

Critical Reading for Children



Image source:

<https://cdn.pixabay.com/photo/2017/09/26/07/31/girl-2787930_960_720.png>.

(Access in 4 nov. 2017)

SOCIAL INCLUSION



To the Teacher

- **Target audience:** children (age 7 to 11).
- **Linguistic level:** basic.
- **Learning objectives concerning Critical Reading:**
 - Understand explicit ideas and use them in associations, generalizations, symbolic revelations etc. (SIMMONS, 1968);
 - Observe the title of the text (HOWARDS, 1968);
 - Evaluate if the situation can be true or fantasy, or if it is plausible in stories which are not labeled as fairy tales (PAINTER, 1968);
 - Use of open questions (ARTLEY, 1968).
- **Suggested linguistic forms:** modal CAN + action verbs (walk, play, run, have fun).
- **Teaching resources:** multimedia projector; flashcards or images to illustrate the action verbs which will be in the lesson; paper and colored pencils.

Warm Up

1. Tell the students that they are going to watch a video called “The Present”. Ask them what they consider a special present. Explain that it is a video in which a boy gets a puppy from his mother. Ask the students: “How do you think this puppy is?”.



Image source: <<http://cdn.naosalvo.com.br/2016/01/thepresent.jpg>>. (Access in: 6 nov. 2017).

Activity

2. Watch the video “The Present”. Available at:
<<https://www.youtube.com/watch?v=9iFWyihDvCE>>. (Access in 4 nov. 2017).

3. Group Discussion - Questions:

- Is this story possible to happen?
- Has anyone here ever gotten a present that wasn't exactly the way you wanted? What was your reaction?
- What was the boy's reaction on seeing the present? Did he get happy with it? Why?
- Do you think the puppy is worse than others just because it has one missing leg?

4. Suggested Linguistic Content – Talking about Abilities handout:

- Introduce or review the verbs (walk, play, run, have fun) using the images or flashcards, associating them with Modal CAN.
- Ask students to answer the question “What can the puppy do?”, writing sentences using the verbs + modal CAN.

5. Group Discussion - Questions:

- In the end, did the boy accept the puppy? Why?
- Do you know anybody who, as the puppy, is different from the others?
- Do you think this person really is different from the others? Why?
- How do other people treat this person?
- What is your attitude towards this person? Are you friends?

**Human Beings are like Donuts -
We all look different
yet we are all the same.**



6. Show the image “We are all the same”, available at:
<<https://i.pinimg.com/736x/51/16/9d/51169d8620beabb150098057833608ce--mini-donuts-doughnuts.jpg>>. (Access in 3 nov. 2017).

7. Discuss the theme “Human beings are like donuts: we all look different, yet we are all the same”.

Post-Activity

8. To finish the lesson or as homework, ask the students to draw something with the theme “We are all the same”, and write sentences about what we **CAN** do.

