

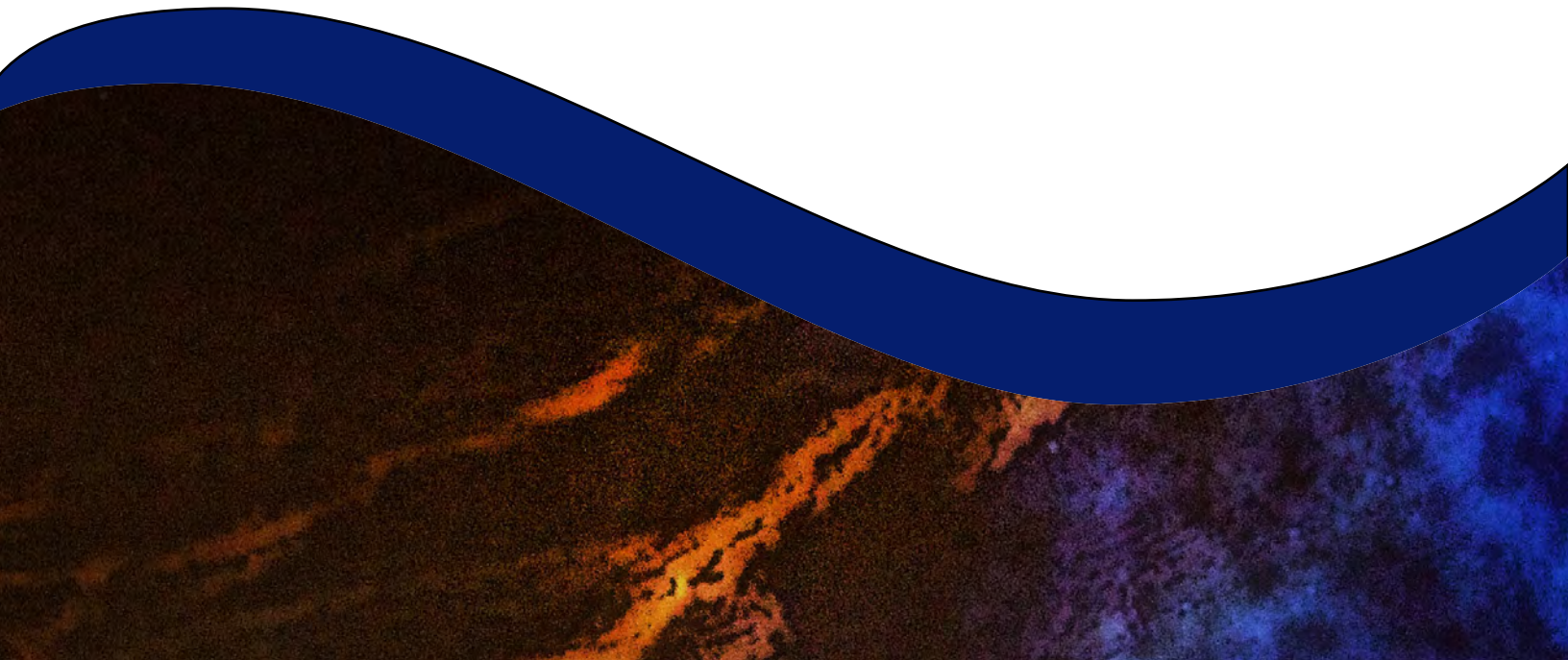
# КОБЗАР

A Study Guide  
presented by SHUMKA



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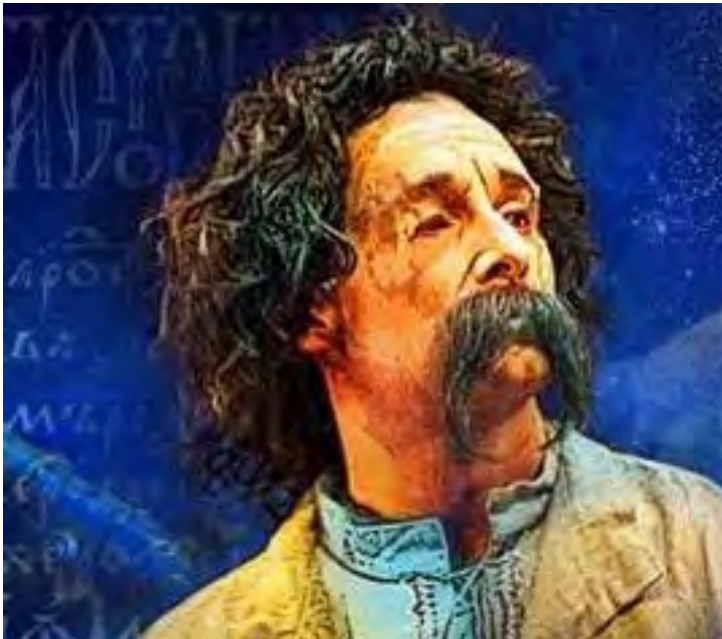


Inspired by the words and works of eminent Ukrainian writer Taras Shevchenko, KOBZAR uses folk and character

dance to bring his poignant message to the stage. A kobzar was an itinerant Ukrainian bard who sang to his own accompaniment played on a multi-stringed bandura or kobza. Kobzar is also the name of Shevchenko's famous book of poems, often referred to as his 'literary monument to freedom.' Its first editions – published in 1840 – were censored by the czar, but prevailed to play a key role in galvanizing the Ukrainian identity even to this day.

Taras Shevchenko was an artist, a poet...a visionary. He was - and remains - the conscience and the voice of the Ukrainian people. In KOBZAR, Shumka wishes to honour the poet's gift and to extend his voice through the movement, visuals and music of a dance theatre production. The vast legacy of Shevchenko's work – specifically, the universal relevance of his words – inspired Shumka to probe not only the power of his voice in his own time, but to explore its relevance in the world today.

Basing its narrative on four 'pillars' of Shevchenko's thought – Destiny, Soul, Courage and Hope – Shumka explores the timelessness of his expression. Using his powerful words as the guiding principle, this work delves into the emotional struggle of many of the world's nations as they strive to break free from oppression and unite in hope to fulfill their destiny.



Do not wipe my tears away,  
Let them freely flow,  
Let them soak this foreign  
field, Water it day and night,  
Until, until... with foreign sand  
At last they close my eyes...

- T. Shevchenko, My Thoughts

Under the creative direction of Shumka's John Pichlyk, KOBZAR's artistic team includes choreographic lead Viktor Lytvynov, music composer Yuri Shevchenko, costume designer Maria Levytska and visual artist (for stage projections) Valeriy Semenko.



# About Shumka

**S**humka means “whirlwind” in Ukrainian. No better word describes a group of nearly 50 dancers that virtually brings down the roof with every performance.

The company, formed in Edmonton in 1959, creates and performs full-length dance-theatre concerts for major theatres across Canada and around the world. In addition, Shumka performs dances from its repertoire for a variety of conferences and other special events. With the roots of the past as a strong foundation, Shumka moves forward each year, developing new works that display the artistic character and depth of Ukrainians in Canada.

