The
Ukrainian
Kaleidoscope

Teaching Resource Guide
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Thank you for selecting the Ukrainian Kaleidoscope presentation for your school. We have developed the Teaching Resource Guide to enhance the educational experience of the presentation. The lessons were created with Common Core State Standards and national standards in mind.

Two trends influenced our decisions regarding the content for the Teaching Resource Guide:

1. Teaching through the arts motivates students and lets them tap into another dimension of learning. Research shows that connecting the curriculum through the arts reaches some students who are considered “at risk”.

Source: Critical Links: Learning in the Arts and Student Academic and Social Development, edited by Richard J. Deasy, Arts Education Partnership: http://www.aep-arts.org

2. With an emphasis on reading/language arts in No Child Left Behind legislation, teachers are seeking innovative ways to assess student learning in a manner similar to statewide assessments. This allows students to practice writing constructed responses. Students who are assessed in ways that are similar to statewide tests often perform better on those tests.

The Ukrainian Kaleidoscope Teaching Resource Guide is designed to address both trends. The lessons motivate and engage students by reinforcing reading and writing skills through fine arts content that is presented in a format similar to state assessments.

We hope the teachers will find the lessons to be an easy way to connect the Ukrainian Kaleidoscope presentation to the curriculum.
Ukrainian Kaleidoscope
Information for Teachers

The Ukrainian Kaleidoscope Teaching Resource Guide has been designed to extend the Cultural Kaleidoscope experience to the classroom. The lessons are appropriate for students in grades three through five. Of course, you may choose to adapt the lessons for older or younger students.

HOW TO USE THE LESSONS

There are five lessons in this guide. Lesson 1, “Where is Ukraine?” introduces children to Ukrainian geography and government. The assessment asks students to find Ukraine on a world map and answer four constructed-response items. Lesson 2, “National Symbols” provides information about the Ukrainian flag and the coat of arms. “The Abacus: You Can Count On It” is a one-page student-friendly lesson with a Web site reference to a site with directions to make a Popsicle Stick Abacus.

A classroom teacher, art teacher or music teacher may choose to implement lesson 4, “Ukrainian Folk Music” and lesson 5, “Ukrainian Visual Arts.” Knowledge of art or music is not necessary since these questions assess reading comprehension and writing skills, not artistic talent.

QUESTIONING FORMAT

If you are a teacher in a public school, you may recognize that the format of the questioning is similar to items on Communication Arts components of statewide assessments. If you are asked to prepare assessments in your classroom, these items may be appropriate.

The lessons are designed to assess reading comprehension and writing skills. One question asks students to tell the Ukrainian flag is blue at the top and yellow at the bottom. This question represents a simple reading-comprehension task since the answer is presented in the text. In another lesson students are asked to describe two similarities and two differences in Ukrainian pysanky and Faberge eggs from Russia. This is more complex than finding the answer in the text and copying it. Other questions may ask students to infer or summarize. Those types of questions also require higher order thinking skills.

The Teaching Resource Guide was designed to be a tool to assist you in connecting the Ukrainian Kaleidoscope presentation to your curriculum in order to enhance the students’ educational experience.
Where is Ukraine?

Ukraine (pronounced like “you crane”) is a republic in Eastern Europe. Russia, Belarus, Hungary, Slovakia, Poland, Moldova, Romania and the Black Sea border it.

In the past, the country has been called “the Ukraine” in English. That is now considered out of style. One reason “the Ukraine” is considered incorrect is that it may lead someone to think Ukraine is a regional area instead of a separate country. Although it was a part of the Soviet Union, Ukraine has been an independent country, separate from the USSR, since 1991.

Geography

Ukraine is an area with fertile plains (steppes) and plateaus. Most of the land is level and does not have trees, except for the mountainous regions. The Carpathian Mountains in the western area and the Crimean Mountains in the Crimean peninsula are covered with forests of pine and fir trees plus beech, lime, oak, and elm varieties.

Ukraine is about the size of Texas. It is one of the largest countries in Europe, second only to Russia. More than half the country is planted with fields of wheat, barley, rye, oats and sugar beets. When Ukraine was part of the Soviet Union, it was known as the “breadbasket” of the USSR. The rich, black soil makes Ukraine an important agricultural region.