LESSON PLAN – SOCIAL INCLUSION

Stage	Learning Objectives	Teaching Procedures	Interaction Types	Material & (Re)Sources	Type of Knowledge	Time Length	Learning Evaluation
Warm-up	<ul style="list-style-type: none"> - Observe the title of the text (HOWARDS, 1965); - Activate contextual knowledge regarding the theme. 	T tells S that they are going to watch a video called “The Present”.	T	Workbook p.55	Background Emotional Experiential	5’	BodyLanguage Responsiveness Engagement
		T asks them what they consider a special present.	T – S				
		T explains that it is a video in which a boy gets a puppy from his mother.	T				
		T asks S: “How do you think this puppy is?”	T – S				
Activity	<ul style="list-style-type: none"> - Evaluate if the situation is true or fantasy, or if it is plausible in stories which are not labeled as fairy tales (PAINTER, 1968); - Use of open questions (ARTLEY, 1968); - Relate the story to their own reality, raising awareness and talking about social inclusion. - Be able to talk about abilities. 	S watch the video.	S	Video available at: https://www.youtube.com/watch?v=9iFWyihDvCE	Background Emotional Experiential Interpersonal Linguistic	4.5’	Interest
		Group discussion: T asks S the questions in exercise 3.	T – S S – T	Workbook p. 56		5’	Pertinence Coherence
		T presents or reviews linguistic content using handout.	T – S – T	Handout p. 58		5.5’	Language Correction
		Group discussion: T asks S the questions in exercise 5.	T – S S – T	Workbook p. 56		10’	Pertinence Relevance
		T shows the ‘donuts’ image and discuss the theme “Human beings are like donuts: we all look different, yet we are all the same”.	T – S S – T	Image available at: https://i.pinimg.com/736x/51/16/9d/51169d8620beabb150098057833608ce--mini-donuts-doughnuts.jpg		7’	Coherence Pertinence Relevance Responsiveness
Post-Activity	<ul style="list-style-type: none"> - Understand explicit ideas and use them in associations, generalizations, symbolic revelations etc. (SIMMONS, 1968). 	To finish the lesson or as homework, T asks S to draw something with the theme “We are all the same”, and write sentences about what we CAN do.	T – S	Handout p. 58 Colored pencils	Artistic Emotional Experiential Linguistic	13’	Pertinence Coherence Language

SOCIAL INCLUSION

Video: The Present

Available at: <<https://www.youtube.com/watch?v=9iFWyihDvCE>>. (Access in 4 nov. 2017).

TALKING ABOUT ABILITIES



Walk



Play



Run



Have Fun

What can the puppy do? Answer the question using the verbs above.

Write down 2 sentences about what we can do.

LET'S DRAW: "We are all the same".




Image Sources (Access in 4 nov. 2017):

<https://upload.wikimedia.org/wikipedia/commons/thumb/9/96/Walk_icon_2.svg/2000px-Walk_icon_2.svg.png>

<https://pixabay.com/p-1529185/?no_redirect>

<https://pixabay.com/p-546896/?no_redirect>

<https://pixabay.com/p-570881/?no_redirect>

Critical Reading for Young Adults



Image source: <https://pixabay.com/p-41444/?no_redirect>. (Access in 4 nov. 2017).

REFUGEES AND VIOLENCE



To the Teacher

- **Target audience:** Young adults (age 15 up).
- **Linguistic level:** Pre-intermediate to intermediate.
- **Learning objectives concerning Critical Reading:**
 - Check if all the facts are presented and verify omission of information that is necessary to fully understand the text (HUUS, 1968).
 - Identify the premisses (explicit or assumed) (WOLF, 1968).
 - Verify if the information coincides in other sources (WOLF, 1968; JENKINSON, 1968; DURR, 1968).
 - Understand explicit ideas and use them in associations, generalizations, symbolic revelations etc. (SIMMONS, 1968).
 - Use open questions (ARTLEY, 1968).
- **Suggested Linguistic forms:** Reported speech.
- **Teaching resources:** Internet connection.

Warm Up

1. Review or present the Reported Speech. If necessary, prepare additional handout, according to the group's linguistic level.

Suggested websites (Access in 4 nov. 2017):

<http://busyteacher.org/classroom_activities-grammar/reported_speech-worksheets/>

<[https://en.islcollective.com/resources/search_result?Tags=Search%20free%20ESL%20resources&searchworksheet=GO&Grammar_Focus=Reported%20Speech%20\(Indirect%20speech\)&type=Printables](https://en.islcollective.com/resources/search_result?Tags=Search%20free%20ESL%20resources&searchworksheet=GO&Grammar_Focus=Reported%20Speech%20(Indirect%20speech)&type=Printables)>

2. Group discussion - Ask the students: "What makes a person hit another? What do you recall about refugees? Did you meet any refugee in Londrina? Describe the meeting and the person's story."

