

The V4 Humanities Education for the Climate. Diagnoses – Best Practices – Recommendations

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A pest or a helper?

1. level: elementary school; **grade:** 6–7.

2. subject: Czech language and literature

3. time allocation: 2 teaching lessons (90 minutes)

4. aims:

The pupil identifies the most important ideas and themes of the text.

The pupil compares a literal text with a non-fiction text, focusing on function.

Pupil perceives the importance of vipers to the functioning of an ecosystem.

5. methods: T-chart, challenge-question impulses, Ischikawa diagram (fishbone),

I. N. S. E. R. T. method, keywords

6. forms: whole-class teaching, group work, pair work, individual work

7. materials: worksheet (supplement), stationery

8. literature:

KRYLOV, Ivan Andrejevič. *Pod maskou lenosti aneb Bajky i nebajky*, 1985, s. 156.

HRON, Lukáš. Jedovatá zmije: Pokud vás uštkne, nepanikařte a nezaškrcejte, radí znalec.

In: *IDNES.cz / MAGAZÍNY* [online]. 12. 9. 2019 [cit. 2022-03-20]. Dostupné

z: https://www.idnes.cz/hobby/mazlicci/jedovata-zmije-obecna-v-zari-rodni-mladata-co-delat-v-pripade-ustknuti.A190704_125536_hobby-zahrada_mce

Course of the lesson

Evocation (activities before reading)

Task 1: Before reading the excerpt, pupils tell which animal they like the most and why. *Which animal do you like the most and why?*

Possible solutions: *I like cats the most because they are smart, cute, clean and funny animals.*

I have a cat at home and I like it most when it lies on my lap and purrs. When he plays with his toys, I always have to laugh.



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Task 2: Pupils then comment on which animal they dislike or fear. *Which animal do you dislike or fear? Why?*

Possible solution: *I don't like snakes. I am afraid of them because they might hurt me. I don't like the way people put snakes around their necks. At the same time, it's an animal that probably can't be completely petted, so I wouldn't want a pet like that in my home.*

Task 3: Pupils use the T-chart method to describe the positive and negative aspects of snakes and what they think about them. *What do you think about snakes? In the table, write down what you think are their positive and negative aspects.*

Possible solutions:

positive: they can be useful when hunting rodents in the garden.

negative: they can bite or strangle us; if we had one at home we would have to give it mice; snakes are fearsome

Task 4: Pupils explain how the viper is perceived in a figurative sense. They do this on the basis of their own experience, where we assume that they have encountered this term at some point. *When someone refers to someone as a viper, what do they mean?*

Possible solution: *When we say that someone is a viper, it means that they cannot be trusted or that they will betray us.*

Realization (activities during reading)

Pupils read the excerpt, then complete the tasks and answer the questions. *Where might you encounter the text, who is it for and what is its function?*

Task 5: Pupils use the fishbone diagram to create questions about the text, which they then answer. *Based on the story, work out the endings of the questions with a classmate you are sitting with and try to answer them. You can also mark your own questions that start differently on the diagram.*

Possible solutions:

WHO stopped talking to Matěj? Friends, relatives and all the neighbours.

WHERE does Matěj live? In a cottagě in the village.

WHEN did Matěj find out that something was happening? When no one wanted to come to visit him.



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WHY did Matěj lose his friends? Because they were afraid of the viper he had at home.

WHO was hurt the most by this situation? Matěj.

HOW could the situation be solved? He could have driven the viper out of the house.

Task 6: Pupils empathise with Matěj. The others stop talking to him because of his friendship with the viper, i.e. they imagine how they would feel if they were in the situation. *How did Matěj probably feel?*

Possible solution: *Matěj was sad and did not understand why he suddenly had no friends when he had done nothing wrong to them. He felt anger and unfairness.*

Task 7: Pupils give their opinion about the situation or come up with ideas about what they would do in Matěj's place. *What would you do if your friends told you this?*

Possible solutions: *I would definitely be upset if my friends stopped talking to me because I was seeing someone they didn't like. If I had a friendly relationship with a viper and it didn't do anything to me, I don't see why I should dump it. That friendship would be more important to me.*

Task 8: Pupils search for connections between the text and real life. *Can we encounter a similar situation in real life? Give reasons.*

Possible solutions: *It certainly happens commonly. When someone starts seeing someone who doesn't have a good reputation or who isn't popular, people stop talking to them too. And they start to be prejudiced against them as well.*

Task 9: Pupils express their opinion on the final point. *What is your opinion about the final point?*

Possible solution: *I don't think it should be like this. In my opinion, it is not always true that we are the same as the person we are talking to. I don't understand why someone should stop talking to us just because of who we are talking to.*

Pupils read a non-fiction text, then complete tasks and answer questions. *Where might you encounter the text, who is it for and what is its function? Think of an appropriate title for the*



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text. Compare the two texts, focusing on function. Which linguistic devices are specific to each text?

Working with I. N.S.E.R.T. table: Before the activity, the teacher explains the meaning of each mark. Pupils read the text, for which they take notes using the markers, and then record the information in the table. *As they read the following text, take notes on it using these markers.*

Possible solutions:

✓ people see the viper as a threat; the viper as a negative symbol; the viper is an important part of our ecosystem; it is wise to ignore the viper

- bees as a problem; vipers are not commonly seen on tourist trails

+ viper is the most widely spread snake in the world; how much venom it has in it; excellent frequency perception ability

? viper has a completely different body from other snakes; viper loses alertness when sunbathing

Task 10: Pupils interpret the story of Adam and Eve in the Bible and try to identify the role of the snake and why it is criticized by society. *In your own words, outline the role of the snake in the story of Adam and Eve.*

Possible solution: *The snake convinced Eve to taste the apple from the Tree of Knowledge, even though it was forbidden. Subsequently, they were banished from Eden.*

Task 11: Pupils compare the text and the fable to evaluate how the perspectives differ. *How does the view of the viper in the text differ from the previous fable?*

Possible solutions: *In the fable, the viper was described as a treacherous animal that can harm us at any time. We are always in danger in its presence. On the contrary, in the second text, the viper was described as a helpful and shy animal towards whom people are unfair.*

Reflection (activities after reading)

Task 12: Based on the fable and the text, the pupils present 5 key words that come to mind or seem important in the context. They comment briefly on their choice of words. *Select 5 words that come to mind or seem important to you in the context of the fable and the text and comment briefly on them.*



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Possible solutions:

friendship: I think we should not believe gossip. If someone doesn't like our friend, it doesn't mean we stop talking to them.

betrayal: The worst thing is when a friend we trusted betrays us.

fear: People are often afraid of something, even if they have no reason to be.

prejudice: We shouldn't judge people or animals just because someone had a bad experience with them.

consideration: We should be considerate not only to people but also to animals.

Task 13: Pupils will create posters supporting the conservation of the viper in our ecosystem, which they will then display in the corridors. The source of information for the creation of their own text will be the texts the pupils have been working with in class.