable elements in society.

No more genocide.

Operational and intentional decrees carried out by perpetrators, individuals or governments.

Commemoration of victims and other genocides.

Identify may lead to genocide: national, ethnic, racial, or religious.

Destruction of a people, nation, culture, religion, or identity.

Everyone is affected; the victims and survivors, as well as perpetrators and bystanders.

Kuryliw, V. *Holodomor in Ukraine, The Genocidal Famine 1932-1933*, Canada: Canadian Institute of Ukrainian Studies Press, 2017.

Look at the acrostics and think about how the conversation in your classroom/school would be directed around those statements prior to moving on to the ten stages of genocide. What questions would you ask students? What questions would they ask you or each other?

Holodomor – death inflicted by starvation.

Orphans wandered the countryside and cities looking for food.

Laws passed that led to the human-made famine in Ukraine.

OGPU – Soviet secret police in the 1930s used to enforce government decrees.

Death and **Destruction** in the countryside.

Oats, wheat and barley – taken away by the Soviet authorities.

Millions were starved to death.

Old and young died.

Remember the victims of the Holodomor on the 4th Saturday of November.

HOLODOMOR – Holod No More

Kuryliw, V. *Holodomor in Ukraine, The Genocidal Famine 1932-1933*, Canada: Canadian Institute of Ukrainian Studies Press, 2017.

B Available resources and links:

As you go through this course, you'll be provided with instructional content and supplemental resources to assist you with delivering this sensitive subject to the appropriate group of students.

Some of the resources that will be made available as you go through this course are:

- Video resources
- Websites devoted to raising awareness of the Holodomor
- Maps and demography of the affected areas
- Opinions and essays
- Survivor accounts and memoirs
- Photo documentation, government reports, legislation
- Scholarly works
- World reaction propaganda and media

You'll also be presented with unit lesson plans to print and work through as you present the information obtained from this course. Each lesson plan will be made available at the end of the section it corresponds with.

I. Teaching Unit 1

HOLODOMOR – GENOCIDE IN UKRAINE

UNIT 1 PLANNING ORGANIZER

Subject(s)	Social Studies	Conceptual Lenses: <ul style="list-style-type: none">• Industrialization• Authoritarian governments• Food as a weapon• Genocide
Grade/Course	9th-12th grades	
Unit of Study:	WHG Era 7 – Global Crisis & Achievement 7.1.3 20 th Century Genocide. C3: D1.1.9-12, D2.Hist 1.9-12, D2 Hist. 2.9-12, D3.1.9-12	
Unit Title:	Unit 1. Historical Background of Ukraine	

UNIT OVERVIEW

Points of focus in this unit include the political, ethnic and economic forces which resulted in the Ukrainian Famine genocide.

- New Economic Policy (NEP) of 1921 begun by Lenin, was continued by Stalin in the 1930's
- Collectivization and industrialization
- Polarization and discrimination against peasants/farmers
- Persecution, starvation, extermination

Compelling Question

Can food be used as a weapon?

Unit Understanding(s)

1. Industrialization impacts the environment and society.
2. Key figures in history can drastically alter the social, economic and political directions of a society.
3. Geographic location impacts the economics of a society.
4. Famine or death by starvation, can be used as a weapon.

Unit Supporting Questions

1. How does industrialization impact the environment and society?
2. How did Stalin alter the social, economic and political direction of Ukraine?
3. Why was Ukraine an essential source of grain?
4. Why was an artificial famine created in Ukraine?

I. Content and Learning Resources for Teaching Unit 1

By the end of this lesson, you should be able to answer and support your answer to the COMPELLING QUESTION: Can food be used as a weapon?

To help you formulate your answer to this question, think about these supporting questions as you go through the section:

- How does industrialization impact the environment and society?
- How did Stalin alter the social, economic, and political direction of Ukraine?
- Why was Ukraine an essential source of grain?
- Why was an artificial famine created in Ukraine?

I.A. Unit 1 -Historical Background of Ukraine & Timeline of Events

1. Concepts: Industrialization, Authoritarian Governments, Food as a Weapon, Genocide

Unit 1. Historical Background of Ukraine

After over 200 years of Russian Tsarist rule, Ukrainians declared independence from Russia in January of 1918 in the middle of war and revolution. Ravaged by war and invasion by several armies, Ukraine lost its battle for independence. By 1921, Ukraine was divided into the central and eastern regions controlled by the Bolsheviks and the western regions annexed by Poland, Romania and Czechoslovakia. Within the newly formed USSR, Ukrainians became the largest non-Russian nationality.

To rebuild the economy within the Soviet Union, the Soviet leaders created a New Economic Policy (NEP) in 1921 that allowed economic freedom and permitted private enterprise, mainly independent farms and small businesses. In 1923, to increase support for the Communist regime, a policy of indigenization (korenizatsiia) began in the hope of developing the culture of the non-Russian Soviet republics. During much of the 1920s, Ukrainian village populations thrived socially, politically, and educationally. This increased the number of successful farmers on the steppes of Ukraine due to its rich black soil (chornozem).

The Communist Party in Russia

Stalin-Bukharin 1928, This work is in the public domain in the United States, because it was in the public domain in its home country (Russia) on the URAA date (January 1, 1996). By 1928, Joseph Stalin came to power within the Communist Party. His regime was characterized by the cruel elimination of anyone he perceived as a threat. For Stalin, the independent-minded farmers and cultural freedoms in Ukraine were a threat. Starting in 1929, Ukraine's artists, educators, writers and intellectuals were persecuted for being "too Ukrainian" - not Soviet enough. (See Stage 1 of Stages of Genocide.) Stalin also destroyed the Ukrainian Orthodox Church and its clergy in 1930.

The Soviet Union collectivization policy aimed to consolidate individual landholdings and labor into collective farms: mainly kolkhozy and sovkhozy. The Soviet leadership confidently expected that the replacement of individual peasant farms by collective ones would immediately increase the food supply for the urban population, the supply of raw materials for processing industry, and agricultural exports. Planners regarded collectivization as the solution to the crisis of agricultural distribution (mainly in grain deliveries) that had developed from 1927.

The first Five-Year Plan of the Soviet Union took place from 1928-1933. The aim was the speedy industrialization of the USSR. As part of a large-scale reorganization of privately owned farms, collective (state-controlled) farms were created. High crop requisition quotas were imposed and the sale of grains were focused on paying for the industrialization of the USSR. Independent farmers were forced to give up their land, livestock and equipment to the collective farm and were not compensated. Farmers were considered workers on state-controlled collective farms and paid only if the farm met the quotas set by the Communist government.

Collectivization and Revolts

Ukrainian farmers fiercely opposed collectivization and revolts became widespread. The Soviet state reacted to these uprisings immediately and ruthlessly. The well-to-do farmers were labelled as 'kurkuls' in Ukrainian or 'kulaks' in Russian. (See Stage 3 of Stages of Genocide.) These terms were used to describe a successful farmer who supposedly used his riches to manipulate village life and politics. It was used as a negative term at the beginning of collectivization to label any farmer who owned a productive farm. Later, any farmer who resisted collectivization, or refused to join the collective farm, could be labelled a kulak. Village leaders were targeted in the press by the government as "anti-Soviet, unwanted elements."

Rabs and their guardians in a Gulag camp around 1925. Unknown - scan from Knigge, Scherbakowa: GULAG - Spuren und Zeugnisse 1929-1956, p. 20, Private Archive Tomasz Kizny, Wroclaw, Poland. Prisoners digging clay for the brickyard. Solovki island. In 1929, these so-called kulaks, and their families (about a half million), were executed by firing squads or deported to Siberian forced-labor camps. Siberian forced-labor camps, katorga, was a system of penal labor of the Russian empire and the Soviet Union. Prisoners were sent to remote penal colonies in vast uninhabited areas of Siberia and Russia's far east where voluntary settlers were never available. (See Stages 5 and 8 of Stages of Genocide.) Prisoners experienced harsh conditions in these forced-labor camps.

The Bolsheviks transformed the katorga into gulag prison camps. "Chief Administration of Corrective Labor Camps" was the government agency in charge of the Soviet forced labor (Links to an external site.) Links to an external site. camp system. These camps were created under Vladimir Lenin, and reached their peak during Josef Stalin's rule from the 1930s to the 1950s.

Camps housed a wide range of convicts from petty criminals to political prisoners. Large numbers were convicted by simplified procedures, such as NKVD troikas and other instruments of extrajudicial punishment. The Gulag was recognized as a major instrument of political repression in the Soviet Union. Labor was also used to build the Trans-Siberian Railway.

