

Ukrainian Weddings Past and Present

Learning Outcomes

Grade 7 International Languages Program

Curriculum: Ukrainian Language Arts (Culture)

- General Outcome 2: Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.
- General Outcome 3: Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.
- General Outcome 7: Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Curriculum: Ukrainian Language and Culture

General Outcome for Global Citizenship: Students will acquire the knowledge, skills, and attitudes to be effective global citizens.

- GC – 1.1: Accessing / analyzing knowledge of Ukrainian culture. Students will be able to ask questions, using their first language, about elements of Ukrainian culture experienced in class.
- GC – 2.3: Awareness of Canadian culture. Students will be able to recognize similarities between Canadian culture and other cultures.

Background Information

Weddings are a good example of traditions and rituals that are unique to various parts of the world. In Canada, inter-cultural interactions have influenced wedding practices. This lesson uses the Ukrainian Weddings website content as a resource for students to investigate the question: What components of a traditional Ukrainian wedding have changed or remained the same over time?

Because this lesson has a cultural focus, the teacher can decide if students discuss, write, and speak in Ukrainian, English, or a combination of both.

Objectives

Students will

- Investigate and compare components of a traditional Ukrainian wedding and a present day Ukrainian Canadian wedding.
- Plan, gather, organize and interpret information.
- Express ideas through writing, discussion, and oral presentation.

Time

2-3 class periods.

Materials

Internet access. Website: Ukrainian Weddings [http://www.museums.ualberta.ca/exhibits/ukrnwedding/r_intro.html]

Various costumes and props, determined by the students

Large chart paper and pen

Focus

Key Questions for Discussion

The purpose of this discussion is to lead to students to the idea that investigating Ukrainian weddings is a good way to see how interactions between cultures can result in the loss of some aspects of traditions and rituals over time.

1. What is culture? *[Student ideas. Culture is the customary beliefs, social forms and material traits of a racial, religious, or social group.]*
2. How is culture expressed? *[Student ideas. Culture is expressed in many ways. Clothing, language, traditions, rituals, etc.]*
3. What are some examples of traditions and rituals? *[Student ideas. Some traditions and rituals are holidays such as Christmas, and religious ceremonies such as baptisms and weddings, body appearance such as longer hair for females...]*
4. Canada is a multicultural society. What does this mean? *[Canadian citizens come from various ethnic backgrounds, including Ukrainian.]*
5. In Canada, people from different cultures interact. What can happen to a person's original cultural practices once he/she has been living in Canada for awhile? What about a few generations later? *[Aspects of the culture can be lost or altered significantly.]*
6. Can you think of any examples of this? *[Student ideas.]*
7. Have you ever been to a Ukrainian wedding? To a non-Ukrainian wedding? If so, what was it like? What happened? *[Student ideas.]*
8. How similar do you think a present day Ukrainian wedding taking place in Canada is to a wedding that took place in the Ukraine more than 100 years ago? Why do you think this? *[Student ideas.]*
9. How similar do you think a present day Ukrainian wedding taking place in Canada is to a present day non-Ukrainian Canadian wedding? Why do you think this? *[Student ideas.]*

Explore & Investigate

Task One – Read & Summarize

Divide class into six groups, mixing genders and reading/writing/thinking/performing abilities. Each group should contain a maximum of 4-5 students.

Students visit the Ukrainian Weddings website. Students take turns reading the material aloud and each student creates a point-form summary of what they have read.

Ask students: There are some differences and similarities between the pre-wedding, wedding, and post-wedding rituals. Think of a way to demonstrate these differences in a

visually interesting manner that allows you to speak in Ukrainian. *[Student ideas. How about role-playing, or acting out the wedding components!]*

Cut out and distribute instructions for each group:

Group One

Go to the page Ukrainian Wedding Traditions – Ukrainian Folk Tradition – Pre-Wedding Phase [<http://www.museums.ualberta.ca/exhibits/ukrnwedding/phase1.html>].

Read the first paragraph (the one that starts “At the end of the 19th century...”). Read the paragraph under the “Inquiries (dopyty)” heading. Using point-form, write a step-by-step summary of what happened at this part of a traditional Ukrainian wedding. Decide whose summary will be used for the class chart.

Group Two

Go to the page Ukrainian Wedding Traditions – Ukrainian Folk Tradition – Wedding Day Phase [<http://www.museums.ualberta.ca/exhibits/ukrnwedding/phase2.html>]. Read

the paragraph under the “Church marriage ceremony (vinchannia)” heading. Using point-form, write a step-by-step summary of what happened at this part of a traditional Ukrainian wedding. Decide whose summary will be used for the class chart.

Group Three

Go to the page Ukrainian Wedding – Ukrainian Folk Tradition – Post-Wedding Phase [<http://www.museums.ualberta.ca/exhibits/ukrnwedding/phase3.html>]. Read the

paragraph under the “Gypsy raids (tsyhanshchyna)” heading. Using point-form, write a step-by-step summary of what happened at this part of a traditional Ukrainian wedding. Decide whose summary will be used for the class chart.

Group Four

Go to the page Ukrainian Canadian Weddings – Post 1970 – Pre-Wedding Phase [<http://www.museums.ualberta.ca/exhibits/ukrnwedding/1970p1.html>]. Read the

paragraph under the “Betrothal/Engagement” heading. Using point form, write a step-by-step summary of what happens at this part of a Ukrainian Canadian wedding. Decide whose summary will be used for the class chart.

Group Five

Go to the page Ukrainian Canadian Weddings – Post 1970 – Wedding Day

[<http://www.museums.ualberta.ca/exhibits/ukrnwedding/1970p2.html>]. Read the paragraph under the “church marriage ceremony” heading. Using point form, write a step-by-step summary of what happens at this part of a Ukrainian Canadian wedding. Decide whose summary will be used for the class chart.

Group Six

Go to the page Ukrainian Canadian Weddings – Post 1970 – Post-Wedding Phase [<http://www.museums.ualberta.ca/exhibits/ukrnwedding/1970p3.html>]. Read the two paragraph on this page. Using point form, write a step-by-step summary of what happens at this part of a Ukrainian Canadian wedding. Decide whose summary will be used for the class chart.

Task Two: Skits

Student groups plan a short (6-8 minute) skit that demonstrates their component. Things to think about are: Who are the characters? What are they wearing? What props do you need? All group members must participate. All dialogue and narration is in Ukrainian.

Students present their skits to the class.

Task Three: Class Chart

Create a class chart that is two columns wide and three columns deep. Paste student summaries in their appropriate cells. Review the chart as a class.

What elements have remained the same?

What elements have changed? Why have they changed?

What elements have disappeared completely? Why do you think this happened?

Traditional Ukrainian Wedding (late 1800s)	Ukrainian Canadian Wedding (present day)
Pre-Wedding	Pre-Wedding
Wedding	Wedding
Post-Wedding	Post-Wedding

Reflect & Interpret

Journal Entry

1. Do you feel it is important to retain Ukrainian customs in Ukrainian-Canadian weddings? Explain why you think this.
2. Would it possible to have a completely authentic traditional Ukrainian wedding today in Canada? Why or why not? Which aspects would be possible? Which might not be possible?
3. Why might some people want to retain or not retain Ukrainian customs in their Canadian wedding? Discuss different possible attitudes and choices.

Extension

Create a bulletin board that compares a traditional Ukrainian wedding with a Ukrainian Canadian wedding today. Use photos from the student skits, student drawings of each of

the six components covered in the lesson, and a short written summary of each component.