This trail-blazing company gives artists the chance to create art through Ukrainian dance by providing opportunities for directors, choreographers, composers musicians, set and costume designers, lighting designers, videographers and video editors.

The Shumka Dancers are known for their distinctly Canadian style of Ukrainian dance, which has evolved into mainstream entertainment for audiences beyond those of Ukrainian heritage. Indeed, through its broad appeal, Shumka has become a part of Edmonton, Alberta and Canada’s cultural identity. From official performances for Prime Ministers, Presidents, and Queen Elizabeth II, to national and international television broadcasts, Shumka has often been called upon to represent the internationalization of Canadian culture.

Highlights of Shumka’s distinguished career include many performances across North America and tours to Japan, Hong Kong, China and Ukraine; Christmas touring specials in the United States with such stars as Andrea Bocelli, Julie Andrews and Christopher Plummer; and, shows that have featured former Shumka Dancer and finalist on So You Think You Can Dance Canada, Jeff Mortensen.



# Origins of Ukrainian Dance

The earliest wave of Ukrainian settlers in Alberta brought their dances to the new land: the Kolomyika, where dancers formed a moving circle with individuals moving into the centre of the circle to do solo improvisation, and the Hutsulka. Dance was primarily a social activity, a diversion stolen from the hours of labour of breaking soil and feeding families. There was no formal instruction, so steps and musical melodies were improvised from the memories of the old country.

The second post-World War I wave of immigrants brought staged Ukrainian dance to North America. One of the most influential figures in the history of Ukrainian dance lived through periods of upheaval in Ukraine before coming to Canada in 1925. His name was Vasyl Avramenko. Throughout the mid-1920s and 1930s, Avramenko travelled from city to city, first in Canada and then in the United States, to set up schools and teach his dances. Several of Shumka's founding members were products of his [teaching] program.



**Did you know?** The red boots that we associate with Ukrainian dancing are not, in the purest sense, traditional. The red-boots phenomenon began with a stage play from the 1800s called *Natalka Poltavka*. The characters in the play chose to wear red boots and the trend stuck. Before the red boots showed up, Ukrainians made boots in whatever colour leather was available at the time.



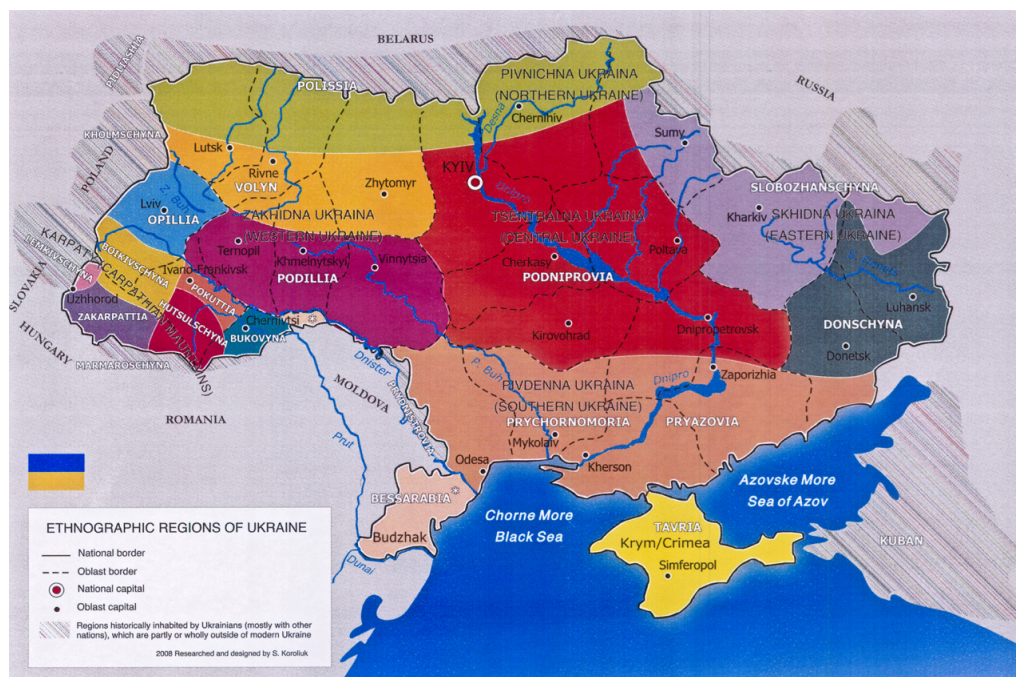
# Ukraine and Its Neighbours

Ukraine is located in Central East Europe, in the southeastern part of the East European plain. This location is significant since important trade and transportation routes cross its territory, linking Western Europe with Central Asia and Europe's southeastern countries of Georgia, Armenia and Azerbaijan.

The total area of Ukraine is 603,700 square kilometers with a population of roughly 46 million. Its territory stretches 893 kilometres from north to south and 1316 kilometres from west to east, making it one of the largest countries in Europe.

Ukraine makes up 5.7 percent of the territory of Europe (0.44 percent of the territory of the world). It is larger than France (544,000sq.km), Spain (505,000sq.km), Sweden (450,000sq.km), Germany (356,300sq.km) and Poland (312,700 sq.km).

Bordering Ukraine are Poland, Hungary and Slovakia in the west, Russia in the north, south and east, Moldova and Romania on the southwest sides and Belarus directly north. Ukraine is mostly bound by the Carpathian Mountains in the southwest and by the Black Sea and the Sea of Azov in the south. Across the sea from Ukraine are Bulgaria, Turkey and Georgia.



# *How to Become a Ukrainian Shumka Dancer*

**T**he process of becoming a Ukrainian Shumka Dancer involves a combination of talent, effort, dedication and passion. It takes many years of hard work to produce the skills and technique necessary to dance and perform at this level. Before auditioning for companies such as Shumka, dancers have often acquired training in various other disciplines including ballet, jazz, tap, contemporary and modern dance.

The success of Ukrainian dance as mainstream entertainment today is thanks to its humble beginnings in Canada shortly after World War I. The Father of Ukrainian Dance, Vasyl Avramenko, travelled throughout Canada and the United States organizing dance schools and groups.



Today, in Alberta alone, 4000 students study Ukrainian dance.  
Nearly 300 of those students attend the Shumka School of Dance.



# Shumka School of Dance

The Shumka School of Dance is a warm and welcoming place to learn the art and skill of Ukrainian dance. Students showcase their work in annual recitals at the Northern Alberta Jubilee Auditorium and dance festivals around the province. Performing for the public introduces young people to the world of theatre production and helps build teamwork and self-confidence.

The primary goal of the Shumka School is to engage young people from all ethnic backgrounds in the performing arts. Whether a child's interest in dance is purely recreational or based on a desire to reach a professional level, the Shumka School gives students a strong foundation upon which to build their skills. The School promotes active and healthy life styles and often serves as a career development tool for dance teachers and choreographers.

