

UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

DIPLOMOVÁ PRÁCE

Bc. Monika Hilzensauer

The theme of the Holocaust in ELT through literature
and film

Olomouc 2023

vedoucí práce: Mgr. Petr Anténe, M.A., Ph.D.

Čestné prohlášení

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně pod vedením Mgr. Petra Anténeho, M. A., Ph.D. s využitím pramenů, které jsou uvedeny v bibliografii.

V Olomouci

.....

vlastnoruční podpis

Acknowledgements

I would like to thank my supervisor, Mgr. Petr Anténe, Ph.D., for all his valuable advice and feedback. I would also like to thank my family and my friends for their support.

Table of contents

Introduction	1
1 Introduction to the Holocaust	3
1.1 The main target.....	3
1.2 Terminology	5
1.3 “Final Solution of the Jewish Question”	6
1.4 The End of World War II	7
1.5 Antisemitism in today’s world	10
2 Literature for children and young adults	12
2.1 The Importance and benefits of reading.....	12
2.2 Use of literary texts in English language teaching	13
2.3 Literature with the theme of the Holocaust	15
3 The Boy in the Striped Pyjamas	17
3.1 About the author	17
3.2 About the book	17
3.3 About the director.....	20
3.4 About the film.....	21
4 Schindler’s Ark.....	23
4.1 About the author	23
4.2 About the book	23
4.3 About the director.....	26
4.4 About the film.....	27
5 Rationalisation for teaching the Holocaust.....	30
6 Summary of the theoretical part	31
Practical part.....	32

7 Research.....	32
7.1 Methods and procedures	32
7.2 The Main objectives of the research.....	33
7.3 Participants of the research.....	34
8 Activities in a comprehensive educational approach to the topic of the Holocaust.....	36
8.1 Monday.....	36
8.1.1 An Acquaintance and Mind map	36
8.1.2 Unstructured interview	37
8.1.3. Film analysis - Schindler’s List.....	38
8.1.4 Presentation and analysis of the book - Schindler’s Ark.....	39
8.1.5 Summary of the day.....	41
8.2 Tuesday.....	41
8.2.1 Presentation and analysis of the book – The Boy in the Striped Pyjamas.....	41
8.2.2 Film screening and analysis – The Boy in the Striped Pyjamas.....	44
8.2.3 Summary of the day.....	45
8.3 Wednesday	46
8.3.1 The main objective of the excursion.....	46
8.3.2 The Observation	46
8.3.3 Excursion evaluation	47
8.3.4 The summary of the day	48
8.4 Thursday	48
8.4.1 Pair work - Completing the worksheet.....	48
8.4.2 Project - Act of Kindness.....	48
8.4.3 Summary of the day.....	49
8.5 Friday.....	49
8.5.1 Student repetition of knowledge.....	50
8.5.2 Questionnaire.....	50

9 Evaluation of interviews and questionnaire.....	51
10 Summary of the practical part	53
Conclusion.....	54
Bibliography:.....	57
Films:.....	58
Music:.....	58
Online sources:.....	59
List of appendices:.....	62
Appendices	63
Résumé	79
Annotation	80

Abstract

This diploma thesis deals with the theme of the Holocaust and how to bring this topic closer to younger children and youth. Books and their film adaptations are used as the main aids in learning about this topic. The chosen novels are: *The Boy in the Striped Pyjamas* written by John Boyne and *Schindler's Ark* written by Thomas Michael Keneally. The chosen films are: *The Boy in the Striped Pyjamas* directed by Mark Herman and *Schindler's List* directed by Steven Spielberg. Through an analysis of selected novels and films, the thesis examines how the authors have represented this historical event and the impact of the Holocaust on individuals and societies. The thesis also investigates the role of literature and films in preserving the memory of the Holocaust and in shaping cultural attitudes towards genocide and human rights. Overall, the thesis seeks to contribute to a deeper understanding of the significance of Holocaust literature in contemporary society. The practical part of the diploma thesis aims to investigate how the Holocaust is reflected in literature and film and reflects the students' reception of the topic.

Key words: the Holocaust, antisemitism, literature for children and youth, John Boyne, Thomas M. Keneally,

Introduction

“Let everything happen to you: beauty and terror.

Only press on: no feeling is final.

Don't let yourself be cut off from me.

Nearby is that country

Known as Life.”

Rainer Maria Rilke (cited in Edward Snow, 2009, p.33)

This quote comes from the poem “Go to the Limits of Your Longing” by an Austrian poet Rainer Maria Rilke (The Books of Hours, 1905) and it has become one of my favourite quotes because it shows the strength of a person to overcome all hardship and find the strength to move on.

History and literature, especially reading, were my favourite subjects already in primary school and while girls my age read girls' novels, I liked books whose main theme was World War II. The genre was rather different; however, the themes in these books were very similar: love, power of friendship, determination etc. So far, I have read different types of books with the theme of World War II. and I found powerful stories in them that shaped me in a way – my view of history and today's world, level of empathy, love of reading. Those strong stories show bravery, determination to stand up for what is right and, above all, to fight for one's life and independence, and it is precisely these stories that we need for children and youth to know what our ancestors fought for. Unfortunately, many of these witnesses are no longer alive to give their testimonies about the horrors of war. To a certain extent, the teacher can play an important role and convey the above-described topic in an appropriate way.

Thanks to the many writers who put these stories on paper and the film directors who brought these stories to the screen, we still have an opportunity to remember these events and stories. I decided to use both options, the books and the films. I analyzed the meaning of the term Holocaust, as well as historical events that led to one of the greatest tragedies in human history.

As is widely known, reading is very important and has many benefits for people. However, as not all children and teenagers are fans of reading nowadays, it seems that film

can be a more suitable way to capture their interest. Therefore, I decided to combine a variety of activities which I describe in detail later in the practical part of this thesis.

The main goal of the second, practical, part of this diploma thesis is to examine the level of awareness of the second-grade elementary school students about the issue of the Holocaust. The target group is 9th grade students. As part of the practical part of the work, the author will try to map the pupils' knowledge, their understanding and perception of the Holocaust by means of a discussion. This will be followed by working with books and films. As part of the lesson, the author and her students visit the Terezín ghetto. This excursion will offer the opportunity to observe the pupils, to observe their behavior - how this place affects them, how their mood changed upon arrival, how they behaved during the excursion, and so forth.

This part of the thesis will use the case study methodology. Since this thesis also draws on secondary sources by Czech authors that were not translated into English, I endeavored to intercept their correct meaning in English with my own translations.

1 Introduction to the Holocaust

What comes to mind when one hears the word Holocaust? If people close their eyes and say this word to themselves, in their own ears, what would they visualize? I believe that everyone will have a different image that can describe this dark part of human history, but I guess that most of the people find a connection to World War II and the Jewish population.

1.1 The main target

The Holocaust was directed against different groups of the population. The Roma, homosexuals, mentally disabled people, people with different political views or intellectuals became the target. But one nation in particular became the main target of this rampage and that was the Jews. In this case, the question comes to mind, why exactly Jews became the main victims during the World War II, and it is important to note that there is no clear answer. The important fact is that Jews have encountered a certain form of antisemitism since their very beginnings.

Jewish people are individuals who identify with or belong to the Jewish faith or culture. Judaism is one of the world's oldest monotheistic religions. The beginning of Jewish history dates back to ancient times. The people of Israel trace their origin to Abraham, who established the belief that there is only one God, the creator of the universe. *"If we want to understand Jewish history, we must realise the importance the Jews have always attached to God's unlimited ownership of all creation,"* says the author of the book *The History of the Jewish Nation*, Paul Johnson (Johnson, 2007, p.30). In this book he tries to explain that many Jewish religious positions are there to emphasize this central fact.

Dr. Israel Honukoglu quotes Charles Krauthammer in his work *A Brief History of Israel and the Jewish People*: *"Israel is the very embodiment of Jewish continuity: It is the only nation on earth that inhabits the same land, bears the same name, speaks the same language, and worship the same God that it did 3,000 years ago"* (Honukoglu, 2023). As early as the 2nd century BC, there were conflicts between Jews and Greeks, and xenophobia became a typical feature of Jewish literature. It is paradoxical to talk about antisemitism in ancient times, since the term itself was created only in 1879. Yet antisemitism, even if it was not called that, in fact undoubtedly existed and was growing in importance.

According to Johnson (2007), Jews were the first race to find words to express the deepest emotions, especially feelings caused by physical or mental suffering, anxiety, spiritual despair or abandonment, as well as remedies for these misfortunes, which arose from human spirituality – hope, determination, trust in God's help, awareness of innocence or justice, repentance, remorse and humility. But on the other hand, they did not recognize the existence of other deities, let alone respect them. Because of ancient Jewish regulations and customs, there was a concentration of hostility towards Jewish communities. During the early Middle Ages, the idea was formed that Jews were completely different from ordinary people. These ideas were further reinforced by the Jewish laws on diet and cooking, the ritual slaughtering of animals for food and circumcision. Rumors spread that the Jews had a hidden tail, that they had a strange smell, that they served the devil and participated with him in secret and immoral ceremonies.

Other anti-Jewish attitudes began to grow even before the First Crusade, but it was only after its announcement at the Council of Clermont in 1095 that antisemitism broke out in full force. The main reason was information that Christians were treated badly in the Holy Land (Johnson, 2007, p. 202).

Another important event was the Great French Revolution, which was supposed to lead to the equality of all people, including the Jews, but in return their separatism must be stopped. The father of this idea was Stanislas Comte de Clermont-Tonnerre, who, in the first debate on the 'Jewish question' on 28 September 1789, argued: *"There cannot be a nation, within a nation. The Jews should be denied everything as a nation, but everything granted as individuals"* (cited in Johnson, 2007, p. 294).

In essence, the World War II became a liquidation event for the Jewish population, above all the action named "The final solution of the Jewish question", which I discuss in a later chapter.

At present, Jews are considered as people with a rich cultural heritage that includes traditions, holiday, cuisine, music and literature. There is great diversity among Jewish people, with variations in religious beliefs, cultural practices, and geographic locations. Some Jewish people adhere to Orthodox, Conservative, or Reform Judaism, while others identify as secular or cultural Jews. Jewish communities can be found all over the world, but the largest populations are in Israel, the United States, and Europe.

1.2 Terminology

After the war some words, such as antisemitism, genocide, Holocaust, or Aryzation, were not always used correctly, but it is important to know their true meaning. With the advent and great popularity of social networks and platforms where people can present their opinions and feelings, it is possible to observe the misuse and misinterpretation of these terms.

Karolina Adamová describes **antisemitism** with these words: *“Antisemitism is a movement that advocates a hostile attitude towards Jews. As one of the significant forms of religious and racial intolerance, it manifests itself in various forms, from contempt for Jews and their way of thinking and behavior, through discrimination in social and legal status to pogroms and genocide. It is most often invoked to divert attention from other social problems or to unite the nation in the spirit of Nazi or other anti-human ideologies”* (Adamová, 2001, p. 6).

A rather different definition in only one sentence is offered by United States Holocaust Memorial Museum: The word antisemitism means prejudice against or hatred of Jews (United States Holocaust Memorial Museum, 2023). The article that follows deals in detail with the history of antisemitism.

Adamová describes the meaning of the word **genocide** as follows: *“a systematic effort to completely or partially exterminate a certain ethnic, social, cultural, or national group. It is often motivated by nationalism, religion or race and is usually justified by eugenics or genetics”* (2001, p. 67).

Norman Davies says: *“The term of ‘Genocide’ was invented in 1943 by a Polish-Jewish lawyer, Rafal Larkin, who was working for the War Department in the USA. He used it to describe a phenomenon of which the word was only just becoming aware: namely, an attempt to exterminate every single member of one branch of the human race”* (Davies, 2006, p. 358).

The term **“Holocaust”** - literally meaning “a completely burned sacrifice” - tends to suggest a sacrificial connotation to what occurred. The word *Shoah*, originally a Biblical term meaning widespread disaster, is the modern Hebrew equivalent (Jewish Virtual Library, 2023).

It is now more than clear that there is no unique term for the meaning of the word holocaust and this ambiguity has become a reason for some to criticize the use of the word. *“People who believe in the power of words must be careful how they use them. I do not use the word ‘Holocaust’ when I refer to the murder of the Jews of Europe. The word falsifies the true nature of what happened. A holocaust is a natural event, an outbreak of forces beyond human control. The murder of European Jews by the German Nazis was no Holocaust”*, says Israeli writer Amos Oz (1988, p. 19).

According to Adamová, **Aryanization** is described as a violent method of removing Jews from social activity, especially their displacement from economic life, associated with the confiscation of Jewish property. It was carried out by the Hitler regime in Germany and the countries occupied by it, including the so-called protectorate of Bohemia and Moravia. It formed part of the global extermination policy of the Nazi state against the Jews (2001, p. 7).

1.3 “Final Solution of the Jewish Question”

Who decides on our life and death? Who has the right to decide who will live and who is destined to die? We currently believe that we have life firmly in our hands. However, it has already happened several times in history that a person appeared who perhaps thought that he was the chosen, in fact he had the power of God to decide on the life and death of other people. I could mention some of the biggest and the worst ones but that is not the intention. What I would like to mention is the interplay of coincidences, that a few people met at one time in one place and with their depraved thoughts and ideas they carried out a plan that would influence the history of the 20th century.