3. Reading: Tell the students that the text they are going to read is about the case of Petra László, the camerawoman who kicked refugees in Hungary. Show the video available at:

<<https://www.theguardian.com/world/2015/sep/08/hungarian-nationalist-tv-camera-operator-filmed-kicking-refugee-children>>. (Access in 4 nov. 2017).


 Activity

4. Students should read the text below the video (see handout), noting the example of reported speech in it.

5. Group Discussion - Questions:

- a. Why does the text make a point of mentioning that Petra worked for a nationalist TV channel, related to the Jobbik party?
- b. How is the immigration policy in Hungary?
- c. How do this information affect the understanding of the text?
- d. Do you think people act by impulse in a threatening situation or when they are in danger?
- e. In your opinion, what lead Petra to hit the refugees?
- f. What would lead you to hit somebody? What about verbal aggression?
- g. Have you ever seen somebody being hit? How did you react? Why?
- h. In your opinion, why is there so much violence and segregation in the world today?


 Post-Activity

6. Ask the students to search for other texts about Petra László's case, since the fact until her trial, verifying if the information coincide and asking them to describe what happened to her using the reported speech.

Suggestions of websites (Access in 4 nov. 2017):

<<https://www.theguardian.com/world/2015/sep/11/something-snapped-hungarian-camera-operator-apologises-kicking-refugees>>

<<https://www.theguardian.com/world/2015/oct/21/hungarian-camera-operator-petra-laszlo-kicking-refugees-legal-action>>

<<https://www.rt.com/news/319316-reporter-hungary-refugees-facebook/>>

<<http://edition.cnn.com/2017/01/13/europe/hungarian-camerawoman-sentenced-kicking-refugees/index.html>>

LESSON PLAN – REFUGEES AND VIOLENCE

Stage	Learning Objectives	Teaching Procedures	Interaction Types	Material & (Re)Sources	Type of Knowledge	Time Length	Learning Evaluation
Warm-up	- Be able to express or talk about what other people said.	T reviews or presents the linguistic form Reported Speech.	T – S	Blackboard Additional handout to be prepared (if necessary)	Linguistic Grammatical	10'	Language Correction
	- Activate contextual knowledge regarding the theme.	Group discussion: T asks S “What makes a person hit another? What do you recall about refugees? Did you meet any refugee in Londrina? Describe the meeting and the person’s story.”	T – S S – T	Handout p. 63	Background Experiential	5'	Responsiveness Engagement Coherence
		Reading: T tells S that the text they are going to read is about the case of Petra László, the camerawoman who kicked refugees in Hungary. T shows the video.	T	Video available at: https://www.theguardian.com/world/2015/sep/08/hungarian-nationalist-tv-camera-operator-filmed-kicking-refugee-children	Global contextual Cultural Interpersonal	2'	Interest
Activity	- Check if all the facts are presented and verify omission of information that is necessary to fully understand the text (HUUS, 1968). - Identify the premisses (explicit or assumed) (WOLF, 1968). - Understand explicit ideas and use them in associations, generalizations, symbolic revelations etc. (SIMMONS, 1968). - Use open questions (ARTLEY, 1968).	S read the text, noting the example of reported speech in it.	S	Handout p. 63 or same web page of the video	Background Emotional Experiential Interpersonal	8'	Language Interest
		Group discussion: T asks S the questions in exercise 5.	T – S S – T	Workbook p. 61		10'	Coherence Pertinence Relevance Responsiveness
Post-Activity	- Verify if the information coincides in other sources (WOLF, 1968; JENKINSON, 1968; DURR, 1968). - Be able to express or talk about what other people said.	T asks S to search for other texts about Petra László’s case, verifying if the information coincide and asking them to describe what happened to her using the reported speech.	T – S S – T	Handout p. 64	Historical Perceptual Morphological Syntactic	15'	Coherence Correction Language Pertinence

REFUGEES AND VIOLENCE

GROUP DISCUSSION

What makes a person hit another?