Shumka School's programming is based on the Shumka Syllabus for Ukrainian Dance, which provides a structured, incremental curriculum for the learning of Ukrainian dance much like the Royal Academy of Dance (RAD) Syllabus does for ballet. The RAD program is also taught at the Shumka School of dance, as ballet is the foundation of all dance forms.





*T*his Guide has been divided into several sections that pertain to Taras Shevchenko's life and his work, and the strife in Ukraine today. Shumka's production of Kobzar, and Travelling Chumaky are connected to Taras Shevchenko's work and may be appreciated through the presented activities.

Although grade levels have been suggested for most of the activities, many can be adapted for a variety of grade levels. Much is dependent upon the abilities of the students in any given class and the creativity of the teacher.

Most links have a summary below each one and in the case of a video, the length is provided.

# The life of *TARAS SHEVCHENKO*

Sites that give insight into the life of Taras Shevchenko

[https://www.youtube.com/watch?v=\\_QY2ZSTPX\\_w](https://www.youtube.com/watch?v=_QY2ZSTPX_w)  
3:57 Biographical information, photos

<https://www.youtube.com/watch?v=Q5YlbcyAm0>  
3:45 Biographical childhood information, photos

<https://www.youtube.com/watch?v=UGMXm2UYIT8>  
5:38 Artwork

<http://www.infoukes.com/shevchenkomuseum/bio3.htm>  
Print bio: Saint Petersburg Period

[https://en.wikipedia.org/wiki/Taras\\_Shevchenko](https://en.wikipedia.org/wiki/Taras_Shevchenko)  
Print Wikipedia bio

<http://www.infoukes.com/shevchenkomuseum/facts.htm>  
Print bio Quick facts



## Sites that give some history and insight into serfdom in Ukraine

<http://www.encyclopediaofukraine.com/display.asp?linkpath=pages%5CP%5CE%5CPeasants.htm>

Print history: serfdom in Ukraine 12th – 20th centuries

<http://www.encyclopediaofukraine.com/display.asp?linkpath=pages%5CS%5CE%5CSerfdom.htm>

Print history: serfdom in Ukraine

## Tell the story of Taras' life or a part of it in your own words to make a picture/story book for someone in grades one and two.

(Language Arts /Art Activity)

<http://www.wikihow.com/Write-a-Children%27s-Story>

Print directions: How to write a children's story

<http://www.aaronshp.com/kidwriter/Tips.html>

Print tips: How to write a children's story

<http://www.coreygreen.com/storytips.html>

Print tips for kids: How to write a story

[www.youtube.com/watch?v=OFWcSnRIAmc](http://www.youtube.com/watch?v=OFWcSnRIAmc)

2:06 Tips for kids: How to write a story

## Retell Taras' life story, with each group member recounting a different section of his life

(younger children can focus on one part, probably his childhood grades - depends on the degree of detail)

<http://www.liketoread.com/retell.html> (grades 2 and 3)

Activities to help children retell stories

[http://www.fcrr.org/studentactivities/C\\_014a.pdf](http://www.fcrr.org/studentactivities/C_014a.pdf)  
(grades K and 1) Narrative text structure

<http://www.liketoread.com/retell.html> (grades 3 to 6)

Print lesson: retelling

## Role-play a scene from Taras Shevchenko's life.

<http://podnetwork.org/content/uploads/V19-N5-Nickerson.pdf>

Role-play as an active learning strategy

## Create a timeline depicting important events in Taras Shevchenko's life.

<http://www.teachingstars.com/2013/11/13/clothesline-timeline-showcasing-the-span-of-history/>

Print/pics: clothesline timeline

<http://www.wikihow.com/Make-a-Timeline>

Print/visual: how to make a timeline (detailed)

<http://www.infoukes.com/shevchenkomuseum/facts.htm>

Print Quick facts bio timeline

## Map activity - Track Taras' travels from birth to death. (Shevchenkove, in the Kharkiv Oblast, used to be Kyrilivka, Taras)

[http://www.nationsonline.org/oneworld/map/google\\_map\\_ukraine.htm](http://www.nationsonline.org/oneworld/map/google_map_ukraine.htm)

Print/photos satellite map of Ukraine

## Write a persuasive letter convincing Pan Englehardt to allow Taras to paint and write.

<https://www.scholastic.com/teachers/unit-plans/teaching-content/writing-persuasive-letters/>



**Imagine you are Taras as Pan Engelhard's boy servant. Write a five - seven day Journal entry of events for each day. Should include the candle incident.**

(use the sites listed at the beginning of this Guide)

<http://waddleahchaa.com/2010/08/30/10-easy-steps-to-introduce-journal-writing-preschool-third-grade/>

Print steps to introduce journal writing (grades K – 3)

<https://www.msu.edu/~jones136/WebQuest/samplejournal.html>

Print sample journal entry (Grade 6)

<http://www.instructables.com/id/How-to-Create-a-Good-Journal-Entry/>

Print/pictures - 10 steps to create a good journal entry

<http://www.wikihow.com/Write-a-Journal-Entry>

Print/pictures - 10 steps Journaling / Journalism for school

**Imagine you are Taras Shevchenko. Infer and list what kind of jobs he could have done for the landlord? Design a weekly calendar for these inferred chores. List chores that you do. Design a weekly calendar of your chores. Compare and contrast your lists and calendars.**

<http://www.calendarlabs.com/blank-calendar.php?template=weekly>

Template: weekly calendar

**Design a trivia game based on facts of Taras Shevchenko's life.**

<http://www.donnayoung.org/homeschooling/games/game-boards.htm>

Templates: game boards

**Create a crossword puzzle using key words from Taras Shevchenko's Life story: e.g.. serf, landlord, chumak, Kobzar, etc.**

<http://tools.atozteacherstuff.com/free-printable-crossword-puzzle-maker/>

Templates: make your own puzzle

<http://www.puzzle-maker.com/CW/>

Template: crossword

**Create a list of survival skills for Taras, the homeless orphan, or for his very poor family keeping in mind his situation and environment. (Grades 7-12)**

<http://www.wildernesscollege.com/basic-survival-skills.html>

Print survival skills

[https://en.wikipedia.org/wiki/Survival\\_skills](https://en.wikipedia.org/wiki/Survival_skills)

Print survival skills

<http://www.survivenature.com/>

Print/visuals survival skills

[www.quora.com/What-would-you-look-for-in-a-project-about-Wilderness-Survival-Skills](http://www.quora.com/What-would-you-look-for-in-a-project-about-Wilderness-Survival-Skills)

Print: Quora

**You are a tour guide of Taras' village. You need to collect research, categorize information and write like you were talking to a group of tourists and include pictures/drawings of what you are talking about.**

A house (inside/outside)

<https://www.youtube.com/watch?v=Q5YlbciyAm0/>  
3:45 Print/visuals childhood bio