After the First World War, an environment appeared in Germany where violence against Jews only “flourished,” the frustration of radical war veterans grew. They harbored anger and grief from a lost war and desperately needed a scapegoat. And here Adolf Hitler appears. Later in his book *Mein Kampf* (1924) he addresses the “*Jewish problem*” that needs to be solved.

The venue for “the meeting followed by breakfast” as stated on the invitation, was the SS guest house in Berlin, Am Grossen Wannsee 56/58. On January 20, 1942, with Chelmno death factory already in full swing, Heydrich welcomed eight secretaries of state, six police and security experts, and one ministerial director to the Wannsee Conference to discuss what

Hitler had ordered: the extermination of all Jews in Europe (Knopp, 2008, p. 138 – 139). In the same book we can learn that the important person in this plan was Adolf Eichmann, whom Hermann Göring appointed in July 1941 “in charge of preparing the final solution of the Jewish question” (Knopp, 2008, p. 139). Who was the little clerk with the aquiline nose and round glasses?

Karl Adolf Otto Eichmann was born on March 19, 1906, in Solingen, Germany. When Adolf was still a child, the family moved to Linz in Austria, where he spent his youth (Sachs, 2001, p. 10). On April 1, 1932, Adolf Eichmann joined the Austrian Nazi Party at the suggestion of his compatriot Ernst Kaltenbrunner. In September 1934 he found opening in Heinrich Himmler’s Security Service (SD) and by the beginning of 1935, Adolf Eichmann was the official responsible for “Jewish questions” at the Berlin head office of the SD, specializing in the Zionist movement (Jewish Virtual Library, 2023). He took this job very seriously that he even learned the rudiments of Hebrew and Yiddish and visited Palestine several times in 1937 to explore possibilities of emigrating Jews from Nazi Germany to Palestine.

As mentioned on Jewish Virtual Library, Adolf Eichmann managed the “The Office for Jewish Emigration ” and The Wannsee Conference confirmed his position as The Jewish expert. We can read from the minutes of the conference: *“After the relevant prior agreement with the leader, the evacuation of Jews to the East now takes place instead of emigration... For this final solution, approx. 11 million Jews come into consideration”* (Knopp, 2008, p. 141). And I dare say that statement became the central idea until the very last days of the war in 1945.

1.4 The End of World War II

As we all know, the Third Reich fell and with it the whole idea of exterminating 11 million European Jews. Germany unconditionally capitulated on May 8, 1945, and with this step the war in Europe ended.

Many Nazi leaders committed suicide after the end of the war in order to escape the impending justice. Adolf Hitler poisoned himself at the same time that he and his wife Eva Braun turned a gun on themselves in a Berlin bunker. Joseph Goebbels and his wife first poisoned their six children, and then committed suicide together. Heinrich Himmler was arrested, but two days after his arrest he committed suicide with the help of a poison capsule

hidden in his mouth. Hermann Göring was arrested by the Allies and was awaiting trial. Adolf Eichmann disappeared.

The Allied troops tried to find not only the Nazis who carried out the orders, but their main goal was to capture the people who gave those orders. Many lower-ranking soldiers were captured and imprisoned, many commanding officers tried to flee and avoid the justice. Not all were successful. The Allies managed to arrest the representative of Adolf Hitler and the founder of the Gestapo Hermann Göring, Foreign Minister Joachim von Ribbentrop or Rudolf Hess.

World War II became the most brutal and extensive war conflict in human history up to that time, so it was very important, not only for the survivors, that societies deal with this conflict through a judicial process. *“When the camps opened and the full extent of the disaster was revealed, some Jews naively expected an outraged humanity to grasp the gravity of the crime and declare with one thunderous voice: ‘Enough is enough. Anti-Semitism must end. We must end it once and for all, we must draw a line under this immense violence and start history again. ‘However, human societies do not work this way”* (Johnson, 2007, p. 489). Allied powers: the United States of America, the Soviet Union, Great Britain, and France entered into an agreement to create an International Military Tribunal. On October 18, 1945, one of the most important and, in its time, also the most watched trials, was brought to Nuremberg, which had the task of finding out whether crimes against peace, war crimes, and crimes against humanity really happened. The Allies deliberately chose the city of Nuremberg for the trial, as it was here that the Nazis promulgated the infamous racial laws known as the Nuremberg Laws. So the idea was that where it all began, this is where it will end. The trials were groundbreaking in many ways, as they established the principles of international law that would form the basis of future war crimes trials. The Nuremberg Trials also marked the first time in history that individuals were held accountable for crimes committed during wartime, regardless of their official status or rank. The Nuremberg Trials have been recognized as a pivotal moment in the history of international law and justice.

Summary of the Nuremberg Trials follows: *“The indictment against 24 major war criminals and seven organizations was filed on October 18, 1945 by the four chief prosecutors of the International Military Tribunal. On November 20, the trial began, 21 defendants appeared before the court. The United States held 12 additional Nuremberg trials after the initial International Military Tribunal. A total of 199 defendants were tried, 161 convicted and 37 sentenced to death”* (The National WWII Museum).

As Johnson (2007, p. 493) states, the Jews understood that the civilized world, however defined, could not be trusted. The fundamental lesson they took away from the Holocaust was the urgent need to secure for themselves a permanent, self-sufficient and above all sovereign refuge where, if necessary, all of the world Jewry could find safety from its enemies.

On May 14, 1948, the Palestinian territory was divided and the only Jewish state in the world was created here (Johnson, 2007, 507).

In the period after the war, it happened that some people, the survivors or the family members of the victims, devoted their lives to finding former Nazis to confess their crimes. One of them was Simon Wiesenthal, a Jew from Galicia, who survived five years in various concentration camps. In 1946, Simon Wiesenthal, together with other ex-prisoners, founded the Jewish Historical-Documentation Center, whose headquarters were in Vienna. The center focused on the search for Nazi criminals who had not yet been brought to trial or convicted (Johnson, 2007, p. 535). The reason I mention Simon Wiesenthal is that Wiesenthal is most famous for his key role in the capture of Adolf Eichmann, who fled to Argentina after the war. Eichmann was living in Argentina under the name of Ricardo Klement.

Hannah Arendt, a German-American philosopher, political theorist and writer, who personally participated in the process, summarized her findings and reflections in a book *Eichmann in Jerusalem: A Report on the Banality of Evil* (1963).

Arendt describes his capture as follows: *"On May 11, 1960, at six-thirty in the evening, when Eichmann alighted, as usual, from the bus that brought him home from his place of work, he was seized by three men and, in less than minute, bundle into a waiting car, which took him to a previously rented house in a remote suburb of Buenos Aires. Asked who he was he instantly said: ,Ich bin Adolf Eichmann, 'and surprisingly, added: ,I know I am in the hands of Israelis"* (1994, p. 241).

Arendt argued that Eichmann, the 'father' of Hitler's 'final solution', was no monster, but rather an ordinary man following orders and trying to advance his bureaucratic career. She asserted that even the evil of the Holocaust came from everyday thoughtlessness and the failure of ordinary people to take responsibility for their own actions. She called this condition 'the banality of evil'. In addition, Arendt suggested that, within the corrupted moral universe created by Nazi rule, local Jewish councils appointed by the Nazis bore some responsibility for the deaths of the six million, because of their partial collaboration. These

assertions created a storm of commentary and criticism around the book, which remains Arendt's most controversial work (Jewish Women's Archive, 2023).

Eichmann in his last statement mentioned that his hopes for justice were disappointed; the court had not believed him, though he had always done his best to tell the truth. He tried to convince the court that his guilt came from his obedience, and obedience is praised as a virtue. His virtue had been abused by the Nazi leaders (Arendt, 1994, p. 247). Adolf Eichmann said: *"I am not the monster I am made out to be. I am the victim of a fallacy"* (Arendt, 1994, p. 248).

On May 29, 1962, Eichmann plead Yitzhak Ben-Zvi, the president of Israel, for mercy. However, President Ben-Zvi did not grant it, just as he rejected all requests for clemency. A few minutes before midnight on May 31, 1962, Adolf Eichmann was executed by hanging in Ramleh, Israel. His final words were: *"After a while, gentleman, we shall all meet again. Such is the fate of all men. Long live Germany, long live Argentina, long live Austria. I shall not forget them. I greet my wife, my family, and friends. I had to obey the rules of war and my flag. I am ready"* (Sachs, 2001, p. 88). His body was cremated and the ashes were spread at sea, beyond Israel's territorial waters so that he would not have a grave to attract Nazi sympathizers (Jewish Virtual Library, 2023).

An interesting fact is that the execution of Adolf Eichmann remains the only time that Israel has enacted a death sentence.

1.5 Antisemitism in today's world

Unfortunately, antisemitism remains a significant problem in today's world, despite the efforts of many individuals and organizations to combat it. There have been several high-profile incidents of antisemitism in recent years, including violent attacks on Jewish people and their institutions. These incidents included vandalism, physical assault, or harassment. Antisemitism has also been on the rise in several European countries, with many Jewish individuals reporting feeling increasingly unsafe and this also became the reason why the European Union (EU) pursue the situation.

European Union Agency for Fundamental Rights (FRA) conducted extensive surveys between 2012 and 2018 on discrimination and hate crimes against Jews in the EU. The results of these surveys were worrying and suggest that antisemitism is on the rise and once again becoming a common component of our lives (FRA, 2023).

More or less, opinions are emerging among experts that it is impossible to connect current and old antisemitism. A very strong opinion was presented by David Cesarani, a British historian specialising in Jewish history, who rejected the proposals that incidents such as the attack on a Kosher shop in Paris following the Charlie Hebdo shooting in January 2015 was a sign of general antisemitism. He wrote that: *“The current hysteria about the ‘rise of anti-semitism’ and the flight of Jews from Europe is deeply regrettable. There is no ‘wave’ of anti-semitism”* (The Guardian, 2015). His basic argument was that the Jewish population is not socially and even legally isolated as in the 1930s and 1940s, and moreover enjoys unprecedented solidarity.

In 2018, the European Council unanimously adopted a declaration against antisemitism, which should lead to better protection of the European Jewish community (FRA, 2023). Only time will tell if this statement was meaningful and effective, until then, it is necessary to fight non-violently against any form of discrimination, racism and violence.

2 Literature for children and young adults

Literature plays a critical role in the development of children and young adults. It is important for them to have access to a diverse range of literature, including books that reflect their own experiences and backgrounds, as well as those that expose them to new perspectives and ideas. By fostering a love of literature, children and young people can develop lifelong reading habits and continue to benefit from the many positive impacts of reading throughout their lives.

2.1 The Importance and benefits of reading

Noam Chomsky defined the term 'competence' as a prerequisite for some real activity or performance, which proved useful even for the field of pedagogy (Vráštilová, 2014, p. 9). Competences can be understood as target categories of curricular documents, which include the National Education Program and the Framework Education Program. Key competences are considered a priority, which is also mentioned by Otto Obst in his book *General Didactics* (Obst, 2017, p. 35). Obst defines key competences as the complex of knowledge, skills, abilities and attitudes and values important for the personal development and application of each member of society (2017, p. 35). From the point of view of the topic of this diploma thesis, we are primarily interested in the area of language and language communication.

In essence, it can be argued that reading has a positive effect on personality development and reading should be an important activity in human life.

Benefits of reading to children:

- Supported cognitive development
- Improved language skills
- Preparation for academic success
- Developing a special bond with a child
- Increased concentration and discipline
- Improved imagination and creativity
- Cultivating a lifelong habit of reading

(All4kids, 2023)

Hannah Sheldon-Dean from Child Mind Institute adds: *“Even few minutes of reading together gives you and your child a chance to slow down and connect with each other. And*

also a sensory experience of sitting with you and hearing your voice also engages their brain in a way that makes learning easier” (Child Mind Institute, 2023).

Research has found that young children whose parents read to them daily have been exposed to at least 290 000 more words by the time they enter kindergarten than children who are not read to regularly. Dr. Phillips observe that reading also helps children build a wide base of background knowledge, which is especially helpful once they start going to school (Child Mind Institute, 2023).

When reading to children, it is important to choose age-appropriate books and to make the experience interactive by asking questions, pointing at pictures, and encouraging their participation as well. Reading around can be an enjoyable and rewarding activity for both children and adults, and can help set them on the path to a lifelong love of books and learning. Overall, reading is a wonderful activity that can provide many benefits for people’s mind and wellbeing.

2.2 Use of literary texts in English language teaching

Literary texts can be a valuable resource for English language teaching. They offer rich and authentic language input, expose learners to different cultures and perspectives, and can improve learners’ language proficiency and critical thinking skills. Literary texts help students to improve their reading, writing, listening and speaking skills. It is significant to select texts that are appropriate for the language level and interest of the students.

According to Collie and Slater one of the main reasons might be that literature offers a bountiful and extremely varied body of written material which is ‘important’ in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral (Collie, Slater, 1987, p. 3). This gives teachers a wealth of material that never gets old and can be used over again.

Nursery rhymes, poems, songs and simple picture books can be found in the lower grade curriculum. In the curriculum for the 2nd grade, we find illustrated stories and comics for the 6th and 7th grades in the types of texts, and for the 8th and 9th grades you can find simple illustrated stories, comics and simplified literary works (Vráštilová, 2014, p.12).