The Holodomor

After the disposal of leaders and successful farmers in Ukraine, the Soviet regime continued the collectivization of agriculture. Remaining farmers were targeted next. Stalin decided that collective farms would not only feed the industrial workers in the cities, but would also serve as a means to finance his industrialization plans by selling this grain on the international market. The state imposed unrealistic quotas for the production of wheat, which were especially large in Ukraine. Opposition to collectivization was met with brutal force in which the Secret Police (OGPU) and Red Army units were sent to collect every last bit of grain. (See Stage 5 of Stages of Genocide.)

Following this, the state imposed policies aimed at the collection of the grain quotas, as well as to cause the death of millions of farmers in the Ukrainian villages. Brigades were sent to search the homes of farmers, supposedly for hidden grain and seed. But, they also confiscated all kinds of other foodstuffs families might have used to survive. (See Stage 8 of Stages of Genocide.) Close to half a million individuals in Ukraine were dragged from their homes, packed into freight trains, and shipped to remote, uninhabited areas such as Siberia. They were dropped off, often without food, water or shelter. A great many men, women and, especially, children died in transit, or soon thereafter.

This drove the Ukrainian civilians into a lose-lose situation. They couldn't grow enough food to provide for their families, and the government prohibited them from accessing the very goods that were required to meet the quotas imposed on them.

The Law of Five Stalks of Grain

The Law of Five Stalks of Grain, passed in 1932, stated that anyone, even a child, caught taking any produce from a collective field could be shot or imprisoned for stealing "socialist property." The crop that year was ample to feed the people and livestock, though production had fallen off somewhat from the previous year. However, a famine was necessary for the Soviets. The plan was accomplished by forcing the collective farms to provide an unusually high grain allotment to the state, payment as "taxes."

Another decree in January of 1933 sealed the borders of Ukraine. (See Stage 9 of Stages of Genocide.) The government started a system of internal passports. This made it difficult for farmers to leave their villages to find food outside of their villages, or to travel to obtain a train ticket without permission. Those caught attempting to leave to the cities or beyond Ukrainian borders were imprisoned or sent home to die.

Over one-third of the villages in Ukraine and the Kuban (a geographic region surrounding the Kuban River) were put on a blacklist (chorna doshka). (See Stage 5 & 6 of Stages of Genocide.) They were blockaded for failing to meet grain quotas and were forbidden from receiving any supplies. This, in all reality, was a government sanctioned death sentence for these villages.

Between 1932 and 1934, approximately 4 million deaths were attributed to starvation within the borders of Soviet Ukraine. This did not include deportations, executions, or deaths from ordinary causes. Stalin denied to the world that there was any famine and continued to export millions of tons of grain, more than enough to have saved every starving man, woman and child in Ukraine. As a result, over 91% of agricultural land became "collectivized." Rural households entered these collective farms with their land, livestock, and other assets.

I.B. Timeline of Events

It wasn't until the collapse of the Soviet Union that more and more information about the Great Famine in Ukraine became publicly available. As this information spread more light about the atrocities that had happened in the first half of the twentieth century, different historical events became better known as causes and effects connected to the Holodomor.

Take some time navigating the different people, places, and times connected to this genocide.

1917

The Bolsheviks, led by Vladimir Lenin take power in Russia.

1918

Ukraine recognized as a separate country under the Treaty of Brest-Litovsk

1919

Treaty of Versailles' establishment of countries does not recognize Ukraine as a separate country. Much of Western Ukraine under control of Poland.

1920

Bolsheviks establish military control of central and eastern Ukraine.

1921

New Economic Policy (NEP) introduced by Bolsheviks. Allows farmer to continue working private land and operation of small businesses in Soviet-controlled Ukraine.

1922

The Soviet Union is formed with Ukraine becoming one of the republics.

1924

After Lenin's death, Joseph Stalin ascends to power.

1926

The census indicates a population of about 29 million in Ukraine.

1928

Stalin abolishes the NEP and introduces the first Five-Year Plan (1928-1933), a program of collectivization that forces farmers to give up their private land, equipment and livestock, and join state owned, factory-like collective farms. The Plan was the selling of grain abroad in order to pay for industrialization and the military.

1929

Many Ukrainian farmers, known for their independence, still refuse to join the collective farms, which they regarded as similar to returning to the serfdom of earlier centuries. Stalin introduces a policy of "class warfare" in the countryside in order to break down resistance to collectivization.

1930

Approximately 1.5 million Ukrainians fell victim to Stalin's "dekulakization" policies, over the extended period of collectivization, armed dekulakization brigades forcibly confiscate land, livestock and other property, and evict entire families.

1932-1933

The Soviet government sharply increases Ukraine's production quotas, ensuring that they could not be met. Starvation becomes widespread. Villages are blacklisted for complete removal of food. A new internal passport system prevented starving farmers from moving into cities or across borders into Russia.

1933

By June, people in Ukraine are dying at the rate of 28,000 a day, nearly a third of them are children under 10. Between 1932 and 1934, approximately 4 million deaths are attributed to starvation within the borders of Soviet Ukraine. The Ukrainian population had declined from 23.2 million to 19.6 million.

1937

Census figures indicate shockingly high mortality rates in Ukraine. Stalin had the leading census takers shot or imprisoned and suppressed the census results.

Teaching Unit 2

HOLODOMOR – GENOCIDE IN UKRAINE

UNIT 2 PLANNING ORGANIZER

Subject(s)	Social Studies	Conceptual Lenses: <ul style="list-style-type: none">• Physical geography and natural resources• Ethnic and regional conflicts• Authoritarian states• Food deprivation
Grade/Course	9th-12th grades	
Unit of Study:	WHG Era 7 – Global Crisis and Achievement 7.1.3, 20 th Century Genocide. C3: D1.1.9-12, D2.Geo 1.9.9-12, D2 Geo 2.9-12, D2 Geo 4.9-12, D2 Geo7.9-12, D2 Geo 8.9-12, D2 Geo 10.9-12, D3.1.9-12	
Unit Title:	Unit 2 Geography of Ukraine and Population Losses	

UNIT OVERVIEW

Ukraine's rich soil and geographic location made it a target for Stalin's Russia to collectivize farms, create state-owned property and confiscate grain to make money for his Five Year Plan of industrialization. Students will develop an understanding of:

- Influence of natural resources on an economy
- Economic reforms: intended persecution of peasant/farmer class
- Causes of the artificial famine; result of the sale of all the grain and all foodstuffs
- Population loss; closing of borders, grain quotas

Compelling Question

Can an authoritarian government do whatever it wants?

Unit Understanding(s)

1. The geographic location and natural resources of a nation can subject it to exploitation by other nations.
2. Ethnic and regional conflicts cause persecution of nations perceived as a threat.
3. Authoritarian governments disregard human rights.
4. Intentional confiscation of food can cause a major loss of human life.

Unit Supporting Questions

1. How can the geographic location and natural resources of a nation subject it to exploitation by other nations?
2. Why do ethnic and regional conflicts cause persecution of some nations?
3. How did Stalin's communist regime disregard the human rights of the Ukrainians?
4. Why did Stalin confiscate all the food from major regions of Ukraine?

Content and Learning Resources for Teaching Unit 2

By the end of this lesson, you should be able to answer and support your answer to the COMPELLING QUESTION: Can an authoritarian government do whatever it wants?

To help you formulate your answer to this question, think about these supporting questions as you go through the section:

- How can geographic location and natural resources of a nation subject it to exploitation by other nations?
- Why do ethnic and regional conflicts cause persecution of some nations?
- How did Stalin's communist regime disregard the human rights of the Ukrainians?
- Why did Stalin confiscate all the food from major regions of Ukraine?

I.B. Unit 2 – Geography of Ukraine and Population Losses
1. Concepts: Physical geography/natural resources, Ethnic and regional conflicts, Authoritarian states, Food deprivation 1. Concepts: Industrialization, Authoritarian Governments, Food as a Weapon, Genocide

Unit 2. Geography of Ukraine and Population Losses

Land:

Ukraine lies at the crossroads between Europe and Asia, at 49 degree north latitude and 32 degrees east longitude. Its neighbors to the north are Belarus and Russia; to the west, Poland, Slovakia and Hungary; to the southwest, Romania; and to the east, Russia. Ukraine covers 603,550 sq. km (233,032 sq. miles) and is the second largest country in Europe, roughly the size of France. The capital of Ukraine is Kyiv and it is made up of 24 oblasts (provinces) and the Autonomous Republic of Crimea on the Black Sea.

The borders of Ukraine have changed several times in the twentieth century. In 1922, after the First World War, the Ukrainian Soviet Socialist Republic was established within the Soviet Union from parts of Ukraine that had been under the Russian Empire. The western regions of Ukraine, which were divided among Poland, Romania and Czechoslovakia, were incorporated into the Ukrainian SSR during and after the Second World War, however. Crimea became a part of Ukraine in 1954. During its history as a sovereign nation, the Russian Federation invaded Crimea in 2014 and illegally annexed it. The tensions in this geographic area are not just historic, they comprise current events.