Google images of old Ukrainian Villages

[https://www.youtube.com/watch?v=OdSiVi704\\_Q](https://www.youtube.com/watch?v=OdSiVi704_Q) (Old Ukrainian Villages)

12:00 "Welcome to a Ukrainian village"

Symbolism of flowers in Ukraine

<http://www.gardenguides.com/127758-fruit-trees-ukraine.html>

Print fruit trees in Ukraine

<http://www.canstockphoto.com/farm-animals-in-the-court-yard-19980141.html>

0:07 Farm animals in Ukraine

[https://en.wikipedia.org/wiki/List\\_of\\_birds\\_of\\_Ukraine](https://en.wikipedia.org/wiki/List_of_birds_of_Ukraine)

Print birds of Ukraine

<http://www.encyclopediaofukraine.com/display.asp?linkpath=pages%5CF%5CA%5CFauna.html>

Print fauna of Ukraine (detail) grains, vegetables

<http://www.ukraine-arabia.ae/economy/agriculture/>

Print agriculture in Ukraine (detail)



**Visualize a time when Taras was alone in prison and how he might be feeling. Verbalize his thoughts aloud** (monologue - talking to oneself out loud) and have a partner video your performance.

<http://www.monologuegenie.com/monologue-writing-101.html>

Print lesson: writing monologue (detail)

<http://hubpages.com/entertainment/How-To-Create-A-Monologue-Easy-And-Simple>

Print/visual direction: writing monologue

**Interview Taras Shevchenko after he was released from prison.**

<http://www.legacyproject.org/guides/lifeintquestions.pdf> (grades 5 and up)

Possible interview questions

**You have been asked to write a eulogy for Taras Shevchenko. What would you say and how would you deliver it?**

<http://www.reembranceprocess.com/capturing-a-life-in-words/guide-to-writing-a-eulogy/>

Print step-by-step: write a eulogy





# The POETRY of TARAS SHEVCHENKO

**Kobzar** - is a book of poems by Ukrainian poet [Taras Shevchenko](#), first published by him in 1840.

Create your own **Mini Kobzar** of poetry. Patterns of different kinds of poetry and samples are provided. Feel free to use other kinds of poetry and patterns. The poems do not have to be Shevchenko themed. Poems can be illustrated and done on the computer. The mini Kobzar project can be a whole class, group or individual activity.

## Sample Patterns and Poems

### A. Sensory Poem

Line 1: Name an emotion of feeling. Finish the line with a colour word.

Line 2: Tell what it sounds like.

Line 3: Tell what it smells like.

Line 4: Tell what it tastes like.

Line 5: Tell what it looks like.

Line 6: Tell what it feels like, but start the line with the emotion.

### (Sample) Anger

Anger is flaming red.

It sounds like thunder on a stormy night.

It smells like the dense smoke engulfing a burning forest.

It tastes like a red hot chilli pepper in a spicy burger.

It looks looks like a path of destruction make by a deadly tornado.

Anger feels like an explosion inside your body.

### B. Cinquain

\_\_\_\_\_

(noun)

\_\_\_\_\_, \_\_\_\_\_

(adjective about noun)

(adjective about noun)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_  
(Sentence/phrase about noun)

\_\_\_\_\_  
(Synonym for noun)

### (Sample)

#### **Taras Shevchenko**

inquisitive, charismatic,  
questioning, reacting, writing,  
Deeply dedicated to his cause  
Poet



### C. Definition Poem (Using the pillar Courage)

In a definition poem, the student practices the use of metaphors.

#### Sample - Courage

What is courage?

**Courage** is a cold winter storm putting wrapping its arms around a city and refusing to let go

**Courage** is a summer flower flourishing amongst the twisted weeds in a neglected flower bed

**Courage** is a cocoon free butterfly fluttering off into the unknown

**Courage** is a fire burning inside an athlete, releasing the energy to complete a contest

**Courage** is the cry of a newborn demanding attention

**Courage** is the broken heart of a widow leading her on to a continued path of life

This is courage.

### D. Biography Poem

Line 1: First Name

Line 2: Four descriptive traits

Line 3: Sibling of...

Line 4: Lover of (activity not person)

Line 5: Who fears...

Line 6: Who needs...

Line 7: Who gives...

Line 8: Who would like to see...

Line 9: Resident of...

Line 10: Last Name

#### Sample Of Biography Poem

Taras

Curious, talented, determined, ruthless

Sibling of Kateryna, Yaryna, Mykyta, Maria ,Yosyp

Lover of writing and painting

Who fears the decline of Ukraine

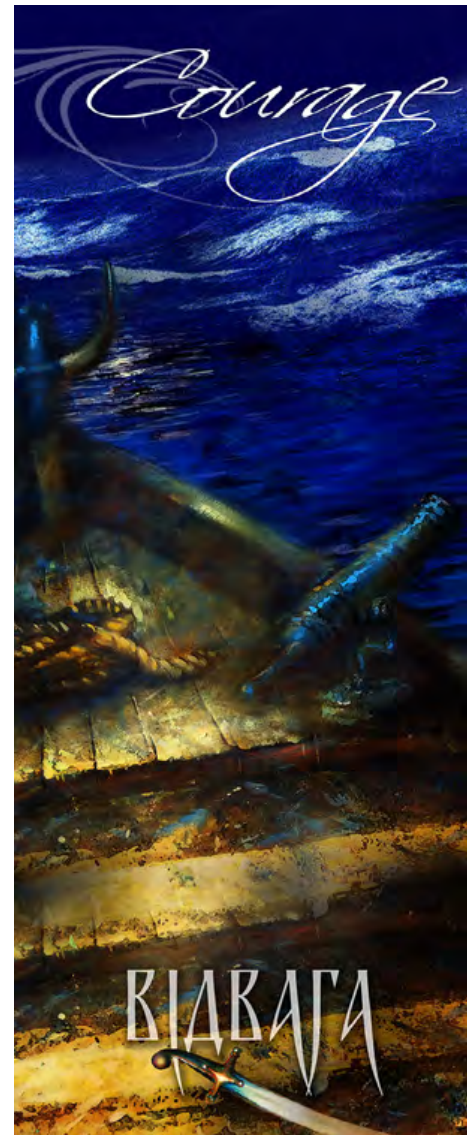
Who needs to be free of serfdom

Who gives his feelings in his work

Who would like to see serfdom abolished?

Resident of Ukraine

Shevchenko





### E. Haiku

A three lined poem usually about nature. The first line has five syllables, the second line has seven syllables the last line has five syllables.

### Sample Haiku

Village  
Like a still painting  
River, flowers, rolling hills  
A splash of colour.

### F. The 5 Why's Poem (Grades 1, 2)

**Line 1: Who** Taras Shevchenko

**Line 2: What** Was a homeless young orphan

**Line 3: Where** In a tiny village in Ukraine

Line 4: **When** In the early 1820's

**Line 5: Why** Because his step mother was mean and he ran away.

### G. Phrase Poem

Reflect back on your experiences. Think of short phrases describing special events that you have enjoyed. Write a "phrase poem" about your experiences. You could write a phrase poem on Shevchenko's Life.