The main river in Ukraine is the Dnieper. It is one of the major sources of electricity for the people in Ukraine. In the southwest, the delta of the Danube separates Ukraine from Romania.

According to the CIA World Factbook Website (www.cia.gov/cia/publications/factbook), during the 10th and 11th centuries, Ukraine was the “largest and most powerful state in Europe.”

The “Rus” in “Kievan Rus” looks and sounds a lot like “Russia” but the two areas are different. During the time of Kievan Rus, Russia was named Muscovy. It wasn’t until
the early 18th century that Tsar Peter I changed the name to Russia. By this time, Kiev was the capital of Ukraine.

Centuries ago, Ukraine was a part of Kievan Rus, the first Eastern Slavic state. People who came from the area now known as Sweden founded Kievan Rus. Kiev was the capital of Kievan Rus.

Many people confuse Ukrainian culture with Russian culture and think the two are the same. Although there are similarities, many aspects of the Ukrainian culture are distinctly different. The Cossack songs and dances are Ukrainian; so is borscht and painted eggs (pysanka).

![Find Ukraine on the world map. Color or circle the area.](image-url)

**Test Your Knowledge**

Read the information on page 1 and then answer the following questions.

1. Why was Ukraine known as the “breadbasket” of the USSR?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
2. Summarize two things you learned about Ukrainian history or culture from the previous passage.

Digging for Artifacts

Archeologists have uncovered artifacts more than 5,000 years old in Ukraine. Horse teeth found in southern Ukraine have markings that show a bit had been used by a rider. The teeth are thought to be 6,000 years old and contain one of the earliest clues that man could ride horses.

A related invention is pants or trousers. Ancient jewelry has been found with carvings depicting men wearing pants riding a horse. This led researchers to determine that Ukraine was one of the earliest areas in which wearing pants or trousers was the custom.

A map discovered in Ukraine is thought to be one of the oldest maps in the world. It was carved on the tusk of a mammoth around 14,000 years ago. The simple map shows houses by a river. A map with more details, found in a Ukrainian tomb, is believed to be 5,000 years old. The engraved silver vase shows animals, rivers, mountains and a lake or sea.

Test Your Knowledge

Read the information in “Digging for Artifacts” and then complete the following tasks.

1. Create a graphic organizer to show one difference and one similarity in the two maps described above.

2. Draw a map of a familiar place, such as your neighborhood, school grounds or a place you have visited using only symbols, not words.
National Symbols

The Flag of Ukraine

The flag of Ukraine is a rectangle with two equal bands of color. It was adopted in 1918. The top color, blue, represents the blue sky; the bottom color, yellow, represents wheat fields. Blue is also regarded as a symbol of peace and yellow symbolizes prosperity.

You learned that people from the part of the world now known as Sweden inhabited Kievan Rus, an area later to become part of Ukraine. It is interesting to note that the Swedish flag is also blue and yellow.

There was a time when the people from Ukraine were not allowed to display or use their flag. That was during the time Ukraine was ruled by the Soviets. The flag was considered a symbol of nationalism, or pride in your country. The Soviet government did not want people from individual countries, known as republics, to appear to want to be independent. When the Ukrainians became free of Soviet rule, the flag was once again a national symbol of Ukraine.

Test Your Knowledge

Read the information about the Ukrainian flag and then answer the following questions.

1. Why was blue placed at the top of the flag while yellow was placed at the bottom? __________________________________________________________________________
2. What are two national symbols of the United States?

The Coat of Arms of Ukraine

Long ago, tribes who lived in Ukraine used a shield with a trident to identify themselves. In the days when men wore armored suits, the design was engraved in the chest of the metal armor.

The trident on the Coat of Arms of Ukraine combines the letters of the word “freedom” in the Ukrainian language.

You can see that the lion and a Cossack are holding the shield. The crown at the top of the design represents Ukrainian sovereignty, or self-rule. At the bottom, wheat and red berries represent the fertile land. Like the flag, the colors are blue and yellow.

Test Your Knowledge

Read “The Coat of Arms of Ukraine” and then answer the following questions.

1. Why do you think men wearing armored suits might need to identify themselves by engraving a design on their chests?
2. Design a coat of arms for yourself or your class. What symbols will you add to it? What do they symbolize?
The Abacus: You Can Count On It

One of the differences between everyday life in Ukraine and life in the United States is that a shopkeeper in Ukraine may use a cash register and an abacus to total a customer’s purchase. The abacus is used to help teach mathematics to schoolchildren in Ukraine.