Most of the terrain of Ukraine consists of vast plains known as steppes, where the black earth (**chornozem**) is extraordinarily rich and fertile. Ukraine became known as the “Breakbasket of Europe” because chornozem is ideal for growing wheat and other grain crops as well as certain

vegetables such as sugar beets. Ukraine is also a land rich in minerals—particularly iron ore coal, manganese and salt.

Population Losses:

It has been established, beyond a doubt that millions died in the forced Famine of 1932-33 in Ukraine. Estimates of the number of victims have ranged from 2.6 million to 10 million.

According to the first Soviet census in 1926, the population of Soviet Ukraine was 28,994,980 with 23,218,860 Ukrainians and 2,677,166 Russians. The second Soviet census took place in 1937. The census director I. Kravel was awarded the Order of Lenin for his meticulous work. After the results of the 1937 census were submitted to the government, Stalin declared the census “subversive,” access to census data was closed, and the top census officials were shot.

Another census was held in 1939 and the drastic population losses due to the Famine were to some degree hidden, thanks to a sophisticated program of falsification of the data. However, according to growth rates from previous records, the number of Ukrainians should have been 37,246,000 in 1939.

	1926	1939	Growth Rate
Population of the USSR	147,028,000	170,557,000	+16%
Ukrainians in USSR	31,195,000	28,111,000	-11%
Russians in USSR	77,791,000	99,591,000	+28%

Source: Palij, 2010

The figure of 3.9 million “excessive deaths” in Soviet Ukraine is the one presented by demographers for the period 1932-1934. Nearly a third of those who died during the Famine were children under 10 years of age, or one out of five children in Ukrainian villages and one out of every 13 children in the cities. The elderly were another group that suffered great losses during the Holodomor, with at least 20% perishing.

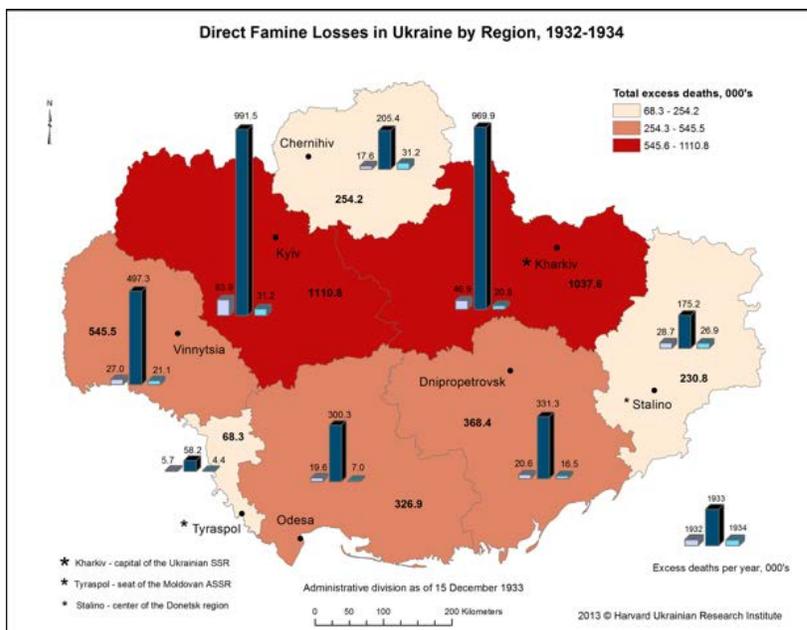
Even prior to 1932, starting in 1929, as a result of collectivization in Ukraine, people were dying from starvation, were shot for opposing collectivization and were deported to Siberia or the Gulag with their families where many perished.

Source: Kuryliw, V. Holodomor in Ukraine, The Genocidal Famine 1932-1933, Canada: Canadian Institute of Ukrainian Studies Press, 2017

Famine Losses in Ukraine

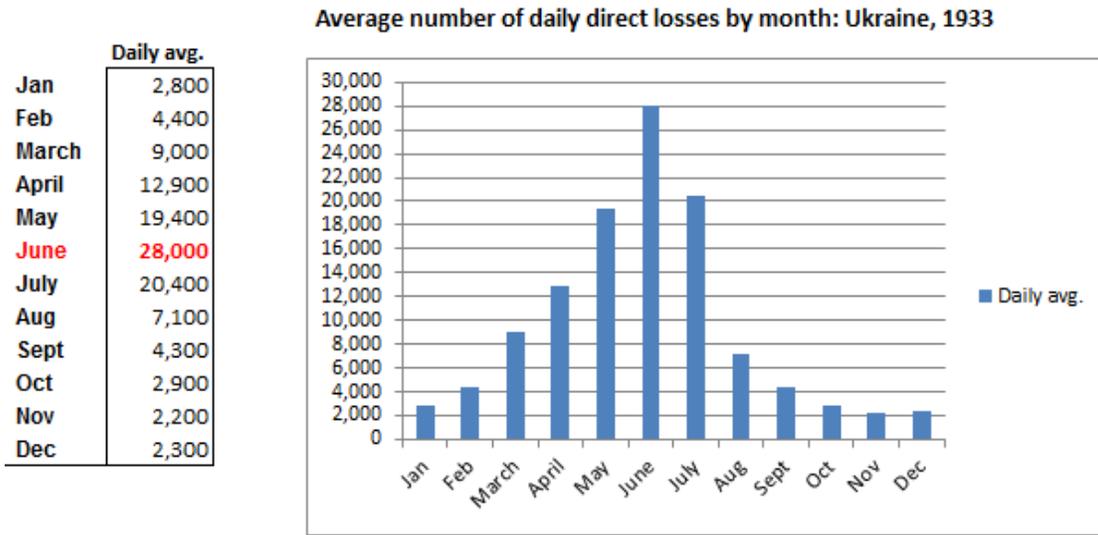
A variety of maps from [Thematic Map Gallery of Ukraine](#) clearly illustrate where the greatest loss of life occurred in relation to a variety of factors such as level of collectivization, blacklisting, and many other economic, administrative and geographic characteristics. Of particular interest is the [MAPA: Digital Atlas of Ukraine Great Famine Project](#) by the Harvard Ukrainian Research Institute together with partners in Ukraine, <http://holodomorct.org/holodomor-information-links/maps-and-demography/> and "[Famine Web Map](#)". This source allows users to layer, sequence, and otherwise integrate the geographic displays. Also important is the "[Famine Story Map Journal](#)," which is a brief chronology of the Holodomor through maps, photos, and narrative; and an article by Serhii Plokhii, "[Mapping the Great Famine](#)", a detailed analysis comparing a variety of data as distributed geographically, in the context of archival documentation [Ukrainian Lands During the Interwar Years](#). Map depicts Ukraine with its geographic neighbors as existed between WWI and WWII. Both the political borders and Ukrainian ethno-linguistic boundaries are delineated. (p. 588 of: **A History of Ukraine; the land and its peoples**, 2d ed., by Paul Robert Magocsi. Toronto: University of Toronto Press. 2010.)

Direct Famine Losses in Ukraine by Region, 1932-1934



"Famine losses in Ukraine in 1932 to 1933 within the context of the Soviet Union," by Omelian Rudnytskyi, Nataliia Levchuk, Oleh Wolowyna and Pavlo Shevchuk; in: *Famines in European Economic History: The Last Great European Famines Reconsidered*. London: Routledge, 2015. Pp. 192-222.

Demography of a man-made genocide: The case of massive famine in Ukraine 1932–1933



O. Rudnytskyi, N. Levchuk, O. Wolowyna, P. Shevchuk, A. Kovbasiuk “Demography of a man-made human catastrophe: The case of massive famine in Ukraine 1932–1933,” Canadian Studies in Population, 42, #1-2, 2015. P 53-80.