### (Sample) Young Taras

Born in 1814  
In the village of Moryntsi  
To poor parents  
Who were owned  
By a wealthy landlord.  
When still quite young  
He often ran off  
To see his grandfather  
Who told him stories  
Of the mighty Zaporozhtsi  
Of long ago.  
His parents died  
When he was young  
And his stepmother  
Truly disliked him.  
When he was thirteen  
He tended sheep.  
He was taught by cantors  
Who were extremely strict  
But he landed up  
As a boy servant  
For the landowner Englehardt.  
He was not allowed  
to paint or write.  
His childhood seems  
So sad and lonely.



## H. Clerihew A Clerihew has:

- Four lines
- Lines 1 and 2 rhyme and lines 3 and 4 rhyme. (AABB)
- Line 1 contains the name of a character.

Light, funny, and even silly.

### (Sample) Clerihew

Taras Shevchenko as a child  
Had a question fun and wild  
Where were the pillars holding up the sky?  
He could not find them and wondered why.

**Find music selections to serve as background music during a retell of different stages of Shevchenko's life.**

<http://taras-shevchenko.infolike.net/ethel-lilian-voynich-and-her-translations-of-shevchenko%27s-poetry.html>

Print poems (English)

<http://www.scribd.com/doc/94974691/Taras-Shevchenko-Selected-poetry-translated-by-John-Weir>

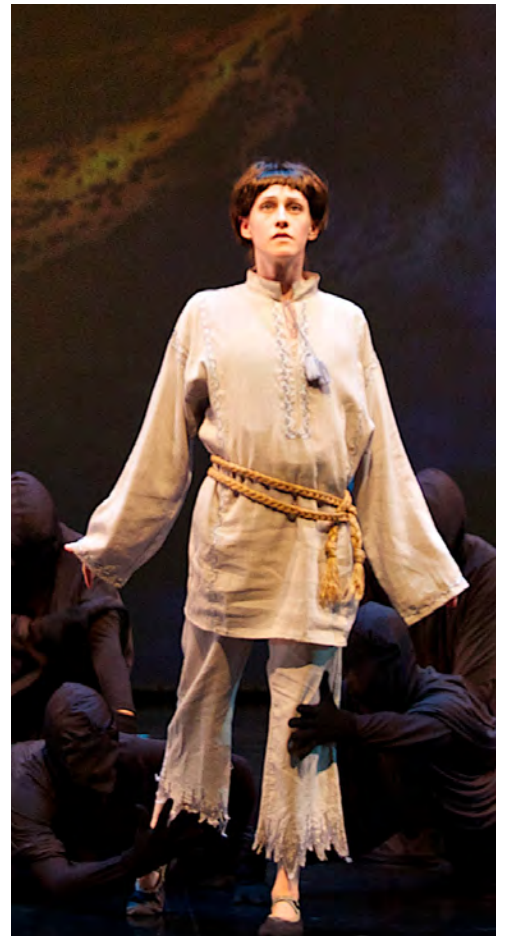
Print poems (Ukrainian & English)

<http://petryk.com.ua>

Print verses for children (Ukrainian)

**Use the description in one of the following Shevchenko poems to create a painting/drawing/picture:**

Цвінуть сади, білють хати, а на горі стоять палати,  
неначе диво. А кругом  
широколистії тополі,  
а там і ліс, і ліс, і поле,  
і сині гори за Дніпром. Сам Бог витає над селом.





*The following poems can be divided into parts, to depict different scenes*

І досі сниться: під горою Меж  
вербами та над водою Біленька  
хаточка. Сидить Неначе й досі  
сивий дід Коло хатиночки і  
бавить Хорошее та кучеряве  
Своє маленькеє внуца.

Even till now I have this dream: among the willows And above the  
water near a mountain here is a tiny white  
bungalow. A greyed grandfather  
Sits near the bungalow and watches  
His tiny grandson, so nice  
And curly-haired.

І досі сниться, вийшла з хати  
Веселая, сміючись, мати, Цілує  
діда і дитя  
Аж тричі весело цілує, Прийма на  
руки, і годує,  
І спать несе. А дід сидить  
І усміхається, і стиха  
Промовить нишком:

Even till now I have this dream: a happy  
Smiling mother steps out of the house  
And kisses grandfather and the child,  
She joyfully kisses him three times,  
Takes him into her arms and nurses him,  
And carries him to bed. And grandfather  
Sits there and smiles, and quietly  
Whispers:

— Де ж те лихо?  
Печалі тії, вороги?

“Where is that misery?  
That sadness? Those foes?”

І нищечком старий читає,  
Перехрестившись, Отче наш.  
Крізь верби сонечко сіяє  
І тихо гасне. День погас  
І все почило. Сивий в хату Й собі  
пішов опочивати.

And in a whisper the old man,  
Crossing himself, recites the Our Father.  
Through the willow tree the sun shines  
And quietly dies out. The day is done,  
And all has gone to sleep. The grayed old man  
Has gone himself to the house to rest.

## Садок вишневий

Садок вишневий коло хати,  
Хрущі над вишнями гудуть,  
Плугатарі з плугами йдуть,  
Співають ідучи дівчата,  
А матері вечерять ждуть.

Сем'я вечеря коло хати,  
Вечірня зіронька встає.  
Дочка вечерять подає,  
А мати хоче научати,  
Так соловейко не дає.

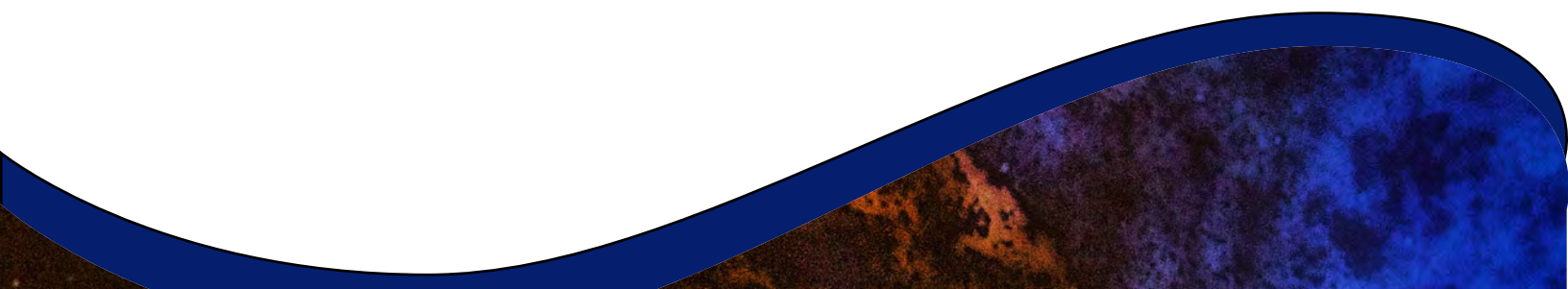
Поклала мати коло хати  
Маленьких діточок своїх;  
Сама заснула коло їх.  
Затихло все, тільки дівчата  
Та соловейко не затих.