The abacus is used to perform addition, subtraction, multiplication, division and other mathematical operations. The abacus originated in Asian countries. Although the construction is the same, the finger technique is different in China than in Japan.

The abacus is made up of a wooden frame that is divided into an upper section and a lower section by a beam. Beads are strung on vertical rods inserted in the frame.

The upper and lower sections are called the upper deck and lower deck. Each bead in the upper deck represents the number 5 while each bead in the lower deck represents the number 1. There are two beads on each rod in the upper deck and 5 beads on each rod in the lower deck. To start, the beads are moved away from the beam. Then, as beads are counted, they are moved toward the beam.

After 5 beads are counted in the lower deck, the amount is transferred to the upper deck. After both beads in the upper deck are counted, the amount, 10, is carried to the next column on the left. The column farthest on the right is the ones column, the column next to that is the tens column, then the hundreds column and it continues to the millions column. The decimal point can be designated between any two columns.

Create a Popsicle-Stick Abacus

To create your own Popsicle-stick abacus, visit the following Web-site:
http://www.education.com/activity/article/abacus/
Ukrainian Folk Music

Ukrainian folk music is rich with tradition. Many of the folk instruments played by the people of Ukraine cannot be found in any other place in the world. One of the original purposes of music in this part of the world was to communicate messages from one mountaintop to another. Many instruments were developed for this purpose and for entertainment.

String Instruments

The three types of string instruments in Ukraine are plucked string instruments, fricative string instruments and percussive string instruments. You can tell the difference between the three types of instruments by the way in which sound is produced.

Plucked string instruments include the husli, kobza, torban and bandura. These instruments are plucked with the fingers or a plectrum, or pick.

The second group, fricative string instruments, produces sound by drawing a bow or other object across a set of strings. These instruments include the lira, hudok, violin, basolia and the kozobas.

The hammered dulcimer, or tsymbaly, is a good example of the percussive string instruments. In this group, striking or hitting the strings, often with wooden hammers, produces the sound.

The Bandura

The classical bandura was developed from an earlier instrument, the kobza. It is similar to instruments in the lute family, except it has no frets on the neck of the instrument. Since it has no frets, each string can produce the sound of only one pitch, like a harp. Another difference between the bandura and lute-like instruments is that treble strings are stretched over the soundboard, off center from the bass strings that run along the neck. As a result, the body is asymmetrical, meaning that it is not balanced on each side.
The tone quality of the bandura is similar to the harpsichord. The bandura player can present a wider range of dynamics and greater control over the pitch than can be played on a harpsichord.

During the time when the Soviets ruled Ukraine, playing the bandura was discouraged because it represented Ukraine nationalism.

**Kobza**

The kobza is an ancient string instrument, also from the lute family. The word “kobza” most likely originated in the Middle East and was introduced to the Ukrainian language to show the difference between this instrument and other string instruments.

The body and neck of the kobza is smaller than the bandura. It was usually carved from a single piece of wood. The kobza had three strings and sometimes as many as eight strings stretched across a soundboard.

**Lira or Hurdy-Gurdy**

The lira is a form of the hurdy-gurdy, an instrument developed to accompany traveling musicians. The lira usually has three strings. One string is used to play the melody on a special keyboard. The other two strings produce an interval of a fifth as a drone. Rubbing a wooden wheel against the strings with a hand crank creates the drone.

**Test Your Knowledge**

Read the information about the lira and then answer the following question.

The passage about the lira refers to the strings that play a “drone”. Sometimes, a person may be said to be “droning” because that person talks a lot without any change in the vocal tone or inflection. What do you think the word “drone” means when it is referring to the lira?

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The Tsymbaly

The tsymbaly is a type of hammered dulcimer. It consists of a wooden box and a soundboard with strings arranged in sections of 3-5 strings. Two bridges placed on the soundboard allow each section to sound 2 different notes. The strings are struck with wooden hammers to produce the sound. You can sit or stand to play this instrument.