Table. 1 Digital Atlas of Ukraine Great Famine, Project by the Harvard Ukrainian Research Institute

Digital Atlas of Ukraine Great Famine.	http://www.holodomorct.org/HOLODOMOR-MAPS-DEMOGRAPHY.html
Video Tutorials and Presentations	http://gis.huri.harvard.edu/how-to-use-mapa/video-tutorials.html
Famine Story Map Journal	http://gis.huri.harvard.edu/historical-atlas/the-great-famine/famine-web-map.html
Mapping the Great Famine	http://harvard-cga.maps.arcgis.com/apps/webappviewer/index.html?id=d9d046abd7cd40a287ef3222b7665cf3
Demography of a man-made human catastrophe: The case of massive famine in Ukraine 1932–1933	http://gis.huri.harvard.edu/images/pdf/MappingGreatUkrainianFamine.pdf

Teaching Unit 3

HOLODOMOR – GENOCIDE IN UKRAINE UNIT 3 PLANNING ORGANIZER

Subject(s) Social Studies	Conceptual Lenses: <ul style="list-style-type: none">• Freedom of press/speech• Closed borders• Cover-ups/Denial• Governments' indifference
Grade/Course 9th-12th grades	
Unit of Study: WHG Era 7 – Global Crisis and Achievement 7.1.3, 20 th Century Genocide. C3: D1.1.9-12, D2. Hist. 4.9.9-12, D2 Hist. 5.9-12, D2 Hist. 6.9-12, D2 Hist. 7.9-12, D2 Hist. 8.9-12, D3.1.9-12, D4.6.9-12, D4.7.9-12, D44.9-12 Unit Title: Unit 3 Disinformation and Denial	

UNIT OVERVIEW

Numerous factors were used to explain the lack of public awareness about the Holodomor. This genocidal famine remained relatively unknown until the late 1980s. Students will develop an understanding of:

- Importance of free speech and a free press
- Restricted travel; Western reporters were not allowed into Ukraine
- Disinformation; Efforts to quell any/all information of fact
- Long term denial: Until archives were open and available, the Holodomor was denied by the Russian government

Compelling Question

Is a free press essential to prevent disinformation and cover-ups?

Unit Understanding(s)

1. A free press is essential to ensure dissemination of information.
2. Closing borders and restricting travel confines unwanted truths.
3. Authoritarian governments can deny unfavorable truths for decades.
5. The indifference of Western governments and policies of “non-interference” can cause mass losses of life elsewhere.

Unit Supporting Questions

1. Why is a free press essential to insure dissemination of information?
2. How can closing borders and restricting travel confine unwanted truths?
3. Why did the Russians deny the Famine for so many years?
5. How did the indifference of Western governments and policies of “non-interference” cause a massive loss of lives?

Content and Learning Resources for Teaching Unit 3

By the end of this lesson, you should be able to answer and support your answer to the COMPELLING QUESTION: Is a free press essential to prevent disinformation and cover-ups?

To help you formulate your answer to this question, think about these supporting questions as you go through the section:

- Why is a free press essential to ensure dissemination of information?
- How can closing borders and restricting travel confine unwanted truths?
- Why did the Russians deny the Famine for so many years?
- How did the indifference of Western governments and policies of "non-interference" cause a massive loss of lives?

I.C. Unit 3 – Disinformation and Denial
1. Concepts: Freedom of press/speech, Closed borders, Cover-ups/denial, Governments' indifference

Unit 3. Disinformation and Denial

“Any report of a famine in Russia is today an exaggeration or malignant propaganda. There is no actual starvation or deaths from starvation but there is widespread mortality from diseases due to malnutrition.”

[\(As reported by the New York Times correspondent and Pulitzer-prize winner Walter Duranty\)](#)

Denial of the famine by Soviet authorities was echoed at the time of the famine by some prominent Western journalists, like Walter Duranty. Duranty, the Moscow bureau chief for The New York Times, was awarded a Pulitzer Prize for his articles about the USSR. Refusing to jeopardize his privileges in the Soviet Union and his personal relationship with Stalin, he admitted only to some “partial crop failures”. The Soviet government could cancel a journalist’s visa if it felt that the reporter’s work was not regime-friendly. Duranty later conceded off the record that “as many as 10 million” may have perished in the Soviet Union and that “Ukraine had been bled white.”

Hidden Behind the Iron Curtain

The Soviet Union adamantly refused any outside assistance because the regime officially denied that there was any famine. Anyone claiming the contrary was accused of spreading anti-Soviet propaganda. Outside the Soviet Union, Western governments adopted a passive attitude toward the famine, although most of them had become aware of the true suffering in Ukraine through confidential diplomatic channels.

In fact, in November 1933, the United States, under newly elected president Franklin D. Roosevelt, chose to formally recognize Stalin's Communist government and negotiated a sweeping new trade agreement. The following year, the pattern of denial in the West culminated

with the admission of the Soviet Union into the League of Nations. Stalin's Five-Year Plans for the modernization of the Soviet Union depended largely on the purchase of massive amounts of manufactured goods and technology from Western nations. Those nations were unwilling to disrupt lucrative trade agreements with the Soviet Union in order to pursue the matter of the famine that was ongoing in Ukraine.

Coming Into the Public Eye

France's former Premier Edouard Herriot visited the USSR and Soviet Ukraine in August and September of 1933, near the height of the Famine. In Kyiv, Ukraine's capital, Herriot was impressed by its cleanliness and abundance of goods, unaware that it was all staged. The September 13, 1933 issue of the official Soviet newspaper *Pravda* stated that Herriot "categorically denied the lies of the bourgeois press about a famine in the Soviet Union." Herriot's words had a considerable effect on European public opinion.

In the ensuing decades, Ukrainian émigré groups sought acknowledgment of this tragic, massive genocide, but with little success. Not until the late 1980's, with the publication of eminent scholar Robert Conquest's "*Harvest of Sorrow*," the report of the US Commission on the Ukraine Famine headed by Mr. James Mace, the findings of the International Commission of Inquiry into the 1932–33 Famine in Ukraine, and the release of the eye-opening documentary "*Harvest of Despair*" did greater world attention come to bear on this event. In Soviet Ukraine, of course, the Holodomor was kept out of official discourse until the late 1980's, shortly before Ukraine won its independence in 1991. With the fall of the Soviet Union, previously inaccessible archives, as well as the long suppressed oral testimony of Holodomor survivors living in Ukraine, have yielded massive evidence offering incontrovertible proof of Ukraine's tragic famine genocide of the 1930's.

On November 28th 2006, the Verkhovna Rada (Parliament of Ukraine) passed a decree defining the Holodomor as a deliberate Act of Genocide. Although the Russian government continues to call Ukraine's depiction of the famine a "one-sided falsification of history," it is recognized as genocide by approximately two dozen nations, and is now the focus of considerable international research and documentation.

<http://www.holodomorct.org/history.html>

Teaching Unit 4

HOLODOMOR – GENOCIDE IN UKRAINE

UNIT 4 PLANNING ORGANIZER

Subject(s)	Social Studies	Conceptual Lenses: <ul style="list-style-type: none">• Human rights• Prejudice and discrimination• Genocide prevention• Political action
Grade/Course	9th-12th grades	
Unit of Study: WHG Era 7 – Global Crisis and Achievement 7.1.3, 20 th Century Genocide. C3: D1.1.9-12, D3.1.9-12, D4.3.9-12, D4.4.9-12, D4.5.9-12, D4.6.9-12, D4.7.9-12 Unit Title: Unit 4. Why Study the Holodomor?		

UNIT OVERVIEW

The prevention of genocides is still a major challenge for the citizens of the world. Students will develop an understanding of:

- Erosion of human rights is a precursor to genocide.
- The study of genocide can reduce prejudice, stereotyping, bullying and discrimination.
- Studying the Holodomor may prevent future genocides.
- Monitoring both democratic and authoritarian governments for human rights abuses and genocide is essential.

Compelling Question

How can future genocides be prevented?

Unit Understanding(s)

1. The study of the Holodomor and other genocides helps us understand the importance of protecting human rights.
2. Prejudice and discrimination dehumanizes groups in a society.
3. An informed citizenry can pressure elected officials to respond to human rights offenses.
4. International organizations can monitor abuses of human rights.

Unit Supporting Questions

1. How does the study of genocides help us understand the importance of protecting human rights?
2. How do prejudice and discrimination dehumanize groups in a society?
3. How can an informed citizenry put pressure on elected officials to respond to human rights offenses?
4. Why is it essential for international organizations to monitor abuses of human rights?

Content and Learning Resources for Teaching Unit 4

By the end of this lesson, you should be able to answer and support your answer to the COMPELLING QUESTION: How can future genocides be prevented?

To help you formulate your answer to this question, think about these supporting questions as you go through the section:

- How does the study of other genocides help us understand the importance of protecting human rights?
- How do prejudice and discrimination dehumanize groups in a society?
- How can informed citizenry put pressure on elected officials to respond to human rights violations?
- Why is it essential for international organizations to monitor abuses of human rights?

I.D. Unit 4 – Why Study the Holodomor?
1. Concepts: Human rights, Prejudice and discrimination, Genocide prevention, Political Action

Unit 4. Why Study the Holodomor?

The study of genocides is essential for the equal treatment of the citizens throughout the world. The incidence of genocides in the 20th century are numerous, yet reoccur when the world does not keep a watchful eye on authoritarian governments, nor pay attention to the subjection of any minority group to human rights abuses.