## A Spring Evening

Close by the house the cherries flower,  
Above the orchard the beetles hum,  
The tired plowmen's steps grow slower,  
Still singing, the girls homeward come,  
And mothers with supper wait at home.

Close by the house they eat their supper;  
Just then the evening-star appears;  
As daughter serves. Her mother cares  
To teach to do things in ways proper.  
The nightingale's song interferes.

Close to the wall on the clay-benches  
The mother lulls her Nell and Bill,  
And falls asleep ...  
But the sweet wenches  
And nightingales are singing still.





[www.youtube.com/watch?v=E0jnBCkMEuM](http://www.youtube.com/watch?v=E0jnBCkMEuM)

1:58 Song & visuals “Sadok Veshnevyi” - Claymation format

**Construct a model/representation of a село (village). (grades 2-6) Use Google Images to find an old Ukrainian village to see what you can include in your model.**

*Approximate Translation of Poem – Selo*

The village in our Ukraine  
Is like a pysanka (colourful Easter egg)  
With lush green covered groves.  
Blossoming orchards, white houses,  
As if a miracle. Surrounding the village,  
Are wide-leaved poplars,  
And further down are trees and trees (forest) and fields,  
And blue mountains behind the Dnipro River  
God Himself is welcoming the village.

\*\*\*\*\*

**Create a piece of artwork listening to one Shevchenko’s poems put to music.**

NOTE: The key is to listen to the music to create a mood. You do not need to understand the words.

<https://www.youtube.com/watch?v=NYECX8BR6nQ> (Думи мої)

8:21 Bandura choir

[www.youtube.com/watch?v=3ty0aWDlyus](http://www.youtube.com/watch?v=3ty0aWDlyus) (Реве та стогне)

2:54 Solo child

[www.youtube.com/watch?v=E0jnBCkMEuM](http://www.youtube.com/watch?v=E0jnBCkMEuM) (Садок вишневий)

1:58 Song & visuals

<https://www.youtube.com/watch?v=5fa9YH0SP2Q> (Зоре моя вечірняя)

5:54 Song/static visual

<https://www.youtube.com/watch?v=XVsXIGj-YzQ> (Ой нема, нема)

5:59 Song/static visual

<https://www.youtube.com/watch?v=tKOvj4JeDc0> (Тече вода в синє море)

5:22 Song/static visual

<https://www.youtube.com/watch?v=jwUBfYbMuK8> 9 (Ой літа орел, літа сизий)

4:13 Song/visuals

<https://www.youtube.com/watch?v=avCm0ILFnBc> (Єсть на світі доля (з поеми “ Катерина”)

3:50 Song/print/static visual

[https://www.youtube.com/watch?v=Iqa\\_hTFDDU0](https://www.youtube.com/watch?v=Iqa_hTFDDU0) (Плал Ярославни)

4:11 Song/print/visuals

### **Create movement, with or without music, to one of Shevchenko’s poems. (K-6)**

Тече вода з-під явора Яром на долину. Пишається над водою Червона калина.	(flowing movements with arms and feet) (Descend low to ground) (Admire one self in a reflection) (Bring hands to face to show blossoming flower)
Пишається калинонька, Явор молодіє, А кругом їх верболози Й лози зеленіють.	(Admire oneself in a reflection) (Bring hands together and spread out showing growth) (Sway arms back and forth like willow in the wind) (Bring hands together again and spread out showing growth.)
Тече вода із-за гаю та попід горою. Хлюпочуться качаточка помеж осокою.	(Flowing movement with arms and feet) (Descend low to the ground) (Playful movements - jumps, skips, hops, twirls) (In and out pathways)
А качечка випливає з качуром за ними, ловить ряску, розмовляє з дітками своїми.	(Majestic swim-like motion) (Follow one other person in the group) (Quick choppy movements) (Form small circles as if to chat)
Тече вода край города. Вода ставом стала. Прийшло дівча воду брати, брало, заспівало.	(Flowing movement) (Freeze) (Balance - girl in poem would be balancing water pails across shoulders) (Cartwheel or rolling - to show water flowing into pail)
Вийшли з хати батько й мати в садок погуляти, порадитись, кого б то їм своїм зятем звати,	(Join hands with a partner) (Skip together or do a holubchik, or just some dance steps) (Face each other and bow - to show respect for each other) (Cross both hands over heart and then blow a kiss)



## Loose Translation

Тече вода з-під явора  
Яром на долину.  
Пишається над водою  
Червона калина.

The water flows from under the sycamore  
And trickles down the ravine.  
Proudly admiring its reflection in the water  
Is the red guelder rose.

Пишається калинонька,  
Явор молодіє,  
А кругом їх верболози  
Й лози зеленіють.

As the guelder rose admires its reflection,  
The buds on the sycamore begin to open,  
And all around them the willows  
And vines turn green.

Тече вода із-за гаю  
та попід горою.  
Хлюпоцуться качаточка  
помеж осокою.

The water flows by a grove  
And beneath a mountain.  
The little ducklings splash about  
Amongst the sedges.

А качечка випливає  
з качуром за ними,  
ловить ряску, розмовляє  
з дітками своїми.

The mother hen follows  
With the drake behind them  
Catching duckweed and communicating  
With her baby ducklings.

Тече вода край города.  
Вода ставом стала. (Freeze)  
Прийшло дівча воду брати,  
брало, заспівало.  
Вийшли з хати батько й мати  
в садок погуляти,  
порадитись, кого б то їм  
своїм зятем звати.

The water flows at the edge of the garden  
And formed a water pond.  
A young girl comes to draw water  
Singing as she worked.  
Her father and mother came out of their house  
To take a walk in the garden,  
And discuss who they should pick  
As a suitable husband for their daughter.

[https://www.youtube.com/watch?v=TGb\\_MyC3fXs](https://www.youtube.com/watch?v=TGb_MyC3fXs)

2:27 Song with 2 banduras

<http://mail.tamada.lviv.ua/minus/artist/%D0%A1%D0%B0%D0%B4/rec/31752/>

Songs selections with text

<https://www.youtube.com/watch?v=qX9PAFFkPOo>

1:48 Song: child with bandura

<https://www.youtube.com/watch?v=tGMh2TumS6I>

4:32 Song: modern musical quartet

<https://www.youtube.com/watch?v=8YEd8bQboso>

2:08 Recitation/visuals – child

## TARAS SHEVCHENKO and UKRAINE TODAY

Discuss /come to a conclusion on the impact of Taras Shevchenko on Ukrainians today.