Wind Instruments

Trembita

The Ukrainian trembita is similar to the alpine horn. It is usually made from a spruce tree log that has been split. The center is hollowed out and then the two sides are glued together and bound with birch bark. The traditional trembita is around ten feet long. The mouthpiece is a separate piece. The range of the trembita is three octaves and is similar to the French horn.

Long ago, the purpose of the trembita was to communicate messages from mountain to mountain. A system of elaborate signals was devised by associating specific melodies with the meaning of the message. The message might announce visitors or warn the people of approaching enemies.

The Ocarina

The ocarina is a wind instrument that is usually made of clay in the shape of an egg with seven or more finger holes. It originated in Italy around 1860. The Ukrainian ocarina is called a zozulka, which means “small cuckoo bird”, and is popular in the Carpathian Mountain region of Ukraine. The ocarina is a small instrument that will fit in the palm of your hand. It is often referred to as a whistle instrument.

If you would like to make your own ocarina, visit this Web site for directions:
Test Your Knowledge

Read the information about wind instruments and then answer the following questions.

1. Name an instrument used in the United States to signal messages to people.

________________________________________________________________________

2. How is this instrument similar to a trembita? How is it different?

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3. Do you think the pitch of the ocarina will be high, like a flute, or low, like a bass clarinet? __________________ Why? __________________

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Traveling Musicians: Kobzars or Bandurists

Bandurists, or kobzars, were traveling musicians from many years ago who played their songs on a bandura or kobza. The first written reference to kobzars was in the 16th century.

They performed a large body of works from epic-historical dumas to religious and folk songs. A duma is a song form developed by the kobzars.

Dumas combine aspects of lyric-epic songs and historical poems. They are performed in a recitative style, meaning they are spoken with rhythm, and their words, or lyrics, told of historical events. Instruments, such as the bandura and kobza, accompanied the recitation. Another characteristic of dumas is that rhyming words are often used.
It is no surprise that the kobzars were popular with the Cossacks and traveled with them during battles against the Turks, Tatars, and Poles. The dumas, especially those that recounted Cossack heroism and victory, were performed to raise the spirit of the men in the army. Some kobzars were captured and jailed after being accused of causing villagers to revolt against the invaders.

One reason the kobzars were welcomed in the villages was that life was hard and the people liked it when they could have entertainment. The kobzars also spread news of the day from village to village and provided an accounting of the history of the country and the people.

**Test Your Knowledge**

Read the information about the traveling musicians and then answer the following questions. Use details from the text to support your answer.

1. What was one of the purposes of a duma?

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2. What song form, popular today, is similar to a duma? ______________________

3. How are the two song forms similar?

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Troyista Muzyka Ensemble

A *troyista muzyka* (troy-ee-sta moo-zee-ca) ensemble has three musicians, or a trio. Traditionally, the grouping includes a string instrument, a wind instrument and a drum. The Hutsels, people from the Carpathian Mountains region of Ukraine, have a legend about the troyista muzyka ensemble.

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*The Legend of Troyista Muzyka*

Once upon a time, three musicians, a violinist, a tsymbaly player, and a piper courted a lovely maiden. She could not decide which one she would marry so she asked each man to play his favorite song in a contest. The people in the village would judge which song was best.

The musicians played for the people, but they all played equally well. It was a three-way tie.

Next, the maiden asked the men to play again, but this time they would all play the same melody. Again, it was a tie. No one was declared the winner.

Finally, the maiden asked the men to play the tune together. After they finished the song, the people decided that the music sounded so beautiful when the musicians played together, they should forget about marrying the girl and should continue playing as a troyista muzyka or trio of musicians.

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*Test Your Knowledge*

Read the legend of Troyista Muzyka, and then respond to the following.

Write another ending for the Legend of the Troyista Muzyka.

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One of the most recognizable melodies to be associated with Ukraine is “Carol of the Bells”, also known as the Ukrainian Bell Carol. It was written by Mykola Leontovych and was first performed in Kiev in 1916.

The original Leontovych work was named “Shchedryk” and the words described what swallows could see from the eaves of an inn. Also included in the words of the song was a Slavic legend that told the story that on the night Jesus was born, all the bells in the world rang out at the same time.

In 1936, Peter Wilhousky needed a song for his New York City high school choir to sing on a radio program and remembered hearing a choir from Ukraine sing Leontovych’s “Shchedryk”. Since the American students would not be able to sing the song in Ukrainian, the teacher decided to write new words for the song.