The reasons to study the Holodomor are:

- To prevent future genocides; recognizing the behavioral patterns of discrimination and bullying and the potential for genocide.
- To reduce prejudice and bullying; extreme beliefs or fundamentalist ideologies can foster and unleash violent actions.
- To increase vigilance against abuses of human rights; monitoring of abuses by both democratic and authoritarian governments.
- To critically review media coverage; examination is necessary of the media's ability to influence world opinion.
- To understand totalitarian communist governments; powerful states often inflict cruel and ruthless treatment of their citizens.
- To take civic action: an informed citizenry can put pressure on elected officials to respond to human rights offenses.

Today's turbulent times prove that freedom and democracy cannot be taken for granted. We are facing new attacks under different pretexts – either to promote extreme religious dogma, or to defend trumped-up geopolitical interests. However, the ultimate goal remains the same: to enslave a whole nation with fear and terror by creating instability and taking away our confidence in tomorrow. Chilling crimes of the past once again remind us of solidarity, persistence and unity in protecting common values and principles against terror, regardless where it comes from – the East or West, the North or South. Otherwise, we will cease to exist as a community of freedom, equality, and fraternity.

<https://www.euractiv.com/section/central-asia/opinion/remembering-holodomor/>

Luibov Nepop, *Remembering Holodomor: Mission of Ukraine to the EU*, EURACTIV, 2015

Raphael Lemkin

Raphael Lemkin, the Polish-Jewish scholar who coined the term “genocide” and played large role in the adoption of the United Nations Convention on the Prevention and Punishment of the Crime of Genocide, set the record straight in 1953. Lemkin, who lost scores of relatives in the Holocaust, immigrated to the United States in 1941. He wrote the following article explaining why we need to remember the Holodomor:

“Ukraine has a particular stake in remembering the Holodomor, the classic example of Soviet genocide, its longest and broadest experiment in Russification, the destruction of the Ukrainian nation. This is not simply a case of mass murder. It is a case of genocide, of destruction, not of individuals only, but of a culture and a nation.

The mass murder of peoples and of nations that has characterized the advance of the Soviet Union into Europe has been indeed an indispensable step in the process of ‘union’ that the Soviet leaders fondly hope will produce the ‘Soviet Man’, the ‘Soviet Nation’ and to achieve that goal, that unified nation, the leaders of the Kremlin will gladly destroy the nations and the cultures that have long inhabited Eastern Europe.

It is true that nations blend together and form new nations — we have an example of this process in our own country, USA, but this blending consists in the pooling of benefits of superiorities that each culture possesses. And it is in this way that the world advances. What then, apart from the very important question of human suffering and human rights that we find wrong with Soviet plans is the criminal waste of civilization and of culture. For the Soviet national unity is being created, not by any union of ideas and of cultures, but by the complete destruction of all cultures and of all ideas save one — the Soviet. If for no other reason than this human suffering, we would have to condemn this road to unity as criminal.

The Holodomor was the critical step in the systematic destruction of the Ukrainian nation, in its progressive absorption within the new Soviet nation. And yet, if the Soviet program succeeded completely, if the intelligentsia, the priests and the peasants could be eliminated, Ukraine would be as dead as if every Ukrainian were killed, for it will have lost that part of it which has kept and developed its culture, its beliefs, its common ideas, which have guided it and given it a soul, which, in short, made it a nation rather than a mass of people.

Today's turbulent times prove that freedom and democracy cannot be taken for granted. We are facing new attacks under different pretexts - either to promote extreme religious dogma, or to defend trumped-up geopolitical interests. However, the ultimate goal remains the same: to enslave a whole nation with fear and terror by creating instability and taking away our confidence in tomorrow.

Chilling crimes of the past once again remind us of solidarity, persistence and unity in protecting common values and principles against terror, regardless where it comes from - the East or West, the North or South. Otherwise, we will cease to exist as a community of freedom, equality, and fraternity."

Raphael Lemkin Papers, The New York Public Library, Manuscripts and Archives Division, Astor, Lenox and Tilden Foundation, Raphael Lemkin ZL-273. Reel 3. Published in L.Y. Luciuk (ed), Holodomor: Reflections on the Great Famine of 1932–1933 in Soviet Ukraine (Kingston: The Kashtan Press, 2008).

Gareth Jones

Another person who went to great lengths to expose the horrors of the Holodomor to the world was Gareth Jones. In the 1930's, acting as the Foreign Affairs Advisor to British Prime Minister, David Lloyd George, he went to the Soviet Union three times over three years on fact-finding missions. Evading Soviet authorities, he traveled to Ukraine in March of 1933 to see the atrocities and traveled back to Berlin, Germany, to write about it. Below is an excerpt of an article published in the New York Evening Post, Britain's Manchester Guardian.

Read the excerpt below from Jones's article and think about how you might answer the COMPELLING QUESTION: How might future genocides be prevented?

"I walked along through villages and twelve collective farms. Everywhere was the cry, "There is no bread. We are dying." ... I tramped through the black earth region because that was once the richest farmland and because the correspondents have been forbidden to go there to see for themselves what is happening.

In the train, a Communist denied to me that there was a famine. I flung a crust of bread which I had been eating from my own supply into a spittoon. A peasant fellow-passenger fished it out and ravenously ate it. I threw an orange peel into the spittoon and the peasant again grabbed it and devoured it. The Communist subsided.

I stayed overnight in a village where there used to be two hundred oxen and where there now are six. The peasants were eating the cattle fodder and had only a month's supply left. They told me that many had already died of hunger. Two soldiers came to arrest a thief. They warned me against travel by night, as there were too many 'starving' desperate men.

"We are waiting for death" was my welcome... "Go farther south. There they have nothing. Many houses are empty of people already dead," they cried."¹

¹ Reed, Lawrence W. "A Revolution to Always Remember but Never Celebrate | Lawrence W. Reed (Links to an external site.)Links to an external site.." FEE, Foundation for Economic Education, 16 Oct. 2017, fee.org/articles/a-revolution-to-always-remember-but-never-celebrate/#0.

II. Bibliography and Video Resources for Teachers

Holodomor- Genocide in Ukraine

Books

1. Kuryliw, Valentina. *Holodomor in Ukraine, the Genocidal Famine, 1932-1933: Learning Materials for Teachers and Students* The CIUS Press, 2018, 308pp

About the Book

Holodomor in Ukraine, the Genocidal Famine 1932-1933: Learning Materials for Teachers and Students is a comprehensive teaching resource for studying and teaching the Holodomor. Written by Valentina Kuryliw, Director of Education for the Holodomor Research and Education Consortium (HREC), the book is a first-of-its-kind resource developed for use in a range of courses and grade levels. Printed in full colour, the richly illustrated 308-page workbook features stand-alone teaching materials, lesson plans, and assignments as well as timelines, maps, memoirs, photographs, age-appropriate literary works, and resource listings. The teaching methods and strategies focus on developing critical and historical thinking skills while integrating primary sources.

Valentina Kuryliw is a retired department head and history teacher with over 35 years of teaching experience who has promoted awareness of the Holodomor and human rights as an educator and activist for most of her adult life. Valentyna Kuryliw has published a book on the methodology for teaching history in Ukraine, is the author of an international award-winning interactive lesson on the Holodomor Mobile Classroom, and has an article on the Ukrainian Genocide being published this year in Samuel Totten's book, *Teaching About Genocide: Insights and Advice from Secondary Teachers and Professors*, Vol. 1. View details and order at: <https://tinyurl.com/Holodomor-in-Ukraine>

2. Klid, Bohdan and Motyl, J. Alexander. *The Holodomor Reader. A Sourcebook on the Famine of 1932-1933 in Ukraine*; University of Alberta. Canadian Institute of Ukrainian Studies. Publisher: Edmonton : Canadian Institute of Ukrainian Studies Press, 2012
3. Applebaum, Anne. *Red Famine: Stalin's War on Ukraine 1921-1933* DOUBLEDAY, 2017.
4. Lemkin, Raphael. *Papers*, The New York Public Library, Manuscripts and Archives Division, Astor, Lenox and Tilden Foundation, Raphael Lemkin ZL-273. Reel 3. Published in L.Y. Luciuk (ed), *Holodomor: Reflections on the Great Famine of 1932–1933 in Soviet Ukraine* Kingston: The Kashtan Press, 2008
5. Conquest, Robert. *The Harvest of Sorrow: Soviet Collectivization and the Terror Famine*. James Mace Publisher: London Pimlico, 2002.
6. Romanyschyn, Oleh; Steciw, Orest; Gregorovich, Andrew. *Holodomor: the Ukrainian Genocide 1932-1933*, Second ed. Toronto: League of Ukrainian Canadians: Ucrainica Research Institute, 2014.159 p. ISBN 9780993965203