Every English textbook contains texts that can be used in teaching, but mostly these are texts that are taken out of context or artificially created. Vráštilová also shares a similar idea, saying: *“The curricula, especially for higher grades, therefore remember the possible*

use of literature. Textbooks and other learning materials that are part of the educational process should also take it into account. However, artificially created texts for the needs of a specific textbook still prevail. In the area of reading skills, search reading, answering questions as a check of understanding of an adequate text predominates, and reading aloud also plays an important role” (2014, p. 13).

A useful guide for teachers can be the already mentioned book by Collie and Slater, which, although it is of an older date, provides beneficial information and activities that can be used in today’s teaching. The authors note: *“Teachers must choose and adapt according to their own situation, constraints, particular group of learners, and teaching styles” (1987, p. 93).*

When using literary texts, the purpose is usually to expand vocabulary, understand grammatical phenomena, and develop reading comprehension. Nuttall sees it differently and her main aim is to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding (1996, p.31).

In general, it can be stated that the teacher also plays an important role, whether the student will be an avid reader or not. Nuttall describes it this way: *“Some people would go so far as to say that reading cannot be taught, only learnt. Certainly the measure of the teacher’s success is how far the student learns to do without her help. Does this mean that there is nothing for the teacher to do? On the contrary: there is a great deal.*

The teacher’s responsibilities include these:

- *Enjoying and valuing reading ourselves, and showing that we do so by reading a lot at times when the students can see us*
- *Helping students to enjoy and value reading, including making sure there is an attractive extensive reading programme*
- *Understanding what reading involves, how the language conveys meanings and how texts are put together*
- *Finding out what the students can and cannot do, and working out a programme to develop the skills they lack*
- *Choosing suitable texts to work on*
- *Choosing or devising effective tasks and activities*
- *Preparing the students to undertake the tasks*

- *Making sure that everyone works productively and to their full potential by encouraging students, promoting text-focused discussion and providing ‘scaffolding’, to enable them to interpret the text themselves, rather than having to rely on the teacher*
- *Monitoring progress to make sure that everyone that everyone in the class improves steadily according to their own capabilities” (1996, p. 32-33).*

In general, it can be stated that the use of literature for the purposes of teaching a foreign language has a positive effect, which is also confirmed by Duff and Maley: *“Linguistically, literary texts offer a range of genuine texts in a variety of registers, styles, and text-types at many levels of difficulty. This presents learners with an unrivaled richness of input which can feed into vocabulary acquisition, extending the range of syntactic patterns, developing a feel for textual cohesion and coherence, and a sense of linguistic appropriacy” (2007, p. 5-6).*

Overall, it can be concluded that although the use of literary texts or their film versions is time-consuming, the positives prevail and the teacher should not avoid such lessons.

2.3 Literature with the theme of the Holocaust

A lot of people ask me why I chose this topic and one of the main reasons is that people forget very quickly. And once something is forgotten, it happens that it is repeated after a while. I think that my words are also confirmed by the well-known British historian Norman Davies. In one of his books devoted to the period of World War II, he mentions: *“As a prelude to various talks and lectures on the Second World War, therefore, I have often chosen to raise some of these problems by presenting the audience with four or five simple questions:*

- *Can you name the five biggest battles of the war in Europe? Or, better still, the ten biggest battles?*
- *Can you name the main political ideologies that were contending for supremacy during the war in Europe?*
- *Can you name the largest concentration camp that was operating in Europe in the years 1939 - 1945?*
- *Can you name the European nationality (or ethnic group) which lost the largest numbers of civilians during the war?*

- *Can you name the vessel that was sunk with record loss of life in the war's largest maritime disaster?*

These have usually been followed by a deathly silence, and then by a hubbub of guesses and queries” (Davies, 2006, p. 5-6).

James E. Young observes in his book *Writing and Rewriting History*: *“This distinction between the hard facts of the Holocaust and the perceived softness in their literary reconstruction has also been enforced by historians, who remain especially wary of the potential displacement of hard history by its novelistic version” (1988, p. 6).*

Holocaust literature appears in many different languages: English, Polish, Czech, French, Dutch, Yiddish, and others. With some exceptions, most of the authors are connected to the Holocaust in some way. They are direct participants, they can be descendants of survivors or their next generation, who are just telling family stories. However, the majority of them honor the same legacy. The main objective is to bear witness to the crimes committed by the Nazi regime and to convey the experiences and perspectives of those who suffered or perished in the Holocaust.

In a resource book called *Teaching about the Holocaust: A resource book for educators* published by United States Holocaust Memorial Museum (USHMM) is added: *“Holocaust literature encompasses a variety of literary genres including novels, short stories, drama, poetry, diaries, and memoirs. This broad spectrum gives teachers a wide range of curriculum choices” (1995, p. 14).* Since Holocaust literature is based on real human misery, it is important that books and other materials are selected with particular care. USHMM further supplements: *“Because so many of the stories are relevant to issue in students' own lives, Holocaust literature can inspire a commitment to reject indifference to human suffering and can teach students about the potential effect of intolerance and elitism” (1995, p.14).*

According to Totten it is imperative that teachers discriminate, and teach students to discriminate, between war stories, Holocaust stories, and stories that just happen to be set in the same time period and geographic locations as the Holocaust (2001, p. 14).

Due to the fact that the most famous books about the Holocaust have been made into film adaptations, teachers have another tool to work with, one which bring diverse topics closer to their students. For many students, this can be a much more attractive option for learning something new.

3 The Boy in the Striped Pyjamas

3.1 About the author

John Boyne is a contemporary Irish novelist. He writes novels for both adult and young audience and is famous for writing the acclaimed children's book, entitled *The Boy in the Striped Pyjamas* that was first published in 2006 (Famous Authors, 2023).

He was born on 30 April 1971 in Dublin, Ireland. At the age of twelve he developed a keen interest in writing, later he started studying creative writing at the renowned institution in Norwich, the University of East Anglia. Here he earned the Curtis Brown prize for his literary contribution (Famous Authors, 2023).

John Boyne became one of the most successful and admired novelists of his generation. During his 30 – year lasting career, he has published fourteen novels for adults, six novels for younger readers, and a short story collection. His writing has also appeared in *The New York Times*, *The Observer*, *The Times Literary Supplement*, *The Irish Times* and in many other international newspapers and magazines. In 2012, he was honored with the Hennessy Literary 'Hall of Fame' Award for his work (John Boyne, 2023).

Among his internationally successful bestsellers are *All the Broken Places*, *My Brother's Name is Jessica*, *The Heart's Invisible Furies*, *A Ladder to the Sky*, *The Echo Chamber*.

His novels are published in 58 languages, making him the most translated Irish novelist of all time (John Boyne, 2023).

3.2 About the book

The Boy in the Striped Pyjamas is a historical nonfiction novel published in 2006. Its first edition has 216 pages with twenty chapters. The book describes the experience of war and the horror of the Holocaust through the eyes of a child, but this book differs from others in that these eyes are the eyes of the son of a Nazi officer.

The story begins during World War II in Berlin where lives nine-year-old Bruno. Bruno lives with his father, who works for Fury (Bruno's distortions of word Führer), his mother, and twelve year-old sister Gretel in a large house, which is looked after by the maid Maria. He lives a happy and comfortable life and experiences the right boyish adventures with

his best friends Karl, Daniel and Martin. One day, everything changes when his mother informs Bruno that the whole family is moving.

Bruno is in tears and angry that he has to leave his friends behind; even though his mother tries to explain to him the reason for moving, these reasons seem incomprehensible to him. *“Well, sometimes when someone is very important,”* continued mother, *“the man who employs him asks him to go somewhere else because there’s a very special job that needs doing there”* (Boyne, 2007, p. 4).

Their new home becomes a place called ‘Out-With’, as Bruno mispronounces the name Auschwitz, and this place is nothing like he imagined. He thought he was moving to the countryside where he would find new friends and have the same adventures he had with his friends in Berlin. Bruno feels lonely and frustrated because it looks like his only friend is going to be his sister Gretel, whom he considers “The Hopeless Case”.

John Boyne adds: *“Nine-year-old Bruno knows nothing about the Final Solution or the Holocaust. He is oblivious to the appalling atrocities his country is inflicting on people in Europe. All he knows is that he was moved from a comfortable home in Berlin to a house in an abandoned area with nothing to do and no one to play with. Until he meets Shmuel, a boy who lives a strange parallel existence on the other side of the adjoining wire fence and who, like the other people there, wears a uniform of striped pyjamas”* (John Boyne, 2023).

Shmuel is a Jewish boy who lives with his father in a concentration camp, he is a sad and lonely boy just like Bruno. There is a moment when Bruno and Shmuel meet, although each time on a different side of the fence.

One afternoon, Bruno reveals to his sister that he can see the farm from his bedroom window, but only men live there: small boys and big boys, fathers and grandfathers. Bruno is impressed and is determined to meet them. Despite his mother’s strict prohibition, Bruno decides to explore the area behind the fence. *“About twenty feet further along from the garden and the flowers and the bench with the plaque on it, everything changed. There was a huge wire fence that ran along the length of the house and turned it at the top, extending further along in either direction, further than she could possibly see”* (Boyne, 2007, p. 31).

While exploring the surroundings, Bruno meets Shmuel and despite the initial embarrassment, because each of them are visually completely different, they become friends. They soon discover that they are the same age and even have the same birthday. Although Bruno does not quite understand why Shmuel is skinny, has to be in his pyjamas all day, and why he cannot come visit, he sees him as his true friend.

These escapades for friendship become Bruno's secret, during which they talk together, play simple games like chequers and Bruno brings various goodies he has stolen from home.

Bruno's friendship with Shmuel takes him from innocence to revelation. And in exploring what he is unknowingly a part of, he will inevitably be consumed by the terrible process (John Boyne, 2023).

However, even their friendship is put to the test when Shmuel shows up at Bruno's house, where he is sent to polish the glasses for the upcoming party. When they meet, Bruno offers him food, which Shmuel fearfully accepts. At that moment they are surprised by Lieutenant Kotler, who is very angry and swears at Shmuel and tries to find out if Bruno knows him and helped him. Bruno, under the weight of fear, denies that he knows Shmuel. Later Bruno discovers that he had never felt ashamed in his life and is angry with himself. *"Every afternoon that followed, Bruno returned to the place in the fence where they met, but Shmuel was never there"* (Boyne, 2007, p. 174).

After a few days, Shmuel shows up covered in bruises, Bruno apologizes to him, and Shmuel accepts his apology. It seems that even at this moment Bruno does not realize what his position and what his behavior could have caused.

During the narration, the book also intertwines the story of the whole family, which is fundamentally influenced by the situation and the place where they live. The mother increasingly does not understand the father's work, she does not want the children to grow up in the close vicinity of the concentration camp and is determined to return to Berlin with the children.

Bruno goes to see Shmuel to tell him that he is returning to Berlin, only to find him sad because he did not see his father for a long time. Bruno offers to help him search for his father before he leaves. Together, they come up with a plan for the next day, where Bruno sneaks under the fence, gets to the camp, and together they have their last adventure, searching for Shmuel's father. Shmuel is in charge of getting Bruno the same pyjamas as him, and since Bruno's mother has cut his hair short for lice, Bruno easily fits in with the others.

On the day of their last adventure, it's raining and the weather is bad, but Bruno made a promise and he has to keep it. Shmuel is already waiting for Bruno, who with his help falls under the fence and in no time finds himself on the other side. He changes clothes and leaves his clothes neatly folded on the muddy ground.

Bruno does not like it in the camp and wants to go back to the house for dinner, but Shmuel reminds him that he promised to find his dad after all. *“So Bruno kept his word and the two boys spent an hour and a half searching the camp looking for evidence... But they didn’t find anything at all that might give them a clue to Shmuel’s papa’s disappearance, and it started to get darker”* (Boyne, 2007, p. 209).

Just when Bruno really decides to go home, a whistle sounds and ten soldiers appear to force them to march, the boys walk together in a cluster of men but have no idea where. Together they reach a large room, which they think is just to wait out the rain.

Holding Shmuel’s hand, Bruno apologizes for not finding his father and at the same time admits that Shmuel is his best friend for life. *“And then the room went very dark and somehow, despite the chaos that followed, Bruno found that he was still holding Shmuel’s hand in his own and nothing in the world would have persuaded him to let it go”* (Boyne, 2007, p. 213).

Only after several days, when every corner of the house, nearby towns and villages were searched, a pile of Bruno’s clothes was found near the camp fence. After several months, when the mother was still waiting for news about Bruno, she suddenly decided to return to Berlin, what if Bruno decided to return to their original home. Bruno never came back.

Gretel returned to Berlin with her mother, and her father remained in Auschwitz for another year, trying to figure out what happened to Bruno. After the camp is liberated by the Allied troops, he happily allows himself to be arrested because it doesn’t really matter anymore. The novel closes with the following sentence: *“And that’s the end of the story about Bruno and his family. Of course all this happened a long time ago and nothing like that could ever happen again. Not in this day and age”* (Boyne, 2007, p. 216).

3.3 About the director

Mark Herman is an English film director and screenwriter born in 1954 in Bridlington, East Riding of Yorkshire, England. He is most famous for the film adaptation of the book *The Boy in the Striped Pyjamas* (Internet Movie Database, 2023).