**Create a Venn Diagram comparing the situation now/ then in Ukraine.**

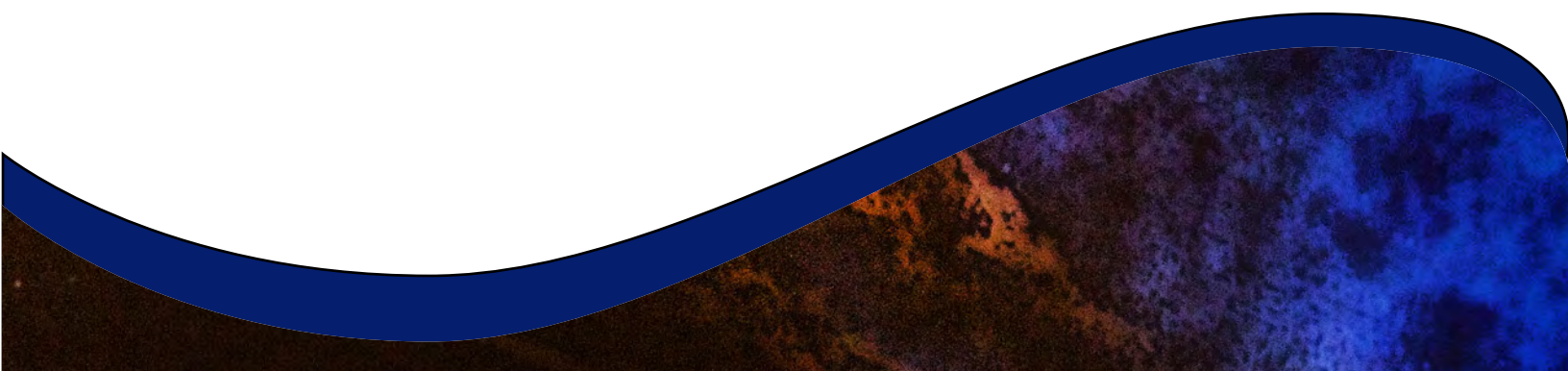
[www.eduplace.com/graphicorganizer/pdf/venn.pdf](http://www.eduplace.com/graphicorganizer/pdf/venn.pdf)

Venn Diagram – graphic organizer

**Create raps about Ukraine’s situation today or during Shevchenko’s time, or about Shevchenko.**

<http://www.wikihow.com/Write-Rap-Lyrics>

3:03 Write a rap (grades 4-6)



Imagine and write about the future - Taras has traveled to present day Ukraine. Think about Taras' action plan for poverty, medical help.... To see what is happening in Ukraine today use these sites:

<http://kinooze.com/what-is-happening-in-ukraine/>

<http://magazines.scholastic.com/news/2014/03/Crisis-in-Ukraine>

Research different places throughout the world where you can find statues/landmarks of Taras Shevchenko. Why do you think countries outside of Ukraine would have a monument to Taras Shevchenko?

[https://en.wikipedia.org/wiki/Taras\\_Shevchenko\\_Memorial](https://en.wikipedia.org/wiki/Taras_Shevchenko_Memorial)

Print Shevchenko memorial

### **Photos Shevchenko monument**

<http://www.infoukes.com/shevchenkomuseum/mempark.html>

Print/photos Shevchenko memorial park, Ontario

<http://www.mhs.mb.ca/docs/sites/shevchenko.html>

Print/photo Shevchenko monument, Winnipeg

<http://www.infoukes.com/shevchenkomuseum/monuments.html>

Print/photos Shevchenko world monuments





# KOBZAR – Production of the Ukrainian Shumka Dancers

## KOBZAR

### Social Studies

#### Pre-Show Discussion

What if you woke up one morning the world had changed? There is no electricity and no batteries; there are no newspapers, phones, televisions, radios, or any other forms of social media. How do you find out who won the football or hockey game last night – the game that began after you went to bed? How would you find out when the next game is and who will be playing?

[Social Studies K to 12, page 6: “Time, Continuity, and Change”]

[Grade 4.2 “General Outcomes statement and ‘Stories’ section, page 5.]

[Grade 4.5.7 “Research,” page 10

4.5.8 “Demonstrates skills of oral, written, and visual history.”]

#### Oral Tradition

The Kobzar brought information from village to village through talking, songs, and telling stories.

#### Research

In ancient times, what countries had “wanderers,” or minstrels, telling stories, giving information, or singing stories from village to village? Why did this happen in so many places? (Illiteracy, no newspapers, social media, etc.)

#### Canada, Alberta

First Nations used oral tradition to tell legends and stories and maintain social structure. Traditions, history, and legends of the group were told and passed on from generation to generation.

Is oral tradition as accurate as written tradition? Why or why not? If the entire village is given information, will there be much change in knowledge from person to person? Why or why not? Will the next generation receive the same information and knowledge?

#### Written

Discuss: What is the impact of social media today?

Write: Make a list of ways in which social media impacts today are society. Write your views, thoughts, or opinions.

Speculate: What will the next social media be like? What will its impact be?

What is the impact today of suppressing social media?

- North Korea
- Afghanistan
- other areas?



## Ukrainian Shumka Dancers' *Kobzar*: for secondary English language arts

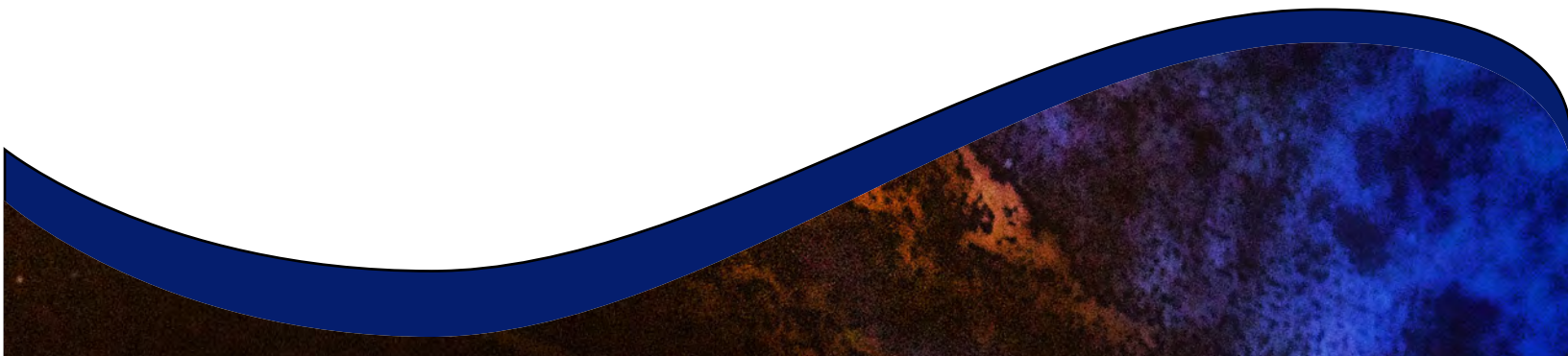
*The following questions and activities are intended as a response-based approach to viewing a performance text, whether live on stage or in video format.*

**Pre-performance response:** *reflections/discussions prior to viewing. For consideration with students/classes who may be planning to attend the performance or to view the video subsequent to the performance. The purpose is to engage students' prior knowledge of several themes that will be developed during the performance. These questions/activities may be explored in small-group settings, or they may be completed individually and then shared in open class discussion.*