What do you recall about refugees?

Did you meet any refugee in your city? Describe the meeting and the person's story.

READING

Hungarian nationalist TV camera operator filmed kicking refugee children

20-second video of N1TV's Petra László tripping over man carrying child in his arms – and kicking young girl and boy – goes viral and horrifies country

A camera operator for a Hungarian nationalist television channel closely linked to the country's far-right Jobbik party has been filmed kicking two refugee children and tripping up a man at the border hotspot of Rószke on Tuesday.

Petra László of N1TV was filming a group of refugees running away from police officers, when a man carrying a child in his arms ran in front of her. László stuck her leg out in front of the man, causing him to fall on the child he was carrying. He turned back and remonstrated with László, who continued filming.

A 20-second video of the scene was posted on Twitter by Stephan Richter, a reporter for the German television channel RTL and soon went viral, leading to the creation of a Facebook group "The Petra László Wall of Shame". Hungary's leading news website Index had also caught László kicking a young girl and boy.

N1TV said László had been dismissed due to "unacceptable behaviour". The channel's editor in chief Szabolcs Kisberk said in a statement posted on the station's website: "The camerawoman's employment has today been terminated with immediate effect, the case is now closed for us."

As well as speeches made by the Jobbik leader Gábor Vona, the channel's website also contains articles with such headlines as "migrants have swarmed all over the shops" and "Guantanamo = Hungary?" Hundreds of angry comments appeared on the Facebook group set up to condemn László's actions on Tuesday evening.

Opposition parties Együtt-PM and the Democratic Coalition have said that they will initiate charges of violence against a member of the community, which is punishable by up to five years in prison, against László.

Source: <<https://www.theguardian.com/world/2015/sep/08/hungarian-nationalist-tv-camera-operator-filmed-kicking-refugee-children>>. (Access in 4 nov. 2017).

Critical Reading for Adults



Image source: <https://pixabay.com/p-40092/?no_redirect>. (Access in 4 nov. 2017).

RACISM AND RELIGIOUS INTOLERANCE



To the Teacher

- **Target Audience:** Adults (age 18 up).
- **Linguistic Level:** Intermediate to Advanced.
- **Learning Objectives:**
 - Observe title, author and date. Use examples of sarcasm, satire and humor to develop general sensibility (HOWARDS, 1968);
 - Search about the author, his ideologies, competency and qualifications (HUUS, 1968; WOLF, 1968; PAINTER, 1968);
 - Know the contents of the material and the purpose with which it was written: is the author merely trying to inform, without any personal benefits? (QAINANCE, 1968);
 - Give the students the opportunity to face situations with many alternatives, so that they can challenge beliefs, weigh evidences, examine facts with a critical eye and reach a judgement, a conclusion or a solution based on criteria that can be defended (ARTLEY, 1968);
- **Suggested Linguistic Forms:** Review or present idioms and online dictionaries.
- **Teaching Resources:** Internet connection.

Warm Up

1. Group discussion: Contextualize the reading, asking if the students have any idea of who wrote the sentence:
 "A non-believer, however hard he may try, cannot blaspheme. God is only sacred to those who believe in God. To insult God, you have to believe that God exists."
2. Reading: Explain that it is from Stéphane Charbonnier, editor-in-chief of the French satirical journal Charlie Hebdo, killed in the attack of 2015.
 Tell them that the excerpt to be read is part of his last book, finished two days before his death.
 Link to the text: <http://www.independent.co.uk/news/world/charlie-hebdo-editors-final-book-letter-to-the-islamophobia-frauds-who-play-into-the-hands-of-10193565.html>.
 (Access in 4 nov. 2017).


 Activity

3. Explain that they should read the introduction (to know more about Charb and the context of his writing – “On 5 January... Charlie Hebdo was never racist.”) and the paragraphs 8 and 9 (“To combat racism... The Muslim or the millionaire?”), paying special attention to idioms and writing them down. If necessary, prepare additional handout to explain the concept of idioms and give them examples.