At the beginning of his career, he focused more on drawing cartoons at art school. It was not until he was in his 30s that he began to devote himself to film, studying film at

Metropolitan University of Leeds. He then trained as an animator at the National Film School in London. He moved away from animations and went on to study directing.

Among his most famous films are *Blame It on the Bellboy*, *Brassed Off*, *Little Voice*, *Purely Belter*, *Hope Springs* and already mentioned *The Boy in the Striped Pyjamas* (Internet Movie Database, 2023).

Mark Herman is a fellow of Film and Television Production at York St. John University, York in England and he has established himself as a respected and talented in the British film industry.

3.4 About the film

The Boy in the Striped Pyjamas is a historical drama film based on the novel of the same name by John Boyne. It was released in 2008 by Miramax Films, BBC Films and Heyday Films. The film is in colour and the running time is 94 minutes. The main stars of this film are Asa Butterfield as Bruno and Jack Scanlon as Shmuel (Miramax, 2023).

The film describes the same story as the book, yet differences can be seen in the film. The story takes place in Berlin during World War II where an eight-year-old boy Bruno lives with his father, his mother, twelve-year-old sister Gretel and their maid Maria. His father is a Nazi commandant, and on direct orders from the Führer, whom Bruno mistakenly calls Fury, he is transferred to Poland.

Although Bruno does not like it very much, he soon moves with his whole family to a place called 'Out-with', which most likely refers to the Auschwitz concentration camp. Bruno does not like his new home at all, there are no children, and so he has no one to play with.

One afternoon, Bruno discovers a window in the garden house through which he could get into the forest behind the house. He decides to slip through the window and explore the area, hoping to meet some children and there he meets Shmuel. He is a prisoner in a concentration camp, where he is with his father, although the father does not appear in the film at all.

At the same time, the film describes the transformation of his sister, who becomes a young lady sympathetic to Nazi ideology, but also of his mother, who reveals the truth about what is happening in her neighborhood and does not want to be a part of it (Herman, 2008, mins. 48).

The mother confronts the father, who admits everything, but as a devoted Nazi commandant agrees and justifies everything. From this moment on, the family's happiness falls apart.

There is also a scene in the film when Shmuel comes to Bruno's house to polish glasses. Bruno is happy to see him, gives him something to eat, but when Lieutenant Kotler surprises them in the kitchen, Bruno denies that he knows Shmuel (Herman, 2008, mins. 59). Shmuel is probably physically punished for stealing the food and does not see Bruno for several days, but when they do, Bruno apologizes and assures him that they are still friends.

The mother becomes a human wreck, which is heightened by the moment at the funeral of the paternal grandmother who has been disapproving of what her son is doing all along. Hitler himself sent a condolence and it is placed on the grandmother's coffin, the mother wants to take it down because the grandmother would not want it, but the father would not let her (Herman, 2008, mins. 69).

At the mother's insistence, after a few days the father comes up with a proposal that they go to see Aunt Lottie in Heidelberg, where it will be safer for them. Bruno goes with the bad news to Shmuel, who is sad because he can not find his father. Bruno offers to help him to make up for letting him down once. So the boys plan their last adventure.

Everything goes according to plan until Bruno discovers that he does not like what he sees in the camp at all and the camp definitely is not what his father described it to him to be. He wants to go home, but he promised Shmuel a helping hand, so they continue to look for his father.

Meanwhile, panic breaks out at Bruno's house as Bruno is nowhere to be found and no one has any idea where he might be, until they discover that he has sneaked through a window in a garden house.

But already Bruno and Shmuel march into a huge dressing room, where they have to undress and are herded into the shower. In the heavy rain, everyone tries to find Bruno, but all they find is a pile of his clothes, where his mother and sister burst into a painful moan. Father comes running to the camp, but unfortunately it is too late. Bruno and Shmuel hold hands tightly, suddenly it is dark and after a while there is silence.

4 Schindler's Ark

4.1 About the author

The author of that novel is the Australian writer Thomas M. Keneally. He was born in Sydney on 7 October 1935 into a family of Irish Catholic origin. Keneally abandoned his theological studies in 1960, yet a thread of wry Catholicism persists in his writing (Kremer, 2003, p. 628).

Keneally held many different occupations, such as a teacher, a laborer, a clerk, and afterward he also served as a Distinguished Professor of English and Comparative Literature at the University of California, Irvine, where he taught in the university's program in writing (Kremer, 2003, p. 628).

His first novel was published in 1964 and since then he has written over 30 novels and non-fiction books, as well as plays, screenplays, and children's book. However, it was most likely his novel *Schindler's Ark* (in the United States has always published as *Schindler's List*) that made him an internationally esteemed novelist.

Among his most famous novels are *The Place at Whitton*, *Bring Larks and Heroes*, *Bettany's book*, *The Chant of Jimmie Blacksmith*, *Gossip from the Forest*, *A Family Madness and many more* (Britannica, 2023).

Other than *Schindler's Ark*, *A Family Madness* is the only Keneally work that touches on the Holocaust era, although its concern is with the perpetrators of genocide while Jews are entirely offstage (Kremer, 2003, p. 628).

In recent days, Thomas Keneally came to the Czech Republic with his wife for a few days. He visited several schools here, where he gave lectures to students, but his main goal was Oskar Schindler's factory in Brněnec, where he was for the first time in his life. He was invited to this visit by a descendant of the factory's original owner, who is now working on a project to turn the factory into a Museum of Survivors (Löw-Beer & Schindler Foundation, 2023).

4.2 About the book

Schindler's Ark is a lucent example of Holocaust literature. The author learned about the story of Oskar Schindler by chance when he met Leopold Pfefferberg, one of Schindler's

Jews, who convinced him to write a book about Schindler. According to Kremer, Keneally's concern with injustice, histories of oppression, and the role of the individual in history is surely the genesis of his interest in the story of Oskar Schindler (2003, p.629).

This historical novel realistically contrives dialogues and events to form cohesive narrative that fills in the details that were previously unknown. It was published in 1982 and it is based on true story of Oskar Schindler.

Oskar Schindler, a Sudeten German, was born on April 28, 1908, in Svitavy, Czechoslovakia. Here he attended school, worked and later married Emilia Pelzlova.

After the start of the war, in December 1939, he moved to Kraków, Poland, looking for a business opportunity, he wanted to profit from the war. He established an enamelware factory for pots, pans and shells in Kraków called Deutsche Email Fabrik (DEF) that he staffed with Jewish workers (Kremer, 2003, p. 629). As a matter of fact, Schindler was the first to employ Polish workers, until Stern was the one who slowly began supplying Jewish workers instead of Polish. The main reason why Schindler did not object the Jewish workers was that they did not have to be paid any wages which means more profit for him.

“Oskar loves good things in life. He is married. But, he still loves other women. He loves wealth. He loves whiskey. Women, wealth and whiskey. The three ‘We ’are big in Oskar’s life,” these are the words of Terry Barber in the book Oskar Schindler (2008, p. 16). He became a womanizer, a heavy drinker and a bon viveur and a living legend in the shadow of Auschwitz (Jewish Book Council, 2023).

The book opens with Oskar Schindler leaving his apartment in Krakow to the forced labor camp at Plazsów to dine with SS Hauptsturmführer Amon Göth. Here he meets Helena Hirsch, a Jewish girl who works in Göth's villa as a maid. The girl has visible bruises on her face, and it is clear to everyone present who is responsible for them.

Both of these people, Helena Hirsch and Amon Göth are important characters in the story of Oskar Schindler. Each of them in a certain way influenced his transformation, from a profit-seeking Nazi businessman to a savior of the Jewish population during the Holocaust.

The readability of the entire novel is impaired by the fact that the author of the book presents, in addition to the story of the main character, also shorter and longer stories of practically all the participants in the plot, and the reader must read carefully and closely so as not to get lost in the amount of information presented.

Oskar lives the life of a successful man who has no problem bribing anyone to achieve his goal. However, there also comes a moment in his life when he realizes that he is on the

side of evil, and even if he is not directly involved in the implementation, he is part of the process. This moment of realisation occurred while riding a horse with his lover, when he witnessed the liquidation of the Kraków ghetto and a little girl in a red coat was walking in that unreal chaos full of suffering. *“Later in the day, after he had absorbed a ration of brandy, Oskar understood the proposition in its clearest terms. They permitted witnesses, such witnesses as the red toddler, because they believed the witnesses all would perish too”* (Keneally, 2020, p.130).

The little girl’s name was Genia, and he did not see her small but significant triumph of survival, which unfortunately only lasted a week. *“Beyond this day,”* he would claim, *“no thinking person could fail to see what would happen. I was now resolved to do everything in my power to defeat the system”* (Keneally, 2020, p.133).

The approaching end of the war becomes an open secret, and the Germans, including Schindler, think about how to secure a safe future for themselves. He resolved to return home to Brnenec to open a factory producing anti-aircraft munitions and was adamant that he would take his workers from Kraków with him. The other Germans often derided him for playing the Messiah and did not understand his intention, which cost Schindler an enormous amount of money.

Everything went according to plan until the moment the Gestapo came for him. He did not expect that the reason for his arrest was Amon Göth. Göth himself was arrested by the Gestapo for stealing Jewish property, as it automatically belonged to the Third Reich after confiscation, which was actually not such a surprise to Schindler. And so he was arrested for suspected business dealings with Göth, which came at the most inopportune time. The transport of Jewish women from ‘Schindler’s Ark’ from Plaszów was diverted and terminated in Auschwitz. Thanks to his secretary, who had connections in higher places, Oskar had the opportunity to get out of prison in time and could thus take care of the rescue of ‘his women’. *“According to the Schindler mythology, it was Höss himself with whom Oskar wrestled for his 300 women. Certainly Oskar had telephone conversations and other commerce with Höss”* (Keneally, 2020, p. 318).

The women eventually made it to the safety of the factory, where they saw out the end of the war with the others. Of course, this could not be the story of Oskar Schindler, who as a German and a member of the Nazi Party had to flee with his wife.

The epilogue of the book is devoted not only to the story of Oskar Schindler after the war, who never regained prominence, but also depicts the stories of more than a thousand

'Schindler Jews' who, thanks to him, survived the war and helped to preserve Oskar Schindler's legacy not only in the Czech Republic, but also abroad.

Keneally's novel portrays Schindler as a complex character who struggles with his conscience and ultimately sacrifices his wealth and safety to save the lives of his workers. Schindler's Ark is a powerful and touching story of one man's efforts to resist evil and protect innocent lives during one of the darkest and most complicated periods in human history.

4.3 About the director

Steven Spielberg is an American filmmaker and producer who is considered one of the most influential directors in the history of cinema. Steven Allan Spielberg was born on December, 18, 1946, in Cincinnati, Ohio, USA. He was born into an Orthodox Jewish family; his paternal grandparents were Jews from Ukraine.

Spielberg began making movies as a child and he continued to hone his craft throughout his teenage years. He made his first full-length film at the age of 14, it was a war film called *Escape to Nowhere* (Online Film database, 2023). He attended California State University, but dropped out to pursue a career in filmmaking. He got his start directing television episodes and made his feature film debut with *The Sugarland Express* in 1974. However, the film that made him a global megastar was the thriller *Jaws*, and other blockbusters followed.

Among his best-known and most successful films are *E.T. the Extra-Terrestrial*, the *Indiana Jones* series, *Jurassic Park*, *Saving Private Ryan*, *Minority Report* and many other movies. One of his films was significantly different from the others and that film is *Schindler's List* which was not supposed to be a hit and grosser. It should have had more of an educational meaning.

Through his career, Steven Spielberg has won numerous awards for his work, including Academy Awards, Golden Globe Awards or Emmy Awards and has also received many honorary awards, including the Irving G. Thalberg Memorial Award or the Presidential Medal of Freedom. Aside from filmmaking, Spielberg has also been involved in philanthropy and activism, particularly in the areas of education and social justice.

He is co-founder of the USC Shoah Foundation, which is dedicated to preserving the testimonies of the Holocaust survivors, and that was just the beginning. Now the foundation is also dedicated to the various genocides that have taken place in recent history, in Rwanda,

Cambodia, Yazidis in Iraq, Rohingyas in Myanmar, and so on (USC Shoah Foundation, 2023).

Today, Steven Spielberg is considered one of the best and most commercially successful film directors.

4.4 About the film

In a short video made for the USC Shoah Foundation, Steven Spielberg recalls: *“Making Schindler’s List was an experience that truly changed my life. Filming just outside the gates of Auschwitz - Birkenau. I realized that had I been standing on that exact spot at a different point in time, I more than likely would have been killed too,”* (Steven Spielberg, USC Shoah Foundation, 2023, mins. 1).

Schindler’s List was released in 1993 and produced by Amblin Entertainment and Universal Pictures. It is considered to be an epic historical drama directed and produced by Steven Spielberg. The film lasts a respectable 195 minutes and stars Liam Neeson as Oskar Schindler and Ben Kingsley as Itzhak Stern. An interesting fact is that the film is in black and white, which Spielberg himself insisted on.

The film’s opening scene depicts a family celebrating Shabbat. It is the beginning of the war and it is not a favorable time for the Jewish population in Poland. They have to register, move out of their homes into overcrowded ghettos, and their homes are given to Nazi generals, businessmen, and the like.