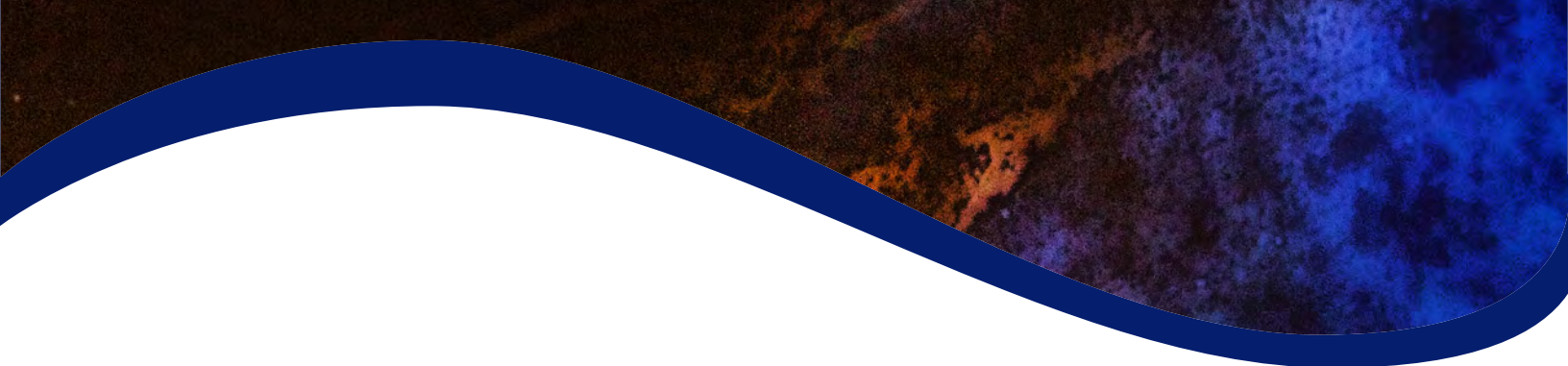
1. In what way(s) has storytelling played an important part in your life? Think back to stories told to you as a child. What were some of those stories, and in what context did the storytellings occur? Do stories still serve you today, either as a recipient of the stories or as a storyteller yourself? How do stories help you learn, and/or how do they assist you in teaching others? Reflect on yourself as a "story" person.
2. Life for most people is comprised of searching for *balance*: in particular, a balance between a sense of personal and social harmony on the one hand, in contrast to the often-chaotic experiences (often minor, sometimes major) that seem to throw our lives off-kilter. Reflect on a time that you felt your life was in harmony, when all of a sudden something happened that disrupted your sense of well-being. What did you do to cope? Was harmony ultimately restored? Did you learn anything from what happened?
3. Select one of the following elements of the human condition: *courage, hope, destiny, human spirit*. Provide your own interpretation of the meaning of the term, followed by a statement expressing how or why that element is important in your life.
4. A poster conveys ideas and information using an interactive blend of language and visuals. Its purpose is to provoke thought. Select one of the four *Kobzar* posters that you have been shown. Examine it, either in isolation from the others or in relation to the other three:
  - a) Why did you select that particular poster?
  - b) What visual element(s) of the poster seems to stand out most strongly for you? Why do you think this is?
  - c) What does the poster "say" to you?
5. Historically, the kobzar was not only a storyteller but also a musician. Speculate on the importance that music would have played in his storytelling.

**Post-performance response & discussion:** questions and activities arising from a viewing of Kobzar.

6. Who is the actual protagonist of this story, if there is one? Support your answer with at least two examples or incidents from the story. Share your thoughts in classroom discussion.
7. In your own words, describe the narrative purpose the Kobzar plays as the events of the story unfold. Assess his influence over the story's final outcome. How well, if at all, could the story have proceeded without this character? Explain your reasoning.
8. The kobzar's historic role was that of a teller of stories. Due to the conventions of the dance performance stage, Shumka's Kobzar must communicate through dramatic gestures and movements rather than the spoken word. How well do you feel the choreographer conveyed the Kobzar's "language" so that the audience could understand him? Describe how you might have portrayed him differently in some situations, and why?
9. Four elements or "pillars" – the people's motivations – are identified in the story: courage, hope, destiny, and soul (human spirit). Working in a group of four, each select one pillar and trace it throughout the story. Where, and how, does that pillar reveal itself most strongly? Share your findings with the rest of your group. What interrelationship do you find among the four elements? Share what you've found with your classmates.
10. Respond to the effectiveness of the choreographer's portrayal of the "chorna khmara" – the dark cloud – as it imposes its will on the people. What did you like best about the way it was represented? What did you dislike, if anything? How might you have portrayed it differently, in either appearance or action?
11. Are you satisfied with the way the story ended? If so, explain why you believe the ending to be the right one for this story. If not, tell why not, and suggest an alternate outcome that you believe might be more in keeping with the story's intent.
12. The Kobzar, though blind, is able to "see." In what way(s) is his blindness an asset? Reflect on the metaphor of his "blindness."
13. Discuss the symbolism in the fact that it is a young orphan boy, a *child*, who leads the Kobzar, and not an adult. Why is this symbol important to this particular story?
14. Often, folk tales revolve around the actions of a central character – a "hero" or "heroine" – who is faced with a challenge, confronts it, and when possible overcomes it. This story has no such person. How might the story's narrative have been different had there been a singular hero? What is the advantage to the story of *not* having that one person?







15. A key element of the performance has been the visual projections that serve as staging background and provide context for the various settings and scenes. Select one such visual projection that impacted you strongly:

- a) Describe the visual in as much detail as you are able.
- b) What in particular about the visual drew your attention?
- c) In what way did that visual serve the action taking place on the stage; or in what way did the action on the stage serve the visual?
- d) Did the melding of the visual with the stage action affect you emotionally? If so, how? And why?

16. Return to the poster that you selected to examine in question 4. Discuss the merit of that poster in light of the performance that you have seen. Has it achieved its purpose? Or is there something more that it needs, either by design, or colour, or content? If you were permitted creative licence to alter the poster in some way to make it stronger, what one change would you make?

***Thematic extension: moving beyond the performance text.***

17. History has known many renowned human beings who have overcome the loss of one of their physical senses, yet contributed to humanity's well-being in a significant way: Homer, Milton, Beethoven, Helen Keller, others. Speculate as to how the loss of a key physical sense might serve to heighten an individual's creative expression.
18. Identify, from your perspective, a noteworthy modern-day kobzar. Let his, or her, language be that of the media, or literature, or the arts. Tell who this person's audience is, and explain in what way this person is a compelling "kobzar" to that audience. Support your choice, if you are able, with comparisons to Shumka's story.



## Acknowledgements

Thank you to the many people who made this Guide possible. Shumka appreciates their dedication, time and expertise. It is this commitment to education and Ukrainian culture that helps safeguard our heritage for our children's future.

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