7. Dolot, Miron. Execution by Hunger: The Hidden Holocaust by. New York: W.W. Norton, 1987
8. Oreletsky, Alexander; Prychodko, Olga; Simpson, G. W; Pidhain, S. O. The Black Deeds of the Kremlin: A White Book, Volume 1: Book of Testimonies Hardcover Ukrainian Association of Victims of Russian Communist Terror, 1953
9. Pidhainy, S. O.; Pavlovych, P. P; Hryshko, V. I., Kersten; Charles J; Coach, Hladun, M; Prychodko, J; O. The Black Deeds of the Kremlin: A White Book, Volume 2, the Great Famine in Ukraine in 1932-1933 Hardcover – Audiobook, 1955
10. Gamache, Ray. Gareth Jones Eyewitness to the Holodomor, Welsh Academic Press, 2013
11. Jones, Gareth. Tell Them We Are Starving. The 1933 Soviet Diaries of Gareth Jones. The Kashtan Press. ISBN: 978-1-896354, 275 pp.
12. Ukrainian National Women’s League of America , “Our Life” Special edition on the Holodomor
13. U.S. Congressional Report Commission On The Ukraine Famine 1932-33 April 22, 1988

Digital Atlas of Ukraine Great Famine, Project by the Harvard Ukrainian Research Institute

Digital Atlas of Ukraine Great Famine.	http://www.holodomorct.org/HOLODOMOR-MAPS-DEMOGRAPHY.html
Video Tutorials and Presentations	http://gis.huri.harvard.edu/how-to-use-mapa/video-tutorials.html
Famine Story Map Journal	http://gis.huri.harvard.edu/historical-atlas/the-great-famine/famine-web-map.html
Mapping the Great Famine	http://harvard-cga.maps.arcgis.com/apps/webappviewer/index.html?id=d9d046abd7cd40a287ef3222b7665cf3
Demography of a man-made human catastrophe: The case of massive famine in Ukraine 1932–1933	http://gis.huri.harvard.edu/images/pdf/MappingGreatUkrainianFamine.pdf

Videos:

1. "When We Starve" documentary by U.S. Holodomor Committee, Ukrainian Medical association of North America, 2018 <http://holodomorct.org/holodomor-information-links/full-length-film-video-theater-audio-holodomor/>
2. "Harvest of Despair: The Unknown Holocaust", Slavko Nowytski (Director, Producer), Yuriy Luhovy (Director, Producer) <http://holodomorct.org/holodomor-information-links/full-length-film-video-theater-audio-holodomor/>
3. "Bitter Harvest", George Mendeluk (Director) Motion Picture, 2016 [https://en.wikipedia.org/wiki/Bitter_Harvest_\(2017_film\)](https://en.wikipedia.org/wiki/Bitter_Harvest_(2017_film))
4. Gareth Jones – The Living <https://www.youtube.com/watch?v=1IDp9AMACys>
5. "Holodomor, Ukraine's Genocide " by Bobby Leigh, produced by Marta Tomkiw <https://www.youtube.com/watch?v=nntV8eEFq8c>
6. "Genocide Revealed" directed by Yuriy Luhovy. [2013]. 26 min. and 52 min. editions on a single DVD. 7 min. clip and review by historian and educator Cheryl Madden of the full-length film: http://www.yluhovy.com/MML/genocide_revealed.html; To purchase: <http://www.yluhovy.com/MML/Welcome.html>
7. In Memory of Konstantyn Bokan (English version) in cooperation with the Ucrainica Research Institute. 2013. 9:25 min. Grades 6+. <https://www.youtube.com/watch?v=wyATD6Nd0S8&feature=youtu.be>
8. Holodomor: Voices of Survivors. By Ariadna Ochrymowych, Markian Radomskyj. Black Sea Media. 2015 <https://vimeo.com/129845758>

Additional resources for teachers:

Based on Stanford's "Reading like a historian" model and linked to specific Common Core standards suggested further activities and additional resource options provided:

<http://education.holodomor.ca/learning-activities/>

High school and college level, centering on comparative news analysis. Includes primary sources consisting of sets of conflicting news reports, with secondary sources for background information.

Readings provided for the Holodomor, Great Leap Forward Famine, Darfur Crisis, and the Media Challenges Today chapter:

<http://holodomorct.org/holodomor-information-links/holodomor-classroom-resources-teachers/>

"Genocide Never Again (Ukrainian Genocide)" Teacher and Student Workbook, by Vera Bej, Ihor Mirchuk, and Christine R. Shwed, 2007. <http://www.holodomorct.org/HOLODOMOR-CLASSROOM-RESOURCES.html>

Grades 7+. Well designed workbook that includes 12 worksheets explicitly matched by "eligible content" to applicable Pennsylvania standards. Multidisciplinary: addressing social studies, math, and the literary, music, and visual arts, with liberal use of photos, graphics, and full color reproductions. http://ncua.inform-decisions.com/eng/files/UkrGenocide_Teacher_Student_Workbook.pdf

"The Unknown Genocide - Ukrainian Holodomor 1932-1933" by Valentina Kuryliw, 2008 (Toronto)

Grades 10-12 Carefully developed lesson plans, links, and bibliography. Extensively revised edition forthcoming in 2013. <http://www.faminegenocide.com/kuryliw/index.htm>

Curriculum Guide for Teaching Genocides with a Focus on the Holodomor, the Famine Genocide in Ukraine by Motria Melnyk, 2011.

Grades 6-9. Applies Stanton's classic "eight stages of genocide" to a capsule overview of 7 20th c. genocides, using the Holodomor as the case study. Includes related classroom exercises and activities. <http://cis.uchicago.edu/oldsite/sites/cis.uchicago.edu/files/resources/110128-ukraine-genocide.pdf>

The Ukrainian Genocide/Holodomor, 1932-1933; a Curriculum and Resource Guide for Educators. by Myron B. Kuropas and James Mace, updated through 2011.

Developed for the state of Illinois, which mandates study of "the Famine-Genocide in Ukraine." Detailed overview of the subject; includes a section on "food as a political weapon," a glossary and extensive bibliography. Several pages of activities and questions specific to either a junior high or senior high school level, engaging critical thinking across the spectrum of political science and history. <http://www.holodomorct.org/Curriculum-Resource-Guide-Educators-Kuropas.pdf>

Teacher Package on the Holodomor: Ukrainian Famine Education, prepared under the auspices of the League of Ukrainian Canadians. 2006. <http://holodomor.ca/education/>

Grades 10+ and college. A recent and occasionally updated collection of webpages that presents a wide variety of teaching resources, especially geared to Canada's Provincial standards. Many can be adapted for U.S. teaching as well. Holodomor Research and Education Consortium. Education.

A selection of readings from the classic works of known scholars in the field, as well as a teacher's guide and the texts of several decrees and other official documents. Turning a Blind Eye: a Unit of Study by Lana Babij, Lidia Choma, and Borys Krupa. Rev.2013.

Click the following links to download PDF files for: Table of Contents; Introduction; Suggested Lesson Plan: Holodomor)

<http://www.holodomorct.org/2013%20Unit.%20Methodology.Suggested%20Lesson%20Plan%20centered%20on%20the%20Holodomor.pdf>

<http://www.holodomorct.org/2013%20Unit.TABLE%20OF%20CONTENTS.postprint.pdf>

Case Studies: Persecution/Genocide. The Human Rights Series, Vol. III. by Walter Litynsky and JoAnn Larson. Albany, NY: The University of the State of New York; State Dept. of Curriculum Development. 1986

Recommended Resources for Further Information:

<http://milione.net/en/holodomor-the-ukrainian-genocide/>

www.holodomorct.org/links.html

<https://www.ecsd.net/AboutUs/Overview/Holodomor/Pages/default.aspx>

<https://www.ecsd.net/AboutUs/Overview/Holodomor/Pages/Secondary-Holodomor-Resources-for-Social-Studies.aspx>

<https://reasonandmeaning.com/2017/09/11/genocide/>

<http://ukrainianweek.com/Society/152002>

<http://holodomorct.org/holodomor-information-links/full-length-film-video-theater-audio-holodomor/>

Holodomor survivor accounts and memoirs:

Written accounts:

1. US. Commission on the Ukraine Famine. Investigation of the Ukrainian Famine, 1932-1933; Report to Congress. Final Report, Appendix I Washington: U.S. GPO. 1988.
2. HREC: Testimonies from U.S. Famine Commission, <https://www.youtube.com/watch?v=zFnUIMPavhQ>
3. Holodomor Survivors tell their Stories, <http://www.holodomorsurvivors.ca/Survivors.html>
4. Full-length Memoirs, <http://holodomorct.org/holodomor-information-links/accounts-memoirs/>
5. Witness:Memoirs of the Famine of 1933 in Ukraine, by Pavlo Makohon. Translated by Vera Moroz; originally published in Anabasis, Toronto. 1983. Engrossing memoir of the author as a 14 year old boy during 1933 and his efforts to survive. Short story length.
6. Oleksandra Radchenko: Persecuted for her Memory, by Volodymyr Viatrovyh, in Lest we forget memory of totalitarianism in Europe ; a reader for older secondary school students anywhere in Europe, ed. by Gillian Purves and Stephane Courtois. Praha: Inst. for the Study of Totalitarian Regimes, 2013, pp. 264 – 271.
7. History project “Children of Holodomor Survivors Speak” http://www.ucrdc.org/Archive-Oral-History-Children_of_Holodomor_Survivors_Speak.html
8. Isajiw, Wsevolod W. Famine-Genocide in Ukraine 1932-33: Western archives, testimonies and new research. Toronto: Ukrainian Canadian Research and Documentation Centre, 2003 (ISBN 0-921537-56-5)

III. Vocabulary Definitions for Students

Annex

To incorporate (a country or other territory) within the domain of a state; to obtain or take for oneself.