Suggested websites (Access in 4 nov. 2017):

<http://busyteacher.org/classroom_activities-vocabulary/idioms-worksheets/>

<<https://www.superteacherworksheets.com/idioms.html>>

4. After reading, show the students some online dictionaries for them to search the meaning of the idioms from the text. Ask them how they could use them in their daily lives (Links accessed in 4 nov. 2017).

laughing up their sleeves: to secretly find something funny

<<http://dictionary.cambridge.org/dictionary/english/laugh-up-your-sleeve>>

not blink an eye: show no reaction

<https://en.oxforddictionaries.com/definition/not_blink_an_eye>

have a bean: to have no money at all

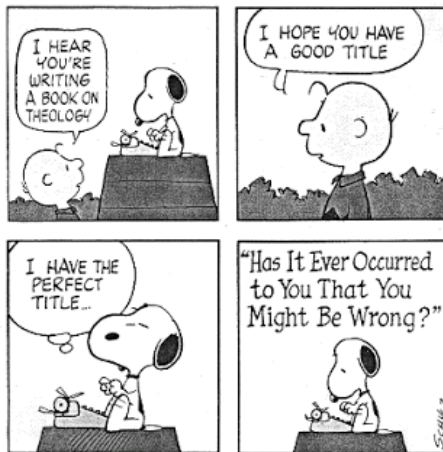
<<http://www.ldoceonline.com/dictionary/not-have-a-bean>>

5. Group Discussion - Questions:

- What are the main ideas in the text? Are they valid – which ones are facts and which ones are opinions? (SIMMONS, 1965).
- Charbonnier was an atheist. Do you agree with his affirmation, presented at the beginning of this lesson? (“A non-believer, however hard he may try, cannot blaspheme. God is only sacred to those who believe in God. To insult God, you have to believe that God exists.”).
- What do you think of the publications of Charlie Hebdo? Do they represent freedom of speech or affront to religions?
- How do you see the racism and religious intolerance issues in Brazil?


 Post-Activity

7. Ask the students to search for websites that contain idioms and select some of them to use in a written composition about one of the comic strips below.



(WikipediaTranslation: "I would hire you, but I don't like the color of... uh... your tie!")

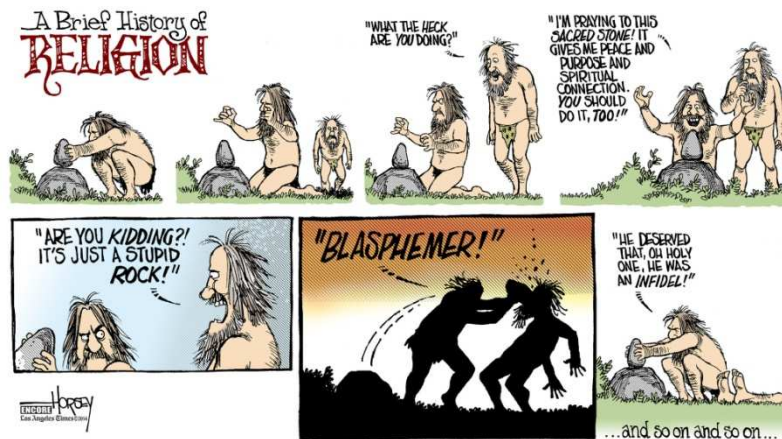


Image sources (Access in 4 nov. 2017):

<https://1.bp.blogspot.com/_CCWfD2R_lho/RpF3TKb0Jpl/AAAAAAAAAABs/QppNI2fsSxg/s320/snoopy.gif>

<<http://www.trbimg.com/img-53dafa43/turbine/la-na-tt-religion-center-stage-20140731>>