“I discarded the Ukrainian text about ‘schedryk’ (barnyard fowl) and instead concentrated on the merry tinkle of the bells which I heard in the music,” Wilhousky wrote in a letter to a Ukrainian newspaper in 1973.

The radio program created a lot of interest in Wilhousky’s arrangement. Other music teachers asked for printed copies of the music and urged him to get it published. Wilhousky submitted the arrangement to a publisher.

After two months, he received word that it was rejected for publication. A week or two later, a salesman from another music publisher asked if Wilhousky had any compositions or arrangements that might be included in their catalog. The music teacher told him about “Carol of the Bells” and how it had already been rejected. The salesman took the song and called Wilhousky the next day and said they would print it. Since then, many copies of “Carol of the Bells” are sold each year and the song has been a proven winner for the publisher and arranger.

Listen to “Carol of the Bells” at the following Web site: www.rienzihills.com/ChristmasSing/carolofthebells.htm

Look at the printed music for “Carol of the Bells at:
www.makingmusicfun.net/htm/f_printit_free_printable_sheet_music/carol-of-the-bells.htm
Test Your Knowledge
After looking at the music and/or listening to a recording, describe two ways the composer and/or arranger used repetition in “Carol of the Bells”.

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Pysanka, the Traditional Ukrainian Decorated Egg

Pysanka is the name of the Ukrainian tradition of decorating eggs that dates back to 4,000 B.C. Centuries ago, the people who lived in the Carpathian Mountain region of Ukraine first decorated eggs to celebrate spring, and later, as Christianity spread, to celebrate Easter.

In ancient times, the people in the area now known as Ukraine planted crops and the sun was an important part of the growing cycle. Many of the festivals and celebrations were related to planting and harvesting. The most important time of the year was the spring equinox, a time when nature was reborn.

During the time of the cave man, the people in this area, as well as in other parts of the world, believed drawing a likeness of a plant or animal would bring that plant or animal to them. Drawing designs and pictures on eggs was a part of cultures from all areas of the globe. Eggs were revered because they were mysterious objects that created life. So, it was not unusual to decorate eggs and present them as gifts or tributes.

Just as the Ukrainian people and the Russian people are similar yet different, the Ukrainian pysanka is similar to the egg-decorating tradition in Russia, but also different. In Russia, surprises are tucked inside eggs that have a top and a bottom. Faberge created the most famous decorated eggs in Russia as gifts for the czar’s wife. Faberge eggs are decorated with jewels, pearls, and semi-precious stones. In Ukraine, pysanky are vividly colored creations with symbols and intricate designs on the outside of the whole egg.

What’s in a Name?
The word pysanka comes from the Ukrainian word pysaty which means to write or draw. The designs and symbols are written, or drawn, on the egg. Pysanka refers to one decorated egg while the word pysanky denotes more than one egg.
The pysanka is recognized as a symbol of Ukrainian folk art. The Soviets tried to suppress the art form. The distinctively decorated eggs were closely associated with the Ukrainian people and the art was considered a form of nationalism.

**How is a Pysanka Created?**

The Ukrainian decorated egg known as pysanka is created using a wax-resist method. Melted wax is drawn on a white, whole egg that has had the inside emptied. The areas of the egg where the wax was applied remain white when the egg is dipped in dye.

When dying the egg, the lightest color, usually yellow, is used first. Then, the designs that are supposed to be yellow are drawn with melted wax. After that, the egg is dipped in a darker color dye and the designs intended to be the darker color are drawn with melted wax. This continues until each color has been applied.

The last step is heating the egg so the wax melts and can be wiped away. The finished egg is usually black with brightly colored designs and symbols covering most of the surface.

**Test Your Knowledge**

Read the information about pysanky and then respond to the following.

1. Describe two similarities and two differences in Ukrainian pysanky and Faberge eggs from Russia. ____________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. In the pysanka illustration (above) how many times was the egg dipped in dye? ____________________________

3. Are the shapes on the pysanka (above) primarily geometric or organic shapes? ____________________________

4. Identify two of the shapes used in the design. ______________________________________________________
Symbols Have Meaning

Pysanky are given to family members and other people as a sign of respect. All of the designs and colors have developed symbolic meaning. Pysanky designs are usually chosen to match the personality of the person receiving the pysanka.