One of them is also Oskar Schindler, originally from Czechoslovakia, but an ethnic German who moves to Kraków to start a business. He decides to run an enamelware factory called Emalia, but he has no money, knowledge, or contacts, so he goes to the accountant who worked there not long ago. He meets an elderly gentleman of Jewish origin named Itzhak Stern, who is initially reluctant to help Schindler. But once Schindler offers him a safer place to be, he changes his mind and accepts his offer. He helps him get the money to buy the factory as well as the workers, all of whom are of Jewish origin and live in the Kraków ghetto.

Oskar Schindler in the movie is no different from Oskar Schindler in the book. He likes good food and drink, good parties and almost all women without distinction. To maintain his secret, exclusivity and also to silence a lot of curious people, he spends a lot of money on gifts and bribes. He managed to get people to take him as a successful and

respectable businessman. Although he really seems that way, Schindler actually realizes how valuable Izhak Stern has become to him, which is also proven by the scene in which Schindler saves Stern from an already departing train headed for some extermination camp (Spielberg, 1993, mins. 47).

The situation changes for the worse when the Austrian Nazi officer Amon Göth arrives at the Kraków-Plaszów concentration camp. Göth organized the liquidation of the ghetto in Krakow, which was characterised by immense brutality. This is exactly the situation that Schindler observes with one of his lovers while riding a horse. A little girl in a red coat walks through the ghetto in complete chaos, when one can hear the screams and cries of people, the barking of dogs and the firing of rifles. No one notices her and she is indifferent to everyone. The little girl then hides under the bed in one of the abandoned houses.

And it is this moment of total destruction that becomes essential for Oskar Schindler, something moved in him, and it can be said that he joined the right side (Spielberg, 1993, mins. 69). The little girl in the red coat is the only flash of colour in the entire film, and Spielberg later explained what the little girl in the red coat represented: *“To me that meant that the people you know, Roosevelt, Eisenhower, and probably Stalin and Churchill knew about the Holocaust. It was a well-kept secret and did nothing to stop it. It was almost the Holocaust itself was wearing red and yet we did nothing to bomb the AH spawn, the German rail lines, we did nothing to bomb crematoria where there would be many casualties but would slow down the industrialised process of murder... And for me it was like a glaring red flag that anybody if they were really watching could have seen”* (Spielberg, 2018, mins. 11).

Schindler soon arrives at the Plaszow camp, where he meets Göth in person and tries to gain his favour, as the surviving workers have been transferred from the ghetto to the camp, including Stern. Göth is in a way charmed by Schindler and allows ‘Schindler’s Jews’ to come from the camp to work in the factory. Meanwhile, rumors are spreading in the camp that the Emalia factory is like heaven on earth, something that Stern himself was responsible for when he helped those who needed it most to get into the factory.

An important person for Göth is his maid, a Jewish girl, because of his weakness, but he does not want to admit it because of her origin. Very often she becomes a victim of his violent and drunken outbursts. Göth was known for his violent nature and very harsh punishments for even the smallest mistakes, and his character in the film is portrayed as extremely brutal.

The end of the war is near, and the Nazis need to get rid of the evidence that could be used against them. At a place outside the camp called Chujowa Gorka in April 1944, the Nazis try to destroy everything that could in any way remind of the fact that 'The Final Solution of the Jewish Question' was not a myth. A surreal image appears to Schindler, a several-meter-high pyre burning in front of him consisting of thousands of bodies that were buried in the vicinity of the camp. Amon admits to him that the war is lost and all those who have survived in the camp will be sent to Auschwitz. At that moment, Oskar notices the little girl in a red coat being carried on a wooden cart, but unfortunately this is the last time.

Schindler has decided to return home to Czechoslovakia and open a factory in Brněnec and wants all his workers with him. Schindler dictates a list of names to Stern, not knowing that Oskar paid Göth for all these people. Stern cannot believe it, but as he finishes the last page, he holds up the list of names and adds: *"This list is an absolute good. The list is life. All around its margins lies the gulf"* (Spielberg, 1993, mins. 145).

At the end of the list there is a blank space, which is intended for Helena Hirsch, Göth's maid. Schindler wants to take her with him and ends up winning her in a card game. Despite the painful and long journey with an unplanned stop in Auschwitz, all of Schindler's Jews arrive safely in Brnenec, where they wait for the end of the war.

There comes a moment when Oskar has to say goodbye because he would be taken by the Allies as a Nazi criminal. When saying goodbye, he receives a gold ring engraved on the inside: *"Whoever saves one life, saves the world entire"* from his workers as a souvenir and immediately bursts into a fitful cry full of regret that he could have saved many more people (Spielberg, 1993, mins. 178)

The final scene shows the real 'Schindler's Jews' arriving at the grave of Oskar Schindler, who is buried on Mount Zion in Israel. Schindler's wife Emilia also comes to the grave with them to honor the memory of her husband.

5 Rationalisation for teaching the Holocaust

"This is not a happy story and it offers little comfort. But it should be taught in our schools and remembered. For this is what human beings were capable of in the twentieth century (Rees, 2005, p. 12).

The Holocaust is one of the most significant events in human history, and it is crucial to teach it accurately and to ensure that the future generations understand what happened and why it happened. It is important to provide students with a factual and comprehensive understanding of the Holocaust so they can learn from it and prevent similar abomination from happening in the future.

Other important aspects for teaching the Holocaust can also be found. We can mention Human Rights Education which helps students realise the importance of human rights and consequences of their violation. Tolerance and respect for diversity are developed here, as well as empathy and compassion.

Studying the Holocaust requires critical thinking skills, as students must analyse historical events and sources to understand the instances and consequences of the Holocaust. It can also instruct students to be critical consumers of information and to evaluate sources of information for accuracy and bias which is immensely important these days. In summary, teaching the Holocaust is essential for understanding history, promoting human rights, fostering tolerance and diversity, developing empathy and compassion, and encouraging critical thinking skills.

Teachers should be assured that the Holocaust can be taught effectively and successfully with cautious preparation and appropriate materials (International Holocaust Remembrance Alliance, 2023). Teaching materials must be selected carefully with regard to the age and maturity of the students. Teachers should be gifted with a significant degree of empathy and perceive the reactions and emotions of their students, which is necessary for such sensitive topics.

6 Summary of the theoretical part

The main aim of the theoretical part of this diploma thesis was to provide sufficient information on the subject of Holocaust which is also the main topic of research that will be pursued in the practical part.

The first chapter is devoted to the historical events that shaped the Jewish population, antisemitism and terminology.

The second chapter deals with literature for children and young people, emphasizing the benefits of reading and how to work with the text in classroom. Subsequently, it focuses on the topic of the Holocaust in Czech and world literature.

Chapter number three analyses not only the book, but also the film adaptation of the novel *The Boy in the Striped Pyjamas*.

The fourth chapter analyzes the book and film adaptation of the novel *Schindler's List* in the same way as the previous chapter.

Finally, chapter number 5 explains the importance of learning about the Holocaust and how to choose appropriate materials.

Practical part

7 Research

This chapter is pursued with the research strategy and methods that were utilised to collect data from the elementary school students. I have chosen a case study that is most suitable, for: *“In pedagogical sciences, as in other social science disciplines, the case study belongs to the basic research designs”*, as stated in the book *Qualitative research in pedagogical sciences* by Švaříček and Šed'ová (2007, p. 96).

Both also emphasize that the research object, or case, should be analyzed in its complexity. Each aspect examined is seen as part of the whole system and not as an isolated part (2007, p. 144).

7.1 Methods and procedures

In qualitative research, the way the researcher approaches the researched group plays an important role, which is also confirmed by Gavora: *“Unlike quantitative research, in which the researcher maintains a distance from the researched people, here, on the contrary, it is a matter of getting closer to them. Therefore, the acceptance of the researcher by the new community is an absolute condition for research”* (2000, p. 145).

The author decided to make maximum use of all possibilities for obtaining data. The following were considered the most suitable instruments which Hendl specifies as follows:

- *Concerned observations* - It is one of the most important methods of qualitative research, it is possible to describe to the participants what is happening, who or what is participating in the event, when and where things happen, how they appear and why, the observer is in a personal relationship with the observed, collecting data while participating in naturally developing life situations (2008, p. 193)
- *Unstructured interview* - unstructured interview relies on the spontaneous generation of questions by the natural flow of interaction (2008, p. 175)
- *Group discussion* - experience shows that in a well-conducted group discussion, rationalization schemes and psychological inhibitions are released, and the discussants more easily reveal their attitudes and ways of acting, their thinking and feelings in everyday life (2008, p. 182)

- *Questionnaires*
- *Questions related to opinions* - are aimed at understanding the cognitive and orientation processes of an individual, the answers to these questions clarify what people think about the world, what are their goals, intentions, desires and values (2008, p. 168)
- *Questions related to feelings* - these are questions aimed at knowing people's emotional reactions to their experiences, we get natural, emotional answers to what happened or is happening (2008, p. 168)
 - *Examination of documents* - Documents may form the sole data base of the study or supplemental data obtained through observation and interviews, created in the past and taken by someone other than the researcher and for a purpose other than the current research (2008, p. 204)

As Yin mentions: *"Defining the research questions is probably the most important step to be taken in a research study, so patience and sufficient time should be allowed for this task"* (1994, p. 7). And later he adds that to this extent, the different strategies are not mutually exclusive. However, we can also identify some situations in which a particular strategy has a distinct advantage. For the case study, it is when the *"how"* and *"why"* questions are being asked about a contemporary set of events over which the investigator has little or no control (1994, p. 9).

7.2 The Main objectives of the research

The main concern of research part was to detect what possibilities an English language teacher has if she/he wants to profess on the subject of the Holocaust within the Content and Language Integrated Learning (CLIL method) in English language teaching.

David Marsh emphasizes: *"Languages, and the cultures associated with them, sometimes reveal differing world-views that can be seen in the ways in which some content is taught"* (2001, p.43). The teacher should take this view into account and adapt interpretation of the curriculum accordingly. Following on from the previous thesis, March adds: *"Some fields of learning have high-frequency international terminology that is not in learners' first language(s). Using the target language through CLIL help learners to understand the subject and its core terminology"* (2001, p. 45).

The main objective of this research is to find answers to the following questions:

- 1) To what extent does the Holocaust literature contribute to students understanding of the event and its impact on them?
- 2) According to the students, to what extent does literature or film participate in preserving the memory of the Holocaust for future generations?
- 3) According to the results of students' interviews, which of the used methods (activities) was the most effective for them?

The sub-objective of the practical part is to evaluate the awareness and knowledge of the students on the subject of the Holocaust. Another sub-objective of thesis is to evaluate the students' work with two selected books, with their film adaptation, worksheets related to the topic of the Holocaust not only in the classroom, but also during an excursion outside the school surrounding.

7.3 Participants of the research

According to Gavora, casual preference of cases is never applied, it is always a purposive selection (2000, p. 144). In my research, it is a school classroom.

The target group of this research are 9th grade students of English language at the private elementary school Univerzum s.r.o. in Prague. This school provides comprehensive basic education with increased attention to the individual characteristics of children and they have developed their own language concept orienting gifted students to intensive English language teaching (ZŠ Univerzum, 2023).

The age range of the students is from 14 to 15 years. The class consists of 10 students, of which there are 6 boys and 4 girls. None of the students have any medical limitations or are diagnosed with any specific learning disability. Students in the 6th grade undergo a placement test and are divided into groups according to the results, and this group is currently at a more advanced level.

Less than 2 weeks before the start of the thematic week, a methodical meeting was held with the school management and the entire pedagogical team to determine the hourly allowances for the given subjects and organisational matters as well as to finalise the topics that the students will focus on. Then the author met with a history teacher to detect what the

students' knowledge of World War II and the Holocaust should be. The teacher said that the students are still in the process of learning about World War II; however, they should already have the basic knowledge.

The research was waged during the thematic week that the school organises every year. Each class had a designated topic, which they devoted themselves to throughout the week, within the framework of their various subjects. 9th grade students were given the topic ***Events that changed our world.***

All students, as well as their parents, were informed that research for the thesis would be conducted in this class. Sufficient information was given about the topic and the course of the research, and students were guaranteed anonymity during the processing and publication of the results of this research. Everyone agreed.

In order to maintain anonymity, students are only identified by a number (from 1 to 10).

8 Activities in a comprehensive educational approach to the topic of the Holocaust

It was decided to apply Content and Language Integrated Learning (CLIL) for this research. English language lessons are mostly combined here with history and literature lessons.

The research is conducted during the thematic week that the school organizes every year. *Events that changed our world* became the central theme for the 9th grade students. The author worked with students every day, and the total hourly allowance amounted to 19 hours.

8.1 Monday

Monday was the first day of research and the hourly allowance was 3 lessons (3 x 45 minutes). All students were present on Monday and thus could participate in the research.

8.1.1 An Acquaintance and Mind map

The researcher presents herself and her research, its process and the main objectives. At the very beginning, the author asked the students one general question: *“What do you know about the Holocaust?”*

After the group completes the mind map, the author leads an unstructured discussion about the Holocaust with the students. The mind map is used as a basic visual representation of the topic and its related concepts.

There is a sufficient space at the back of the classroom and the mind map is formed here. An A2 paper is spread out on the floor, the word Holocaust is written in the middle, and students ascribe whatever comes to their mind when they see this word. There are no limits as to the number of words or what the words should express (Appendix 1).