Assimilate

To make similar; to absorb into the culture or mores of a population or group,

Atheist

One who believes that there is no God.

Authoritarian

Characterized by or favoring absolute obedience to authority, as against individual freedom: an authoritarian regime.

Collectivization

To organize (an economy, industry, or enterprise) on the basis of collectivism (the principles or system of ownership and control of the means of production and distribution by the people collectively, usually under the supervision of a government.)

Communism

A system of government in which the state plans and controls the economy and a single, often authoritarian party holds power, claiming to make progress toward a higher social order in which all goods are equally shared by the people; the Marxist-Leninist version of Communist doctrine that advocates the overthrow of capitalism by the revolution of the proletariat.

Despotism

A government or political system in which the ruler exercises absolute power.

Dictator

One holding complete autocratic control; one ruling absolutely and often oppressively

Disinformation

Deliberately misleading information announced publicly or leaked by a government or especially by an intelligence agency in order to influence public opinion or the government in another nation.

Displaced Person

One who has been driven from one's homeland by war or internal upheaval.

Dissident

One who disagrees, disagreeing especially with an established religious or political system, organization, or belief

Expropriation

To deprive of possession; the action of the state in taking or modifying the property rights of an individual in the exercise of its sovereignty.

Genocide

The deliberate and systematic destruction of a racial, political, or cultural group.

GPU

The Soviet secret police, which was succeeded by the NKVD and eventually the KGB. All Soviet internal security systems were ruthless.

Gulag

A network of forced labor camps or prisons in the former Soviet Union, especially for political dissidents; a place or situation of great suffering and hardship, likened to the atmosphere in a prison system or a forced labor camp.

Holodomor

The term is a combination of two words: the noun "holod" meaning "hunger, famine, starvation" and the transitive verb "moryty" which can be variously translated as "to waste , debilitate, exhaust, kill." The expression "moryty holodom" ("to exhaust somebody by food deprivation ") was found in official Soviet documents of the Stalin era. The neologism "holodomor" in the sense of "artificially organized starvation" began to be widely used in the 1980s. For some people the term refers exclusively to the famine of 1932/1933. For many Ukrainians today, however, "Holodomor" is a synonym for " Ukrainian genocide "the destruction of the Ukrainian nation, a genocide in accordance with the UN definition.

Komsomol

Russian term, from Kommunisticheskii Soyuz Molodezhi - Communist Union of Youth; a Russian Communist youth organization .

Kulak (Kurkul in Ukrainian)

A farmer characterized by Communists as having excessive wealth; an independent land owner in Ukraine with as little as 6 desiatins (approximately 16 acres). At the beginning of the collectivization campaign in 1929, the Communist party decided to "liquidate the kulak as a class." This meant confiscation of property and deportation. By March 10, 1930, 11,374 peasant families had been arrested and deported from 11 regions targeted for rapid collectivization in Ukraine. During the entire collectivization campaign , some 60,000-100,000 (300,000-400,000 individuals) were deported .

Nationality

The status of belonging to a particular nation by origin , birth, or naturalization-; A people having common origins or traditions and often constituting a nation; Existence as a politically autonomous entity; national independence; national character.

Reparation

Compensation in money or materials payable by a defeated nation for damages to, or expenditures sustained by another nation as a result of hostilities with the defeated nation.

Samizdat

The secret publication and distribution of government-banned literature in the former Soviet Union.

Slave Labor Camp

A prison camp where forced labor is performed.

Totalitarian

Of, relating to, being, or imposing a form of government in which the political authority exercises absolute and centralized control over all aspects of life; the individual is subordinated to the state, and opposing political and cultural expression is suppressed.

Torgsyn

Stores where peasants could purchase bread for gold, silver, antiques, coins and icons.

IV. Student Handouts

IV.1. WORKSHEET #1 The Genocidal Great Famine in Soviet Ukraine. Unit 1 Activity.

IV.2. WORKSHEET #2 GENOCIDE IN UKRAINE-HOLODOMOR (3 parts) Unit 2, 3 and 4 Activities.

IV.3. WORKSHEET #3 ESSAY QUESTION

IV.4. WORKSHEET #4 FIRST-HAND ACCOUNTS: GENOCIDE IN UKRAINE

IV.5. WORKSHEET #5 FIRST-HAND ACCOUNTS/STUDENT POWER POINT PRESENTATION

IV.6. WORKSHEET #6 HOLODOMOR- ACTS OF KINDNESS CHALLENGE

UNIT 1 WORKSHEET - GENOCIDE IN UKRAINE

Name _____ Date _____ Class _____

GRAPHIC ORGANIZER

1. State four basic reasons why the Famine occurred	2. State four basic facts describing how the Famine occurred
3. Can food be used as a weapon?	4. How did Stalin alter the social, economic and political direction of Ukraine?

UNIT 2 WORKSHEET - GENOCIDE IN UKRAINE

Name _____ Date _____ Class _____

1. How can the geographic location and the natural resources of a nation subject it to exploitation by other nations?

2. How did Stalin's communist regime disregard the human rights of the Ukrainians?

3. Why did Stalin confiscate all the food from major regions of Ukraine?

4. Why do ethnic and regional conflicts cause persecution of some nations?

UNIT 3 WORKSHEET - GENOCIDE IN UKRAINE

Name _____ Date _____ Class _____

1. Why is a free press essential to insure accuracy of information?

2. How can closing borders and restricting travel confine unwanted truths?

3. Why was the Holodomor denied for so many years?

4. How did the indifference of Western governments and policies of noninterference cause a massive loss of lives?

UNIT 4 WORKSHEET - GENOCIDE IN UKRAINE

Name _____ Date _____ Class _____

1. How does the study of genocide help us understand the importance of protecting human rights?

2. How do prejudice and discrimination dehumanize groups in a society?

3. How can informed citizens put pressure on elected officials to respond to human rights offenses?

4. Why do you think it is essential for international organizations to monitor abuses of human rights?

WORKSHEET -FIRST HAND ACCOUNTS, POWERPOINT PRESENTATION - GENOCIDE IN UKRAINE

Name _____ Date _____ Class _____

FIRST-HAND ACCOUNTS

STUDENT PROJECT POWERPOINT PRESENTATION:

Pick a group of students. Have students study one of the first-hand accounts and create a PowerPoint presentation of illustrations based on that account. Make a presentation to the class by having one student read the first-hand account aloud with the proper emotional inflection while the visuals/slides are shown.

WORKSHEET

GENOCIDE IN UKRAINE - ACTS OF KINDNESS CHALLENGE:

Name _____ Date _____ Class _____

Students in grade 12 are invited to get creative with kindness.

From November 1st to 24th students and/or classrooms are encouraged to perform unique acts of kindness to honour the Holodomor. Whether you are raking leaves or organizing a Food Bank drive, think about ways you can positively impact the lives of others.

How to Participate in the Challenge

- An entire class or an individual student can participate
- Plan and perform an act of kindness (remember the more creative the better!)
- Post photos or a video on social media or in your community page (Twitter/Facebook/Instagram)
- Include a brief reflection or summary of your activity in the post
- Challenge ends on Friday, November 24.

V. Suggested Student Activities and Worksheets

V.1 Suggested activities for grades 7-9

V.2. Suggested activities for grades 10-12

V.1. SUGGESTED ACTIVITIES FOR GRADES 7-9 HOLODOMOR-GENOCIDE IN UKRAINE

Teacher Activities

Survey the ethnic backgrounds of classmates. Have students talk about the reasons their ancestors came to America. How many of them were fleeing oppression in their homelands? How many were seeking greater economic opportunity in America? **Lead** a class discussion.

Invite the son or daughter of a Holodomor survivor to your classroom to talk about what she or he learned about the genocide from their parents. **Lead** a discussion to determine what attributes the parent had to have in order to survive. Be sensitive in your questioning.

Practically every American has heard about the Holocaust. Some Americans have heard about the Armenian and Rwandan Genocides. Few Americans have heard about the Holodomor. Why is that? **Write** a research paper outlining reasons for your answer.