Some of the symbols used on pysanky are wheat, which signifies health; flowers and birds, represent happiness and spring; triangles to symbolize three elements important for life such as fire, water, and air or, in later centuries, religious meaning as the Trinity; deer, horses, and rams represent wealth and prosperity.

The different colors also have meaning. White symbolizes purity while black represents reverence, yellow is included for wealth and prosperity, and red signifies love, life and happiness.

To see examples of symbols and colors used on pysanky visit this Web site:
http://www.learn pysanky.com/symbols.html

Create a pysanka design with at least 3 different colors. Use symbols with traditional meanings or make up your own. Fill in the chart with at least 3 symbols and their meanings.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

If you would like to paint pysanky online go to this Web site:
http://www.scissorcraft.com/jsgames/decorateegg

The following Web site provides directions for creating pysanky:
http://www.pysanka.com/page3.htm (Click on “How To”)

**Children should not work with melting wax unless they have adult supervision.**
Additional Information for Teachers
Use the following chart to connect the lessons to your curriculum.

**Connection to the Standards**

<table>
<thead>
<tr>
<th>Common Core State Standards and National Standards (For Subjects Not Included in Common Core State Standards)</th>
<th>Activity/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies III b: Interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs</td>
<td>Locate Ukraine on a world map.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Summarize two things you learned about Ukrainian history or culture from the passage.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Create a graphic organizer to show one difference and one similarity in the two maps.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td>Draw a map of a familiar place, such as your neighborhood, school grounds or a place you have visited using only symbols, not words.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Why was Ukraine known as the “breadbasket” of the USSR?</td>
</tr>
<tr>
<td>Social Studies III b: Interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs</td>
<td>Why was blue placed at the top of the flag while yellow was placed at the bottom? What are two national symbols of the United States?</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Why do you think men wearing armored suits might need to identify themselves by engraving a design on their chests?</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Design a coat of arms for yourself or your class. What symbols will you add to it? What do they symbolize?</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to</td>
<td></td>
</tr>
<tr>
<td>Common Core State Standards and National Standards (For Subjects Not Included in Common Core State Standards)</td>
<td>Activity/Assessment</td>
</tr>
<tr>
<td>---</td>
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<tr>
<td>examine a topic and convey ideas and information clearly.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</td>
<td>What do you think the word “drone” means when it is referring to the lira?</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Name one instrument used in the United States to signal messages to people. How is this instrument similar to a trembita? How is it different?</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Do you think the pitch of the ocarina will be high, like a flute, or low, like a bass clarinet? Why?</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td>What was one of the purposes of a duma? What song form, popular today, is similar to a duma? How are the two song forms similar?</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Write another ending for the Legend of the Troyista Muzyka.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td>After looking at the music and/or listening to a recording, describe two ways the composer and/or arranger used repetition in “Carol of the Bells”.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</td>
<td></td>
</tr>
<tr>
<td>Music Grades 5-8, Standard 6: Listening to, analyzing and describing music. Achievement Standard: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Describe two similarities and two differences in Ukrainian pysanky and Faberge eggs from Russia.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td></td>
</tr>
<tr>
<td>Common Core State Standards and National Standards</td>
<td>Activity/Assessment</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>(For Subjects Not Included in Common Core State Standards)</strong></td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</td>
<td>In the pysanka illustration, how many times was the egg dipped in dye?</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>The design on the pysanka is primarily made up of what kind of shapes? Identify two of the shapes used in the design.</td>
</tr>
<tr>
<td>Visual Arts K-4, Standard 1: Understanding and applying media, techniques, and processes</td>
<td>Create a pysanka design with at least 3 colors.</td>
</tr>
<tr>
<td>Visual Arts K-4, Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</td>
<td>Use symbols with traditional meanings or make up your own.</td>
</tr>
<tr>
<td>Achievement Standard: Students select and use subject matter, symbols, and ideas to communicate meaning</td>
<td>Fill in the chart with at least 3 symbols and their meanings.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</td>
<td></td>
</tr>
</tbody>
</table>
Scoring Guides

Use or adapt the following scoring guides to meet your assessment criteria.