Student 4 asked the very first question: *“Do we have to write the words in English or can we also write them in Czech?”*

In this case, the author gave the students the opportunity to write words in Czech as well, but then they translated them. Students have bilingual Czech-English dictionaries in the classroom.

8.1.2 Unstructured interview

After the group completes the mind map, the author leads an unstructured discussion about the Holocaust with the students. The purpose of an unstructured interview is to gain a more in-depth understanding of students' thoughts and feelings. One of the advantages of an unstructured interview is that it can allow for a more natural and conversational flow of information from both students and teacher, which was the author's main intention.

The researcher used the created mind map as an aid so that the students could be inspired during the interview and better organize their thoughts.

Researcher/Interviewer: *"First of all, I want to play a song from one famous film for you. Please everyone sit comfortably, close your eyes and just listen... Now open your eyes and I want you to think and share with us, what comes to your mind when I say the word Holocaust?"* (Williams, song: I could have done more, 5:52 mins)

There was silence for a while, maybe the students were just shy at first or seeking for the right words. Suddenly **student 8** said: *"The death of around 6 million Jews"*. **Student 3** added that it was not just the 6 million Jews, but over 60 million people around the world during World War II, that he now saw in a documentary.

Student 1 nodded his head and continued: *"These things happen when people believe idiots and do not want to learn from history."*

Most of the group laughed at this opinion, but when the interviewer asked who agreed with this opinion, without exception everyone raised their hand that they shared this opinion.

Student 7 insisted it was the worst thing that could have happened.

Student 2 revealed that he thought that if Hitler had never been born, there would have been no Holocaust.

Student 10 asked: *"Do you really think so? Because I think if it wasn't Hitler, it would be somebody else. Look, for example, Stalin or Hussein."*

Student 6: *"Yeah, she is right. But I think that not only was the Holocaust during World War II horrible, but all wars are horrible and they just shouldn't be, ever."*

The researcher thanked the students for their opinions and comments and now turns to the movie that the students watched last week.

8.1.3. Film analysis - Schindler's List

Since this film is very time-consuming and the researcher had a limited amount of time, after an agreement with the literature and history teachers, the students watched the film the previous week in the literature and history classes. The very first question the researcher asked the students was whether they had ever heard of the story of Oskar Schindler. Three out of ten said they had only heard of the film but did not know who or what it was about. None of the students had seen the film Schindler's List until last week. The film was projected in English language with Czech subtitles.

Researcher/Interviewer: *"How did you like this film?"*

Student 2: *"I really liked the movie, but it was so long. I certainly would not mind if it was shorter".*

Student 10: *"It was so sad. I cannot even imagine living at that time. It must have been really horrible. I think that the worst things had to be the hunger, fear and cold."*

The researcher used a projector to play some scenes from the movie. The first iconic scene from that film that was shown to the students is the one, where the little girl in a red coat wanders alone the streets during the liquidation of the Kraków ghetto (Spielberg, 1993, mins. 69).

The researcher asked a simple question: *"What do you think about this little girl in a red coat?"* Most of the students were of the opinion that the little girl was lost looking for her parents. Some students even thought that she belonged to one of the soldiers, which later turned out to be very unlikely.

"Do you think the little girl is a kind of symbol that she has a more important meaning?", the researcher intentionally asked this question. She wanted the students not to take the scene out of context, but to fit it into the overall meaning of this film.

Student 9 presented her idea: *"Maybe the little girl in the red coat shows blood and she is not there incidentally?"*

"Yes, that is it", **Student 4** and added: *"I think that they tried to show how many people died during the war."*

The researcher explained to the students the meaning of the little girl in the red coat, or what symbolism the director of the film, Steven Spielberg, gave her. At the same time, she emphasized that everything the students said is correct, because everyone can find their own hidden symbol in it.

Another scene that was presented to the students is one of the last scenes in the film. The scene is held in the factory in Brněnec (Spielberg, 1993, mins. 178). In this scene, Oskar Schindler says goodbye to 'his fellow Jews' and must run away with his wife. The researcher was interested in how the students liked the ending of this movie. **Student 9** admitted that she found it very touching and was nearly in tears.

Student 5 adds that it was very nice how Schindler received a souvenir ring from his workers and **Student 6** joined in: *"Then I thought about it and I think that even though Schindler was German, he was a brave and a good man."*

And the very last scene from the film that was shown to the students is when the real 'Schindler's Jews' go to Oskar Schindler's grave and place stones on his grave (Spielberg, 1993, mins. 185). A hint of a smile could be seen on most of the students at this scene and the researcher then asked the students why they were smiling. The group agreed that they had a good feeling that the good man was a Czech and that things turned out well for 'his Jews'.

8.1.4 Presentation and analysis of the book - Schindler's Ark

The researcher brought a copy of the book *Schindler's Ark* that became the model for the aforementioned film. The book was in English language and students had the opportunity to examine the book.

The researcher selected a couple of excerpts from the book, which the students read and translated together.

Excerpt 1:

"Herr Szepessi eyed Pfefferbreg from behind spectacles. "Now," he said, "that's a profession." He took a pen, thoroughly crossing out HIGH SCHOOL PROFESSOR, cancelling the Jagiellonian education of which Pfefferberg was so proud, and over the top he wrote METAL POLISHER. He reached for a rubber stamp and a pot of paste and took from his desk a blue sticker. "Now," he said handing the documents back to Pfefferberg - "now should you meet a Schupo, you can assure him that you're a useful member of society." Later in the year they would send poor Szepessi to Auschwitz for being so persuadable."

The researcher asked the students if they knew why people changed jobs, especially the highly educated. The students were mostly able to guess correctly that the highly educated Jews of that time had no prospect of surviving this war in safety. One of the students stated that it was strange that someone had studied for several years only to have to deny his dream profession in order to survive.

Student 7 asked: *“What is Schupo?”*

The researcher explained to the students that ‘Schupo’, is short for ‘Schutzpolizei’ and it refers to police officers who were responsible for maintaining public safety and order.

Excerpt 2:

“To write these things now is to state commonplaces of history. But to find them out in 1942, to have them break upon you from a June sky, was to suffer a fundamental shock, a derangement in that area of the brain in which stable ideas about humankind and its possibilities are kept. Throughout Europe that summer some millions of people, Oskar among them, and the ghetto dwellers of Kraków too, tortuously adjusted the economies of their souls to the idea of Belżec or of like enclosures in the Polish forests.”

Researcher/Interviewer: *“How do you think the world responded to the Holocaust when the war ended?”*

Student 5: *“I think that everybody must be in shock, I can’t even imagine so many people.”*

Student 8: *“But things didn’t just change overnight because the war ended. The war lasted six years, and during all that time the Germans did not see any Jews. Where did the hate go?”*

Researcher/Interviewer: *“It did not disappear, unfortunately. Some people are easily influenced and under this influence often believe things that are not quite true. And then there was a large group of people who were simply afraid, afraid to do something so they wouldn’t become victims themselves.”*

Student 3: *“Like Babiš, when he said that Petr Pavel would take us into war in Ukraine and some believed it?”*

Researcher/Interviewer: *“Yes, I think this is a pretty good comparison. Some people actually believed it under the influence of fear. However, it is very important to say that the position of the world today is different from eighty years ago. Democracy predominates, which is certainly a positive change and a step for the better.”*

The researcher emphasizes the fact that the book, as opposed to the film, deals with Oskar Schindler’s life after the war, and because the students showed interest and wanted to know how he actually turned out, before the end of the Monday lesson, the researcher told them how Oskar Schindler’s life ended.

The researcher divided the group into five pairs and each pair was given a pre-printed sheet with questions about Oskar Schindler to try to answer (Appendix 4). These sheets were then taken by the researcher to preview and evaluate this lesson.

8.1.5 Summary of the day

In general, it can be said that the students are interested in the topic and have a solid overview and knowledge. According to the feedback, the researcher admits that in this case the film adaptation of the novel *Schindler’s Ark* is more suitable for students of this age group. The book is complex in terms of vocabulary and understanding the time sequence.

8.2 Tuesday

The second day of the thematic week was dedicated to the book and film adaptation of the novel *The Boy in the Striped Pyjamas*. **Students 2** and **7** were not present on this day due to a doctor's appointment. The researcher first presented the book, and then they watched the film adaptation together. On Tuesday, the hourly allowance was 3 lessons (3 x 45 minutes).

8.2.1 Presentation and analysis of the book – The Boy in the Striped Pyjamas

First of all, the researcher asked if anyone had read the book. Everyone’s answers were negative, but Student 6 mentioned that he had seen a film adaptation of this story. The

researcher asked this student not to tell others how the story ends, but he should actively participate in all activities.

The researcher describes in her own words the plot of the book, the main characters and the environment in which the story takes place.

Student 4 suddenly asked: *“Is this also a true story?”*

Researcher/Interviewer: *“No no, this is a completely fictional story but set in historical events that actually happened.”*

The researcher read a few excerpts from the book to the students so that the students could get an idea of how the book is written, whether they would enjoy it, and possibly arouse their interest in reading the book.

Excerpt 1:

“Out-With?” Asked Bruno. “What is an Out-With?”

“It’s not an Out-With, Bruno,” said Gretel with a sigh. “It’s Out-With.

“Well, what’s Out-With then? he repeated. “Out with what?”

“That’s the name of the house,” explained Gretel. “Out-With.”

Bruno considered this. He hadn’t seen any sign on the outside to say that was what it was called, nor had he seen any writing on the front door. His own house back in Berlin didn’t even have a name; it was just called number 4.” (Boyne, 2007, p. 24-25)

Researcher/Interviewer: *“I do have two questions for you. The first is what is Bruno’s relationship with his sister, can you guess? And the second is if you can figure out what place Bruno and Gretel are talking about? I will ask each of you individually.”*

Student 1: *“I think they have a normal relationship like all siblings, sometimes love and sometimes hate. And no, I don’t know what place they were talking about.”*

Student 3: *“Yes, but I think Gretel just like to be adult but she is still a child. And Out-With is where their father works, so it is some camp.”*

Student 4: *“Probably one of the concentration camp. Maybe Bruno and Gretel don’t like each other that much, it sometimes happens that siblings don’t like each other very much.”*

Student 5: *“I think that if they lived in normal times, their relationship would be normal too. And I think that place is the imaginary concentration camp Auschwitz.”*

Student 8: *“Yeah, I agree with everything Student 5 said.”*

Student 9: *“Bruno and Gretel are normal siblings who live in difficult times and are starting puberty. And I also think that place is Auschwitz.”*

Student 10: *“Bruno and Gretel like each other, but they fight because that’s what all siblings do and I agree with the others that it’s probably Auschwitz they’re talking about.”*

Student 6: *“Bruno likes his sister, but he doesn’t like when she plays adult and the place is Auschwitz.”* Student 6 was the last to answer because he mentioned right at the beginning that he had already seen the film.

Researcher/Interviewer: *“Well done! You were right, the place Bruno and Gretel are talking about is really Auschwitz. And as for the relationship between Bruno and Gretel, you were actually right too. Gretel is a teenage girl who is trying to change from a child to a real young lady and her younger brother doesn’t understand this, which causes a lot of misunderstandings and arguments.”*

To lighten the moment, the researcher asked how many students have siblings and it doesn’t matter if they are older or younger. Seven out of eight students admitted that they sometimes argue with their siblings. On the other hand, they confessed that in difficult situations they stand by and support each other.

Excerpt 2:

“He sat down on the bed and for a moment wished that Gretel would sit down beside him and put her arm around him and tell him that it was all going to be all right and that sooner or later they’d get to like it here and they’d never want to go back to Berlin. But she was still watching from the window and this time she wasn’t looking at the flowers or the pavement or the bench with the plaque on in or the tall fence or the wooden telegraph poles or the barbed wire bales or the the hard ground beyond them or the huts or the small buildings or the smoke stacks; ...” (Boyne, 2007, p. 35).

Researcher/Interviewer: *“What do you think Gretel saw from the window?”*

There was a buzz in the classroom and the students began to shout over each other what Gretel could see. Various suggestions were heard: she saw her father or her mother doing something suspicious, she saw some children there, there was a school.

Student 3 showed a great deal of imagination: *“Gretel saw her father with his lover.”* This comment caused a wave of laughter, which in turn lightened the seriousness of the book.

Excerpt 3:

“The Fury and Eva stayed for the best part of two hours and neither Gretel nor Bruno were invited downstairs to say goodbye to them. Bruno watched them leave from his bedroom window and noticed that when they stepped towards their car, which he was impressed to see had a chauffeur, the Fury did not open the door for his companion but instead climbed in and started reading a newspaper, while she said goodbye once again to Mother and thanked her for the lovely dinner.

What a horrible man, thought Bruno.”

Researcher/Interviewer: *“Now we are going to watch the film adaptation of the book and I want you to try to find out who ‘the Fury’ is supposed to be and if he has any special status in Bruno’s family.”*

After a short break, the film adaptation of the novel was shown to the students.

8.2.2 Film screening and analysis – The Boy in the Striped Pyjamas

The researcher used the paid platform Netflix, a provider of films and series. This film lasts 93 minutes and was shown in English with Czech subtitles.

The researcher noted that the students watched the film with seriousness and interest. The film is not too long, so the students managed to watch the film in one sequence.

