

Book title

Departures

Author

Pech Hynek

**Bibliographic information**

not published

Links (adaptations, reviews, full texts etc.)

no

Theme

migration

Short summary

During the time, different people are forced to leave their homes escaping from wars.

Why is the story appropriate for the targeted groups of RSP readers?

It reflects political, historical and social themes, refers to current migrant situation

What are the distinguished readers interests reflected by this book/story?

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Why is this story motivational for the pupils?

A modern story - easy to read more difficult to understand. The readers might find it attractive as the real plot is hidden between the lines.

Is there a historical, political, multi/inter cultural, migrant or similar context recognized in this book/story?

Clear historical and migrant context.

Is there a principle of inclusion reflected in this book/story and does it promotes understanding of cultural diversities and heritage?

Finding new home.

Title of Activity

Departures

Description of educational activity

Duration: 90 minutes

Pupils' age: 15-19

Organization of the class of pupils: whole class/group work

The aim of the lesson: The aim of the lesson is to improve the reading literacy of the students. The students gain some basic knowledge about the 20th century. Another goal is to make the pupils develop their skill of using the appropriate language structures to express their opinions.

Students can read between the lines, imagine what is hidden behind the text.

Support materials: The text of the story. 5 newspaper articles describing the conflicts.

Activities:

1. Game: 2 groups. Members of one group are standing in a line. Members of the other group have to get behind them individually. The first group (the line) is trying to stop them.
2. Discussion: What possible reasons could someone have to get 'to the other side'? Why?
 1. The students create definitions of the word *home* and what they need to feel somewhere home. They illustrate their definitions creating living pictures. Discussions over the living pictures.
 2. The students make a list of things they would pack for a 10-day holiday. They discuss their ideas in groups then the whole groups compare their preferences.
 3. The students make a list of things they would pack in case of leaving their homes forever. They discuss their ideas in groups then the whole groups compare their preferences.
 4. Discussion of the whole group: Why would anybody leave their home forever?
 5. Reading the story. How many characters appear in the story? Do they have anything in common? What? Why are they packing?

6. 5 newspaper articles describing the conflicts. Students match the articles to the situations in the story.
7. Every group describes one of the characters. Discussion, introducing the characters.
8. Every group writes three entries from the person's diary – a week before the day, on the day, a week after the day. Reading, discussion.
9. Discussion: Which country would you choose if you had to emigrate? Why? What would you miss most from your country? What would you miss least? Why?

Evaluation and assessment method:

- Throughout the lesson, ensure that your students are backing up their choices with accurate supporting details.
- Teacher's observations of students' participation in group activities and discussions.
- The students are asked to write a fictive diary.

Effect of the activity on RSP reading:

Practices that support students' choice, collaboration, and shared control of learning outcomes can be linked to self-expressed interest in reading and engaged reading behaviour.

Connection to curriculum

Grade: 1 – 4 grade of secondary studies

Curriculum: The study of literature is focused on reading and comprehending literary texts of historical and cultural importance and relevancy either in the world or Czech literature. Students are taught to work with texts and information in different ways, to adopt the processes of analysis, synthesis, induction, deduction, generalization, abstraction, specification, comparison, organization, selection. The students should be able to interpret, summarize and evaluate the texts.

Knowledge:

- Understand the stages of development of a hero
- Learn about history
- Improve reading comprehension

- Organise information in a specific way

Skills:

- Make predictions, deductions
- Compare and contrast
- Summarize
- Work effectively in groups, respecting others

Competences:

- Think in historical context about life or personal experience of different people
- Be able to visualise material read
- Follow specific instructions and conventions
- Evaluate evidence
- Support and justify an opinion

Bibliographic reference to be used during the activity

Pech Hynek

Publisher: *not published*

ISBN:

Page count:

Year of issue:

Results

The expected outcomes of the lesson are:

- The students will be able to understand different life situations in historical and social context.
- To connect ideas and themes across texts.

- To offer observations, make connections, speculate, interpret, and raise questions in response to the story.

Recommendations

Both the teaching method and the text can help in increasing students' interest in reading. This text promotes different characters described in different historical moments. The teacher monitors the students so as to make sure they cooperate effectively.