Social Studies Performance Task 1
100 points possible

<table>
<thead>
<tr>
<th>Criteria</th>
<th>30 points</th>
<th>20 points</th>
<th>10 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate Ukraine on a world map</td>
<td>Correctly locates Ukraine on the map</td>
<td>Correctly locates Ukraine on the map</td>
<td>Does not correctly locate Ukraine on the map</td>
<td></td>
</tr>
<tr>
<td>Summarize two things about Ukrainian history or culture from the passage</td>
<td>Correctly summarizes two historical or cultural facts using correct grammar, punctuation and spelling</td>
<td>Correctly summarizes two historical or cultural facts with few (1-2) errors in grammar, punctuation, or spelling</td>
<td>Correctly summarizes two historical or cultural facts with 3 or more errors in grammar, punctuation, or spelling</td>
<td>Does not correctly summarize a fact or correctly summarizes one fact with 1 or more errors in grammar, punctuation, or spelling</td>
</tr>
<tr>
<td>Create a graphic organizer to show one difference and one similarity in the two maps</td>
<td>Graphic organizer is properly labeled and includes one correct difference and one correct similarity in the two maps.</td>
<td>Graphic organizer is not labeled yet includes one correct difference and one correct similarity</td>
<td>Graphic organizer includes one correct difference or one correct similarity and may or may not be properly labeled</td>
<td>Graphic organizer does not include one correct difference or one correct similarity</td>
</tr>
<tr>
<td>Draw a map using symbols, not words</td>
<td>Map is neatly drawn with at least 5 symbols that can be interpreted</td>
<td>Map is neatly drawn with 3-4 symbols that can be interpreted or map is drawn with less neatness, yet includes 5 symbols that can be interpreted</td>
<td>Map is neatly drawn with 1-2 symbols that can be interpreted or map is drawn with less neatness, yet includes 3-4 symbols that can be interpreted</td>
<td>Map is neatly drawn with at least 5 symbols that can be interpreted</td>
</tr>
<tr>
<td>Criteria</td>
<td>30 points</td>
<td>20 points</td>
<td>10 points</td>
<td>5 points</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>Identify from the text why Ukraine was known as the “breadbasket” of the USSR</td>
<td>Correct response identifies information from the text</td>
<td>Response is incomplete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify from the text why blue was placed at the top of the flag and yellow was placed at the bottom</td>
<td>Response provides more than one symbolic interpretation for each color</td>
<td>Response does not correctly interpret either color</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify 2 national symbols of the United States</td>
<td>Correctly identifies two national symbols</td>
<td>Correctly identifies one national symbol</td>
<td>Does not correctly identify a national symbol</td>
<td></td>
</tr>
<tr>
<td>Explain why men wearing armored suits might need to identify themselves by engraving a design on their chests</td>
<td>Presents a reasonable explanation; uses correct grammar, spelling and punctuation</td>
<td>Presents a reasonable explanation; contains no more than 1 grammar, spelling or punctuation error</td>
<td>Presents a reasonable explanation; contains 2-3 grammar, spelling or punctuation errors</td>
<td>Does not present a reasonable explanation</td>
</tr>
<tr>
<td>Design a coat of arms; identify the symbols and meanings</td>
<td>Presents a neatly drawn coat of arms with 4 or more symbols and identifies the meaning of each symbol</td>
<td>Presents a neatly drawn coat of arms with 3 symbols and identifies the meaning of each symbol</td>
<td>Presents a neatly drawn coat of arms with 1-2 symbols and identifies the meaning of each symbol or presents a coat of arms drawn with less neatness but with 3 or more symbols and identifies the meaning of each symbol</td>
<td>Presents a coat of arms drawn with less neatness, includes 1-2 symbols and identifies the meaning of each symbol</td>
</tr>
</tbody>
</table>
## Music Performance Task
### 100 points possible