When the film ended, the mood in the classroom was noticeably somber, and that is why the researcher felt it was important to remind the students that this was a fictional story. After a while, the researcher was interested in the students’ opinion about the film

Researcher/Interviewer: *“What do you think of the film?”*

Student 10: *“It was a really sad film.”*

Student 3: *“Yeah, it was, but it was nice that they were friends.”*

Researcher/Interviewer: *“Who of these two boys do you like more, Bruno or Shmuel?”*

Student 5: *“I felt sorry for both boys.”*

Student 8: *“Honestly, I probably felt more sorry for Bruno, but I don’t know why. I liked him more.”*

Student 4: *“Hmm, maybe so. Shmuel didn’t look very good, he was dirty, dressed in old dirty clothes, bad teeth... It was a big difference against Bruno.”*

The researcher considered it very interesting, how the students visually evaluated the position of the two boys. Subconsciously they knew Shmuel was ‘the bigger victim’, but they showed more sympathy for Bruno, who was groomed, well-dressed. Whereas they showed a small degree of antipathy towards Shmuel.

Students have agreed that the end of the book and the film is more or less the same, but is described in a different way.

8.2.3 Summary of the day

Thanks to the screening of the film, the lessons went by very quickly. Based on the feedback, it can be concluded that both the book and the film were liked by the students. Some of the students mentioned that they would like to read the book in its entirety, and if that was too difficult in English language, then certainly in Czech language.

The researcher reminded the students that the following day they would go on a field trip, which everyone in the group should participate in. The students were divided into five pairs, in which they will work together the next day.

8.3 Wednesday

An excursion to the *Terezín memorial - Small Fortress and Ghetto Museum* was planned for this day. All students from the researched group participated in the excursion, and students from all other groups from the 9th grades also joined.

The observer used not only visual perceptions, but also auditory and feeling perceptions. Participant observation was used as a medium of data collection.

8.3.1 The main objective of the excursion

The main goal of the entire excursion was to introduce the students to what life was like for many people during the Second World War and at the same time to arouse their interest in topics such as: discrimination, respect for human rights, democracy and the possibility of free choice.

8.3.2 The Observation

The students had a meeting at 7:30 in the morning in front of the elementary school and before 8 in the morning they all left together by bus. The journey took less than 45 minutes.

The students were cheerful and talkative during the bus ride. Although there had been talk of the field trip location the day before, during the drive it seemed like the students were just treating it as another trip, a day they did not have to be spent in school.

As the observer detected, this was the first trip to a similar place for all students from the researched group. **Student 1** mentioned that he wanted to go on a similar trip, but unfortunately he had no one to go with.

The observer gave each pair only the fourth page of the worksheets, and each pair had to fill it in together. The assignment is in Czech, but the observer told the students that the required language is English (Appendix 8).

An important person during this day was a key informant who knows the given environment and history of this place and accompanied the whole group during the excursion.

The informant was waiting in front of the main gate and the whole group went on the first round.

After an agreement with the teachers and the school management, the excursion was conducted in the Czech language, which gave the students the opportunity to shamelessly ask questions and at the same time understand the importance of the tour and the place in a historical context.

The excursion had two circuits, the first tour included a tour of the Small Fortress and connected with a visit to the museum and cinema hall, where the students were shown a documentary about the Terezín Ghetto, mainly about the culture that played an important role there.

After lunch, the group continued with the second circuit: a visit to the former Terezin Ghetto, the Ghetto Museum and the Magdeburg Barracks.

8.3.3 Excursion evaluation

As mentioned by the observer above, the students were cheerful and talkative during the trip, but the mood changed during the excursion.

In the beginning, mainly the guide spoke, but the initial nervousness of the students soon subsided and they became very actively involved. When the students visited the cell in which, among others, Milada Horáková was imprisoned, they asked questions such as:

“And were the prisoners really locked up here all day? or “What did they do when they needed to use the toilet?”

The guide was extremely patient and tried to answer all the questions to satisfy their curiosity. As expected, the boys were interested in things like if anyone managed to escape or if there were executions happening here too.

Whereas the girls wondered if the women had to have their hair cut here too, like it was done in Auschwitz, or what was the situation with the children like, if the children could stay with their mothers.

Since the students were engaged during the entire excursion and probably did not have time to absorb the amount of information, the researcher suggested that they could complete the worksheet that they were supposed to fill in pairs the following day.

8.3.4 The summary of the day

This excursion was very time-consuming, but beneficial from the perspective of the researcher, who had the role of observer for most of the day. The students appreciated being able to see a place that was part of history and where real stories took place.

8.4 Thursday

Thursday was the penultimate day of the themed week and again everyone from the group was present. The hourly allowance for this day was 2 lessons (2x 45 minutes).

8.4.1 Pair work - Completing the worksheet

First of all, students were given approximately 15 minutes to complete the worksheet they missed yesterday. Most had already started yesterday on the return bus journey, so not much time was needed.

The researcher then collected the worksheets for data processing.

8.4.2 Project - Act of Kindness

The researcher asked the students what they imagined under the name *'Act of Kindness'*.

Student 2: *"I think it means I do something good for someone."*

Researcher/Interviewer: *"What do you mean by that?"*

Student 2: *"For example, when I help a classmate with some homework, or my mother with shopping bags."*

Researcher/Interviewer: *"Yes, those were great examples. But do you think we can be kind to people we don't know?"*

Student 8: *"Sure! This is what Oskar Schindler did, he didn't know the people at all and he helped them and in the end they survived the war thanks to him."*

Researcher/Interviewer: *"That is fantastic! I'm glad you brought that up because that's exactly what 'Act of Kindness' is about. Helping people we know and are close to is*

common and expected, but helping people we don't know... It is not very common and requires a certain amount of courage and will power. And 'Act of Kindness' will be the main theme of your new project."

The researcher presented the students with a project that they started working on together and will continue in art education classes. Students will be divided into three smaller groups of three and four students each.

The researcher showed pictures drawn by other students as part of a competition organized by the Yad Vashem Memorial and emphasized that it depends only on each group, what kind of creation they choose.

Researcher presented suggestions that could help students make decisions: *"It can be a song or a poem, a poster, a postcard, a short film... It is really up to you and remember, it's important to listen to others and work together."*

The students started with the brainstorming so that everyone had a chance to say their proposal. They had paper, pencils, crayons and, if necessary, students could also use the computer. This project had two main objectives. The first objective was for students to learn to work together, listen to others' opinions and reach a compromise. The second objective was to create piece of art which encourages other people to look for ways that they can make a positive difference in someone's life.

8.4.3 Summary of the day

This day was marked by a project, on which the students immediately began to work. The researcher used the time slot to explain to the students what the main objective of the project was and that if they agreed, they could then present their projects to the lower grade students. At the same time, they talked about people and projects that represented or still represent 'Act of Kindness' in the past.

8.5 Friday

This day is the last day of the thematic week and also the last day of the research and the hourly allowance was 3 lessons (3 x 45 minutes). One of the students was not present due to illness. All other students were present.

8.5.1 Student repetition of knowledge

In this part, the researcher distributed a worksheet to the students to verify the knowledge gained during the whole week (Appendix 13).

The students filled it in independently and had bilingual dictionaries available if needed. The worksheet was composed of three parts (columns), in this case the introductory part contained questions covering basic knowledge. The middle part focused on more advanced knowledge on the subject of the Holocaust. The final part determined whether the students had achieved advanced knowledge on a certain topic.

This worksheet assisted the researcher to detect how students can develop their knowledge and if they can interpret their knowledge and ideas into English language.

8.5.2 Questionnaire

Questionnaires with several questions were distributed to the students, which were intended to verify the author's hypothesis that literature and film are suitable teaching aids. Before actually filling out the questionnaire, the researcher went through the questions with the students and explained the types of questions and the way to answer them.

Questions for students:

1) Do you think it is important to learn about the Holocaust?

(A Yes/No question)

2) In your opinion, which of the following activities was the most beneficial for you?

- A) Reading an excerpt from selected books
- B) Watching film adaptations of selected novels
- C) Excursion to the Terezin ghetto
- D) Working on a project

(Multiple choice question)

3) Why do you think it is important to learn about the Holocaust?

(Open question)

9 Evaluation of interviews and questionnaire

In order to identify the most effective activity leading to improve the learners' knowledge of the Holocaust, learners were provided with a questionnaire consisting of three questions. Graphic representation of the results is introduced in Appendix 13, 14 and 15.

Question 1:

Do you think it is important to learn about the Holocaust?

For this question, students were asked to answer simply yes/no. Seven out of ten students answered yes (70%). One student answered no (10%) and two students wrote that they did not know (20%).

Question 2:

In your opinion, which of the following activities was the most beneficial for you?

- A) Reading excerpts from selected books
- B) Watching film adaptations of selected novels
- C) Excursion to the Terezin ghetto
- D) Working on a project

This question gave the students several options to choose from and they had to pick the one that they thought was the most effective for them. In this case, the excursion became the unequivocal winner, when 8 students marked this option (80%). Two students found watching a film about the Holocaust to be the most beneficial (20%).

Question 3:

Why do you think it is important to learn about the Holocaust?

This question was considered the most complex and students needed more time to express their opinion or idea in writing.

Five students agreed that it is important to learn about the Holocaust in order to prevent it from happening again (50%). A trio of students considered this topic to be part of the history curriculum and therefore something important to learn about it (30%). And the last pair

mentioned that it is important to learn about these historical events in order to realise that we are living well in the present (20%).

10 Summary of the practical part

In the practical part, the students were presented with two novels as well as their film adaptations. Based on their knowledge from history and literature classes, they were introduced to narratives, one based on a true story and the other one entirely fictional, as part of English language teaching.

During the whole week, the students devoted themselves to the topic of the Holocaust and its closer understanding, which was helped not only by the selected books and their film adaptations, but also by the activities that followed them. Other significant points were the excursion to the Terezín ghetto and group work on a joint project. Unfortunately due to preparation for entrance exams, students had to postpone work on a joint project.

The emphasis on historical context was intended to improve the students' apprehension of historical events and their consequences.

Conclusion

The main aim of this diploma thesis was to answer the question of whether literature and film devoted to the subject of the Holocaust can be sufficiently useful in teaching the English language.

The group that participated in this research were 9th grade students from the Univerzum elementary school, s.r.o., in Prague. Due to the fact that the Holocaust itself is a very sensitive topic, teaching the Holocaust can be challenging and emotionally difficult for both teachers and students. The author of this thesis was considerate of the students' needs and mindful of their emotions.

In the theoretical part, the introduction clarified who and why became the main target of the Holocaust. The author went back several millennia to intercept the beginnings of the conflicts that accompanied the Jewish population up to the time of the World War II. Due to the frequent confusion of the meaning of certain terms, in the next chapter, essential concepts that are important for a correct understanding of the Holocaust were explained.

An entire chapter is dedicated to the so-called "*Final Solution of the Jewish Question*". The emphasis here is on the fundamental historical facts and events that led to one of the greatest tragedies in human history. An important legacy of this thesis is the emphasis that justice was done, at least in the number of cases that could be brought to trial.

The next chapter is devoted to the importance of reading, as an activity that affects a person in many aspects. On this occasion, the author presents the benefits that reading has for human development. Based on medical knowledge and researches that have taken place, this section emphasizes why reading should become a regular part of one's life, especially for children. The compelling reasons are facts such as: improving language and communication skills, enhancement of cognitive development, reducing stress, building of empathy and understanding, providing entertainment and enjoyment, and many more.

For this study, the author chose two books dealing with the topic of the Holocaust. The first book is the novel *The Boy in the Striped Pyjamas* by John Boyne, first published in 2006. This book tells the fictional story of an 8-year-old German boy named Bruno who, during World War II, is forced by circumstances to leave his friends. However, for him, friendship is such an essential thing in life that he does not want to surrender it and, even if involuntarily, he sacrifices the most valuable thing he has, his life. The following subchapters

are devoted not only to the book and its author, but also to the film adaptation of this novel and its director.

The second book is called *Schindler's Ark* by Thomas M. Keneally, first published in 1982. This story is based on the true story of Oskar Schindler, who saved around 1,100 Jewish people during World War II. Thanks to Thomas Keneally, the narration of Oskar Schindler came to light, and Steven Spielberg undertook its film adaptation and transferred the story to the cinema screens.

At the beginning of the practical part, research questions were asked, verifying the statement, whether it is possible to include an unusual topic, such as the Holocaust, in the teaching of the English language and what aids or methods in teaching seem to be the most effective.

Case study was applied in this research as one of the forms of qualitative research. Group discussions, unstructured interviews, concerned observations, questionnaires and examinations of documents were used as methods for data collection.

Books were used as the main aids, which served to analyse the written stories, which at certain moments differed from the film adaptations. Students were introduced to the style and the form in which the books are written. Time possibilities allowed the students to watch both film adaptations of these books. It can be said with certainty that the films depicting the brutality of that time were able to bring the true facts about the Holocaust closer to students. Following the information just obtained, the students held a discussion with the author and among themselves, where opinions and comments were presented. Worksheets were also one of the methods the author used to confirm or disprove her hypothesis. Students worked with them several times during the week.

The excursion was probably the most important event of the research, for the students and the author as well. It was extraordinary to see the students correctly estimate the piety and solemnity of the place. From the students' point of view, the excursion was beneficial, but challenging in terms of the amount of information they received. From the point of view of the author, who was in the role of an observer during the excursion, it was difficult to record all the important moments, of which there were many, but on the other hand, the author was grateful that everything went according to plan and the students had the opportunity to get to the Terezin ghetto as part of the research.