<<https://commons.wikimedia.org/w/index.php?curid=2823191>>

LESSON PLAN – RACISM AND RELIGIOUS INTOLERANCE

Stage	Learning Objectives	Teaching Procedures	Interaction Types	Material & (Re)Sources	Type of Knowledge	Time Length	Learning Evaluation
Warm-up	<ul style="list-style-type: none"> - Observe title, author, date. (HOWARDS, 1968); - Activate contextual knowledge regarding the theme. 	<p>Group discussion: T asks S “Do you have any idea of who wrote the sentence: “A non-believer, however hard he may try, cannot blaspheme. God is only sacred to those who believe in God. To insult God, you have to believe that God exists.” T explains authorship.</p>	T – S – T	<p>Handout p. 70 Workbook p. 66</p>	World Contextual	5’	Engagement Interest Responsiveness
Activity	<ul style="list-style-type: none"> - Search about the author, his ideologies, competency and qualifications (HUUS, 1968; WOLF, 1968; PAINTER, 1968); - Know the contents of the material and the purpose with which it was written: is the author merely trying to inform, without any personal benefits? (QAINTANCE, 1968); - Give the students the opportunity to face situations with many alternatives, so that they can challenge beliefs, weigh evidences, examine facts with a critical eye and reach a judgement, a conclusion or a solution based on criteria that can be defended (ARTLEY, 1968). - Use online dictionaries and idioms. 	Reading: S read about the author.	S	Handout p. 70	World Contextual Discoursal Experiential Emotional Perceptual Linguistic	7’	Engagement Interest
		S read the book excerpt, underlining the idioms (if necessary, explain the concept of idioms and give them examples.	(T) – S	Handout p. 70 Additional handout to be prepared (if necessary)		8’	Correction Engagement Interest Language
		T presents online dictionaries. S search for the meaning of the idioms and write sentences using them.	T - S	Handout p. 71 Access to online dictionaries		10’	Correction Language Coherence Performance
		Group discussion: T asks S the questions in exercise 5.	T – S – T	Workbook p. 67		8’	Coherence Pertinence Relevance Responsiveness
Post-Activity	<ul style="list-style-type: none"> - Use examples of sarcasm, satire and humor to develop general sensibility (HOWARDS, 1968). 	T asks S to search for websites that contain idioms and select some of them to use in a written composition about one of the comic strips.	T – S	Handout p. 71 Internet connection	Discoursal Contextual Historical Experiential	12’	Coherence Pertinence Language Correction

RACISM AND RELIGIOUS INTOLERANCE

GROUP DISCUSSION: DO YOU HAVE ANY IDEA OF WHO WROTE THIS SENTENCE?

"A non-believer, however hard he may try, cannot blaspheme. God is only sacred to those who believe in God. To insult God, you have to believe that God exists."

READING:

TO KNOW MORE ABOUT THE AUTHOR...

Charlie Hebdo editor's final book: 'Letter to the Islamophobia Frauds Who Play into the Hands of Racists'

21 April 2015

*On 5 January, Stéphane Charbonnier, 47, editor of Charlie Hebdo, finished writing a short book: *Lettre aux escrocs de l'islamophobie qui font le jeu des racistes* (Letter to the Islamophobia Frauds Who Play into the Hands of Racists).*

Two days later he was dead, writes John Lichfield, murdered by the Kouachi brothers when they attacked the offices of the satirical magazine in eastern Paris. The Kouachis asked for him by name when they burst into his offices to "avenge the Prophet". [...]

Stéphane Charbonnier was a cartoonist and writer. He was a supporter of the French Communist Party. And while, under his editorship, Charlie Hebdo aggressively

poked fun at Catholicism and Judaism as well as radical Islam, his book – published in France last week – is a passionate rejection of the allegations that, under his editorship, Charlie Hebdo was "racist" or "Islamophobic".