<table>
<thead>
<tr>
<th>Criteria</th>
<th>20 points</th>
<th>10 points</th>
<th>5 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the word “drone” in the context of the lira</td>
<td>Present a reasonable explanation; uses correct grammar, spelling and punctuation</td>
<td>Presents a reasonable explanation; contains 1-2 grammar, spelling or punctuation errors</td>
<td>Does not present a reasonable explanation</td>
<td></td>
</tr>
<tr>
<td>Identify an instrument used today to signal messages to people; describe similarities and differences between the instrument and the trembita</td>
<td>Correctly identifies instrument, correctly describes at least two similarities and two differences with correct grammar and spelling</td>
<td>Correctly identifies instrument, correctly describes at least one similarity and one difference with correct grammar and spelling</td>
<td>Does not correctly identify the instrument or correctly identifies instrument but no similarities or differences</td>
<td></td>
</tr>
<tr>
<td>Describe pitch of the ocarina; support answer</td>
<td>Correctly describes pitch, supports answer</td>
<td>Correctly describes pitch</td>
<td>Does not correctly describe pitch</td>
<td></td>
</tr>
<tr>
<td>Identify a purpose of a duma; identify similar song form; describe similarities and differences</td>
<td>Correctly identifies purpose of a duma and a similar song form with at least two similarities and two differences</td>
<td>Correctly identifies purpose of a duma and a similar song form with at least one similarity and one difference</td>
<td>Does not correctly identify purpose or similar song form</td>
<td></td>
</tr>
<tr>
<td>Write an ending for the Legend of the Troyista Muzyka</td>
<td>Writes an ending with correct grammar, punctuation and spelling</td>
<td>Writes an ending with some grammar, punctuation or spelling errors</td>
<td>Does not provide ending or ending cannot be scored because of grammar, punctuation or spelling errors</td>
<td></td>
</tr>
<tr>
<td>Describe two ways the composer and/or arranger used repetition in “Carol of the Bells”</td>
<td>Accurately describes two ways repetition is used; response has correct grammar, punctuation and spelling</td>
<td>Accurately describes two ways repetition is used with few grammar, punctuation or spelling errors or describes one way repetition is used with correct grammar, punctuation or spelling errors</td>
<td>Does not accurately describe repetition in the music</td>
<td></td>
</tr>
</tbody>
</table>
## Visual Art Performance Task
### 100 points possible

<table>
<thead>
<tr>
<th>Criteria</th>
<th>30 points</th>
<th>20 points</th>
<th>10 points</th>
<th>5 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe two similarities and two differences in Ukrainian pysanky and Faberge eggs from Russia</td>
<td>Correctly describes 2 similarities and 2 differences in Ukrainian pysanky and Faberge eggs from Russia</td>
<td>Correctly describes 1 similarity and 1 difference in Ukrainian pysanky and Faberge eggs from Russia</td>
<td>Correctly describes 1 similarity or 1 difference in Ukrainian pysanky and Faberge eggs from Russia</td>
<td>Response does not correctly describe a similarity or a difference in Ukrainian pysanky and Faberge eggs from Russia</td>
<td></td>
</tr>
<tr>
<td>Identify the number of times the egg was dipped in dye</td>
<td>Correctly identifies the number of times the egg was dipped in dye</td>
<td></td>
<td></td>
<td></td>
<td>Response does not correctly identify the number of times the egg was dipped in dye</td>
</tr>
<tr>
<td>Identify the kind of shapes on the pysanka and name two shapes used in the design</td>
<td>Correctly identifies the kind of shapes on the pysanka and names 2 shapes in the design</td>
<td>Correctly identifies the kind of shapes on the pysanka and names 1 shape in the design</td>
<td>Correctly identifies the kind of shapes on the pysanka or names 2 shapes in the design</td>
<td>Response does not correctly identify the kind of shapes or 0-1 shape on the design</td>
<td></td>
</tr>
<tr>
<td>Create a pysanka design with symbols with traditional or new meanings</td>
<td>Pysanka design has 5 symbols and 4-5 colors</td>
<td>Pysanka design has 4 symbols and 4 colors</td>
<td>Pysanka design has 3 symbols and 3 colors</td>
<td>Pysanka design has 2 symbols and at least 2 colors</td>
<td>Pysanka design has 1 symbol and fewer than 3 colors</td>
</tr>
<tr>
<td>Complete graphic organizer with symbols and their meanings</td>
<td>Complete graphic organizer with 4-5 symbols and descriptive meanings</td>
<td>Complete graphic organizer with 3 symbols and descriptive meanings</td>
<td>Complete graphic organizer with 2 symbols and descriptive meanings</td>
<td>Incomplete graphic organizer</td>
<td></td>
</tr>
</tbody>
</table>