Student Activities:

Imagine yourself living in Ukraine during the Holodomor. You have an aunt living in the United States. Write a letter to that aunt describing your life in Ukraine. Draw a picture to go along with your letter.

Write a paper outlining the role of journalists in writing and printing the truth about events. Why is it important that they be well-informed about their topics? Which journalists lied about the Holodomor? Which journalists wrote the truth? What was their fate?

Find a person who survived the Holodomor (Displaced Person or offspring) and interview that individual. Displaced Persons were refugees who fled to the West, during World War II fearing Communist occupation of their homeland. This is a long-term (4-6 week) project that culminates with the writing of a paper that could include a biography of that person, the escape route, personal reflections, family photos, newspaper articles, and the later contributions of that person to her/his adopted country. The student's reflections on the value of the project should also be included.

Appropriate class activities for Grades 7-9 and beyond:

Reading and discussing the novel "**Animal Farm**" by George Orwell is appropriate for all grade levels. Viewing and discussing films are excellent ways to either introduce the Holodomor or as culminating activities. The following films are highly recommended. "**Harvest of Despair**", produced by the Ukrainian Famine Research Committee. "**Red Empire, Volume Four, Enemies of the People**". Produced by Vestron Video. Available from Amazon.com "**Yanks for Stalin**", A History Channel Production. Offers an excellent portrait of Americans who moved to the USSR to work during the Great Depression. Available by calling 1-800-344-6336. "**Joseph Stalin: Red Terror**", a Biography Channel Production. Available by calling 1-800-344-6336. "**Lord of the Flies**", a Hollywood film available from Amazon. All are readily available.

V.2. SUGGESTED ACTIVITIES FOR GRADES 10-12 HOLODOMOR - GENOCIDE IN UKRAINE

Background for Activity #1 (requires 3-4 weeks of class time)

The United States and the former Soviet Union were two societies that proclaimed a commitment to "equality" among its peoples. Although Americans enshrined this goal in their 1776 Declaration of Independence, its actual realization has been a long and painful process involving a bloody Civil War followed by a series of constitutional and legislative initiatives. Some Americans believe that complete "equality" has yet to be attained.

The Soviet Union had a far more ambitious goal than the United States regarding equality for all. The Soviet leadership planned to achieve equality quickly and "scientifically." Unfortunately, the process involved brutal suppression and the death of millions of Soviet citizens.

Student Goal: An understanding and appreciation of the significant differences between the American and Soviet experiences in striving for equal rights for all.

THE AMERICAN EXPERIENCE:

Abraham Lincoln wrote the following in 1855:

As a nation, we began by declaring, "all men are created equal". We now practically read it, "all men are created equal except Negroes". When the Know-Nothings get control, it will read, "all men are created equal except Negroes and foreigners and Catholics." When it comes to this, I shall prefer emigrating to some country where they make no pretense of loving liberty.

Teacher Activities:

Hand out copies of Lincoln's speech. Do NOT tell students who wrote it. Let them brainstorm who might have written it and ask them questions about how they can support their answer (language, style, etc.) Can they pinpoint the time based on the vocabulary used, reference to the Know Nothings, etc?

Ask students to identify the document that states, "All men are created equal." Have a copy of the Declaration of Independence for them to read. Have students analyze the above speech as a response to the Declaration of Independence.

Once students have identified Lincoln as the author, **analyze** the speech in light of the time period (who were the Know Nothings?), Lincoln's presidency, the Civil War, and Lincoln's role in the emancipation of the slaves.

Martin Luther King declared the following in 1963:

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering

injustice. It came as a joyous daybreak to end the night of their captivity. However, one hundred years later, the Negro is still not free...

Ask students to identify the author of these comments. Can they pinpoint the site of these remarks by King's reference to the "symbolic shadow"?

Distribute a copy of Martin Luther King's "I Have a Dream" speech.

Discuss its significance in the history of the civil rights movement.

Have students analyze the following phrase in the speech: "I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Ask if we have achieved this goal. Why or why not? What still needs to be done?

Have students write a paper on the American experience regarding "equality" in America. Urge them to include their own or their family experiences.

THE SOVIET EXPERIENCE:

Lenin wrote the following in 1920:

"Under the guise of the equality of the individual in general, bourgeois democracy proclaims the formal and legal equality of the property-owner and the proletarian, the exploiter and exploited, thereby grossly deceiving the oppressed classes. On the plea that all men are absolutely equal, the bourgeoisie is transforming the idea of equality, which is itself a reflection of relations in commodity production, into a weapon in its struggle against the abolition of classes."

Teacher-Led Activities

Distribute copies of Lenin's writing. Do NOT identify the author. Let students brainstorm who might have written it. **Ask** them to support their answers based on the language used (commodity production, exploiter, exploited, etc.)

Once students have identified the author, analyze the remarks. **Identify** terms such as "proletarian" and "bourgeois".

Ask students to define what Lenin meant by "equality". What did he mean when he wrote about "commodity production" and the desire of the middle class "against the abolition of classes". Why did Lenin despise the middle class?

Ask students to discuss "class envy". Did class envy play a factor in the Holodomor?

Write the following definition of "class conflict" on the board: "underlying tensions or antagonisms which exist in society due to conflicting interests that arise from different social positions." **Discuss** the concept from the Marxist perspective. **Ask** what role class conflict played in the Soviet Union? How did Stalin define "enemies of the people"?

Further

Article 36 of the 1977 Constitution of the Union of Soviet Socialist Republics states that all citizens have "equal rights." The Constitution further states that:

“Exercise of these rights is ensured by a policy of all-round development and drawing together of all nations and nationalities of the USSR, by educating students in the spirit of Soviet patriotism and socialist internationalism ...Any direct or indirect limitation of the rights of citizens or establishment of direct or indirect privileges on grounds of race or nationality, and any advocacy or racial or national exclusiveness, hostility or contempt, are punishable by law.”

Student Questions to be answered in writing:

1. Were the laudable goals described above ever achieved in the USSR?
2. Write a paper describing the social and economic differences that existed among the various Soviet republics.
3. **Write** a paper describing how "Soviet patriotism" and "socialist internationalism" are related. What were the implications for the development of separate identities within the Soviet framework?
4. **Write** a paper contrasting Soviet nationality policy in theory and in practice.

Article 17 of the 1977 Soviet Constitution included the following statement:

In the USSR, the law permits individual labor in handicrafts, farming, the provision of services for the public, and other forms of activity based exclusively on the personal work of individual citizens and members of their families. The state makes regulations for such work to make sure that it serves the interests of society.

Teacher-Led Activities:

Distribute copies of the above statement and discuss its meaning with students.

Ask: Do you believe individual labor should serve the interests of society? Discuss the pros and cons of regulation in an economic system such as ours.

Ask: Do you believe America needs more regulation of its economic system? Why or why not? Socialists define "class" in terms of its relationship to the "means of production."

Discuss "class envy" and how it leads to "class conflict."

Ask: Given what we know about human nature, can "equality" ever be achieved?

Ask: Do you think it is fair that some students receive higher grades than others do? Why or why not?

Have the class read "Animal Farm" by George Orwell. Lead a discussion of the book focusing on the following "commandment": "All animals are equal but some animals are more equal than others."

Have the class read "Lord of the Flies" by William Golding. Lead a discussion on the implications of living without rules. Teacher discussion materials are available from edHelper.com. https://www.edhelper.com/books/Lord_of_the_Flies.htm

Student Activities:

Write a short paper contrasting the basic premises of socialism and capitalism. Do you think America will ever become a socialist nation? Why or why not?

Write a paper contrasting and comparing the Holodomor and the Holocaust, two examples of genocide in the twentieth century. How are they similar? How are they different?

Write a paper about personal morality and the role of religion. What role, if any, did religion play in the Holodomor? What role did religion play in the Holocaust, especially among the "Righteous" who risked their lives to hide Jews from the Nazis? Can people develop a moral foundation without deep religious convictions?

Write a research paper about New York Times Moscow correspondent Walter Duranty and other correspondents in the West who tried to cover up the Holodomor in their dispatches. Why did they do it? Which correspondents wrote the truth? Why weren't they believed? Do you think that some reporters and foreign correspondents today tend to twist the truth in their stories? If yes, give examples. Interview a reporter/writer from your local newspaper and include your impressions in your paper.

Write a discussion paper outlining your views regarding the prevention of future genocides.

Write a research paper on Raphael Lemkin. Be sure to include a brief biography, his definition of genocide, and his relationship to Ukraine. What is the current United Nations definition of "genocide"?

Write a research paper regarding the debate surrounding Holodomor Victims. Most Ukrainians familiar with the Holodomor believe at least 7 million men, women, and children starved to death. Others believe up to 10 million died of starvation. How were these numbers determined? Write a research paper examining the evidence. Be sure to include your own conclusions.