In the book, Charb, as he was always known, defends his publication of cartoons mocking radical Islam and caricaturing (but never mocking) the Prophet Mohamed. He argues – from a left-wing, anti-racist, militantly secular viewpoint – that the word "Islamophobia" is a trap, set by an unholy alliance of Muslim radicals and the unthinking, liberal Western media. The real issue, he says, is racism and Charlie Hebdo was never racist...

READ CHARBONNIER'S BOOK EXCERPT AND UNDERLINE THE IDIOMS

To combat racism is to combat all forms of racism. To combat Islamophobia is to combat – what exactly? Is it a means of suppressing all criticism of the religion? Or is it a way of resisting hatred of Muslims because they are of foreign origin? While we are arguing over whether it is racist to say that the Koran is nonsense, the racists are laughing up their sleeves. If, tomorrow, all the Muslims in France converted to Catholicism – or gave up religion completely – the racists would not blink an eye. Foreigners, or French people of foreign origin, would still be the source of all evil.

Take Mouloud and Gérard. Both are Muslims. Mouloud is of North African origin. Gérard is of European origin. Both go after the same flat. Which has the best chance? The one with an Arab face or the one with a "Frenchy" face? The flat would not be refused to the Muslim. It would be refused to the Arab. Or take the example of Mouloud and Abdelkader. Both are Muslims. Both are foreign. Both have better sun tans than Gérard. Mouloud doesn't have a bean, Abdelkader is a millionaire. Which one would be refused the lease on the flat? The Muslim or the millionaire?

Source: <http://www.independent.co.uk/news/world/charlie-hebdo-editors-final-book-letter-to-the-islamophobia-frauds-who-play-into-the-hands-of-10193565.html>. (Access in 4 nov. 2017).

SEARCH FOR AND WRITE DOWN THE MEANINGS OF THE IDIOMS FOUND IN THE TEXT. HOW WOULD YOU USE THEM IN YOUR DAILY LIFE? WRITE SENTENCES.

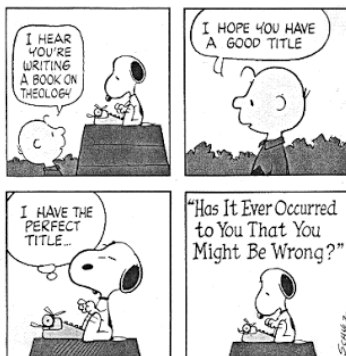
SUGGESTED ONLINE DICTIONARIES (Access in 4 nov. 2017):

<<http://dictionary.cambridge.org/dictionary/english/>>

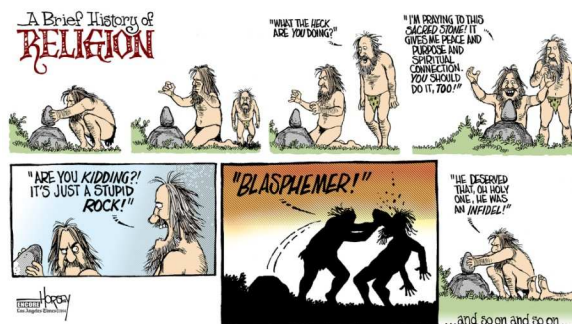
<<https://en.oxforddictionaries.com/>>

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

SEARCH FOR WEBSITES THAT CONTAIN IDIOMS AND SELECT SOME OF THEM TO USE IN A WRITTEN COMPOSITION ABOUT ONE OF THE COMIC STRIPS BELOW.



(Translation: "I would hire you, but I don't like the color of... uh... your tie!")



Sources of images (Access in 4 nov. 2017):

<https://1.bp.blogspot.com/_CCWfD2R_lho/RpF3TKb0Jpl/AAAAAAAAABs/QppNI2fsSxg/s320/snoopy.gif>

<<http://www.trbimg.com/img-53dafa43/turbine/la-na-tt-religion-center-stage-20140731>>

<<https://commons.wikimedia.org/w/index.php?curid=2823191>>