The practical part of this diploma thesis verified the author's idea and the fact that the topic of the Holocaust is still important and perhaps even more relevant today. The most

beneficial activity was the field trip, where the students appreciated being able to visit a place of historical importance. Students expressed delight at being able to combine the enjoyable and useful at the same time, such as watching a film about the Holocaust, which was then accompanied by work with a book. The students admitted that they consider the film adaptation to be more suitable than the book for several reasons. The students cited time-saving as the biggest advantage of film processing, as well as the fact that visual and auditory perception helped them better understand the meaning of the Holocaust.

Especially after the excursion, the significant thought was presented, that it is important to visit places such as the Terezín ghetto, read books and watch films on the subject of the Holocaust for the simple reason, that many survivors who could tell about their suffering are no longer alive.

To conclude, the research proved that the students of the 9th grade of the elementary school have a decent basic knowledge about the Holocaust, they can describe what was behind its emergence in the shadow of historical events. On the other hand, it should be mentioned that knowledge can still be deepened and non-traditional methods can be used, which will make the given topic more appealing and arouse in students a desire for further knowledge.

Teaching about the Holocaust is essential for promoting tolerance and comprehension, but must be done in a thoughtful and responsible way, to ensure that students are able to engage with the material in a safe and respectful environment.

In conclusion of this thesis, it can be said that the subject of the Holocaust may seem more current than we think, and therefore it is important to constantly remind ourselves of it. Especially at this time, it is necessary to remind students of these values and encourage them to think about how they can make a positive difference in the world today.

“Why was man created alone?

Is it not true that the creator could have created the whole of humanity?

**But man was created alone to teach you that whoever kills one life kills the world entire,
and whoever saves one life saves the world entire.”**

Paraphrased from Talmud (USHMM, 2023)

Bibliography:

- ARENDDT, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. 1994. New York: Penguin Books Ltd. ISBN 0 14 01.8765 0
- ADAMOVIĆ Karolína, KRÍŽOVSKÝ Ladislav, ŠOUŠA Jiří, and ŠOUŠOVÁ Jitka. *Politologický slovník*. 2001. Praha: C. H. Beck. ISBN 80 -7179 - 469 - 4
- BARBER, Terry. *Oskar Schindler*. 2008. Canada: Grass Roots Press. ISBN 978-1-894593-85-4
- BOYNE, John. *The Boy in the Striped Pyjamas*. 2007. London: A Definitions Books. ISBN 978 0 099 48782 1
- COLLIE Joanne, SLATER Stephen. *Literature in the Language Classroom*. 1987. Cambridge: Cambridge University Press. ISBN 0 521 31224 8
- DAVIES, Norman. *Europe at war: 1939 - 1945 : no simple victory*. 2006. London: Macmillan Ltd. ISBN 978-0-333-69285-1
- DUFF Alan, MALEY Alan. *Literature*. 2007. Oxford: Oxford University Press. ISBN 01-944-2576-2
- GAVORA, Peter. *Úvod do pedagogického výzkumu*. 2000. Brno: Paido. ISBN 80-85931-79-6
- HENDL, Jan. *Kvalitativní výzkum: základní teorie, metody a aplikace*. 2008. Praha: Portál, s. r. o. ISBN 978-80-7367-485-4
- KENEALLY Thomas Michael. *Schindler's Ark*. 2020. New York: Simon & Schuster, Inc. ISBN 978-1-4767-5048-4 (e-book)
- KNOPP, Guido. *Holokaust: Zločin proti lidstvu*. 2006. Praha: Euromedia Group, k.s., 2008. ISBN 978 - 80 - 249 - 1075 - 8
- KREMER, Lillian S. *Holocaust literature: An Encyclopedia of writers and their work*. Volume 1. 2003. New York: Routledge. ISBN 0 - 415 - 92985 - 7
- MARSH David, MALJERS Anne, HARTIALA Aini-Kristiina. *PROFILING EUROPEAN CLIL CLASSROOMS: Languages Open Doors*. 2001. Jyväskylä: ER-Paino. ISBN 951-39-0862-3.
- NUTTELL, Christine Elizabeth. *Teaching reading skills in a foreign language*. 1996. Oxford: The Bath Press. ISBN 0 435 24057 9
- REES, Laurence. *The Nazis: a warning from history*. 2005. London: BBC Books. ISBN-13 : 978 0 563 49333 4
- SACHS, Ruth. *Adolf Eichmann: engineer of death*. 2001. New York: Rosen Pub. Group. ISBN 0 - 8239 - 3308 - 3

SNOW, Edward. *The Poetry of Rilke*. 2009. New York: North Point Press. ISBN 978 - 0 - 374 - 23531 - 4

ŠVAŘÍČEK Roman, ŠEĎOVÁ Klára. *Kvalitativní výzkum v pedagogických vědách*. 2007. Praha: Portál, s. r. o. ISBN 978-80-7367-313-0

TOTTEN, Samuel. *Teaching Holocaust Literature*. 2001. Boston: Allyn and Bacon. ISBN 0-205-27402-1

UNITED STATES HOLOCAUST MEMORIAL MUSEUM. *Teaching about the Holocaust: A resource book for educators*. 1995. Washington: United States Holocaust Memorial Museum. ISBN 07567400800

VRÁŠTILOVÁ, Olga. *Dětská literatura a čtenářská gramotnost v cizím jazyce*. 2014. Hradec Králové: Gaudeamus. ISBN 978 - 80 - 7435 - 529 - 5

YIN, Robert K. *CASE STUDY RESEARCH Designs and Methods*. 1994. California: SAGE Publications, Inc. ISBN 0-8039-5662-2

YOUNG, James Edward. *Writing and rewriting the Holocaust: narrative and the consequences of interpretation*. 1988. Bloomington: Indiana University Press. ISBN 0-253-36716-6

Films:

HERMAN, Mark. *The Boy in the Striped Pyjamas* [online]. United Kingdom: Miramax Films, 12 September 2008. Available from: <https://www.netflix.com>

SPIELBERG, Steven. *Schindler's List* [online]. United States of America: Universal Pictures, 30 November, 1993. Available from: <https://tv.apple.com/cz>

Music:

WILLIAMS, John. *Schindler's List. I could have done more* by John Williams, Itzhak Perlman and Boston Symphonic Orchestra. Available from: <https://www.apple.com/apple-music/>

Online sources:

“Anon”. *The Importance of Reading to Your Children* [online]. Children’s Bureau, 2017. [cit. 2023-03-30]. Available from: <https://www.all4kids.org/news/blog/the-importance-of-reading-to-your-children/>

“Anon”. *Steven Spielberg* [online]. Amblin, 2023. Available from: <https://amblin.com/steven-spielberg/>

“Anon”. *Vision and Projects* [online]. Löw-Beer & Schindler Foundation, 2023. [cit. 2023-04-01]. Available: <https://arksfoundation.net/vision>

TIKKANEN, Amy. *Thomas Keneally* [online]. Britannica, 2023. [cit. 2023-04-01]. Available from: <https://www.britannica.com/biography/Thomas-Keneally>

“Anon”. *10 Benefits of Reading* [online]. Children’s Educational Services, 2023. [cit. 2023-03-30]. Available from: <https://www.ces-schools.net/10-benefits-reading-children-adults-read-often/>

SHELDON-DEAN, Hannah. *Why Is It Important to Read to Your Child?* [online]. Child Mind Institute, 2023. [cit. 2023-03-30]. Available from: https://childmind.org/article/why-is-it-important-to-read-to-your-child/#full_article

“Anon”. *Antisemitism* [online]. United States Holocaust Memorial Museum, 2023. [2023-03-25]. Available from: <https://encyclopedia.ushmm.org/content/en/article/antisemitism>

“Anon”. *John Boyne* [online]. Famous Authors, 2023. [2023-04-01]. Available from: <https://www.famousauthors.org/john-boyne>

Activities [online]. A Teacher’s Guide to the Holocaust, 2023. Available from:

<https://fcit.usf.edu/holocaust/activity/35plan/kindness.htm>

“Anon”. *Steven Spielberg* [online]. Filmová databáze, 2023. [cit. 2023-04-01]. Available from: <https://www.fdb.cz/lidi-zivotopis-biografie/21876-steven-spielberg.html>

“Anon”. *Zkušenosti a vnímání antisemitismu* [online]. European Union Agency For Fundamental Rights, 2019. [cit. 2023-03-25]. Available from: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-experiences-and-perceptions-of-antisemitism-survey-summary_cs.pdf

“Anon”. *Adolf Eichmann* [online]. Holocaust CZ, 2023. [cit. 2023-03-25]. Available from: <https://www.holocaust.cz/dejiny/lide/pachatele/adolf-eichmann/>

Summary: Why, What, and How to Teach about the Holocaust [online]. International Holocaust Remembrance Alliance, 2023. [2023-04-01]. Available from: <https://www.holocaustremembrance.com/resources/educational-materials/summary-why-what-and-how-teach-about-holocaust>

CESARANI, David. *There is No 'Wave' of Anti-Semitism* [online]. HuffingtonPost, 2015. [cit. 2023-03-25]. Available from: https://www.huffingtonpost.co.uk/david-cesarani/anti-semitism-charlie-hebdo_b_6542550.html

"Anon". *Schindler's Ark*. [online]. Jewish Book Council, 2023. Available from: <https://www.jewishbookcouncil.org/book/schindlers-ark>

BACHER, Wilhelm. *Talmud* [online]. Jewish Encyclopedia, 2023. [cit. 2023-04-01]. Available from: <https://www.jewishencyclopedia.com/articles/14213-talmud>

"Anon". *Adolf Eichmann* [online]. Jewish Virtual Library, 2023. [cit. 2023-03-25]. Available from: <https://www.jewishvirtuallibrary.org/adolf-eichmann>

BOYNE, John. *John Boyne - biography* [online]. John Boyne, 2023. [cit. 2023-04-01]. Available from: <https://johnboyne.com/about/>

"Anon". *Hannah Arendt's "Eichmann in Jerusalem" appears in "The New Yorker"* [online]. Jewish Women's Archive, 1963. [cit. 2023-03-25]. Available from: <https://jwa.org/thisweek/feb/16/1963/hannah-arendt>

"Anon". *Mark Herman* [online]. Internet Movie Database, 2023. [cit. 2023-04-01]. Available from: https://www.imdb.com/name/nm0379179/bio?ref=nm_ov_bio_sm

"Anon". *The Boy in the Striped Pyjamas* [online]. Miramax, 2023. Available from: <https://www.miramax.com/movie/the-boy-in-the-striped-pajamas/>

"Anon". *The Nuremberg Trials* [online]. The National WWII Museum, 2023. [cit. 2023-04-01]. Available from: <https://www.nationalww2museum.org/war/topics/nuremberg-trials>

KEYES, Alexa. *Spielberg, 25 years after "Schindler's List," warns against collective hate* [online]. NBC News, 2018. [cit. 2023-03-30]. Available from: <https://www.nbcnews.com/nightly-news/spielberg-25-years-after-schindler-s-list-warns-against-collective-n944416>

"Anon". *Pracovní listy pro základní školy* [online]. Památník Terezín, 2023. [cit. 2023-03-30]. Available from: <https://www.pamatnik-terezin.cz/pracovni-list-pro-pripravu-studentu-na-seminar-v-pamatniku-terezin>

HANUKOGLU, Israel, Ph.D. *A Brief History of Israel and the Jewish People* [online]. Israel Science and Technology Directory, 2023. [cit. 2023-03-25]. Available from:

<https://www.science.co.il/israel-history/>

A Guide for Teachers [online]. Remember organisation, 2023. [cit. 2023-03-25]. Available from: <https://remember.org/guide>

“Anon”. *The USC Shoah Foundation Story* [online]. USC Shoah Foundation, 2023. [cit. 2023-04-01]. Available from: <https://sfi.usc.edu/>

“Anon”. *The Holocaust worksheet* [online]. TES, 2023. [cit. 2023-04-01]. Available from:

<https://www.tes.com/teaching-resource/the-holocaust-worksheet-11988477>

Education and E-learning [online]. Yad Vashem, 2023. [cit. 2023-03-25]. Available from:

<https://www.yadvashem.org/education.html>

List of appendices:

Appendix 1: Mind Map about the Holocaust

Appendix 2: Reading an excerpt from *Schindler's Ark*, page 121

Appendix 3: Reading an excerpt from *Schindler's Ark*, page 137

Appendix 4: Questions from the book *Oskar Schindler*, page 47

Appendix 5: Reading an excerpt from *The Boy in the Striped Pyjamas*, page 24 - 25

Appendix 6: Reading an excerpt from *The Boy in the Striped Pyjamas*, page 35

Appendix 7: Reading an excerpt from *The Boy in the Striped Pyjamas*, page 123 - 124

Appendix 8: The Worksheet from the Terezín Memorial

Appendix 9: Example of posters from a competition organised by Yad Vashem

Appendix 10: Example of posters from a competition organised by Yad Vashem

Appendix 11: Example of posters from a competition organised by Yad Vashem

Appendix 12: Verification of students' knowledge - the worksheet Dig! Dig deep! Dig deeper!

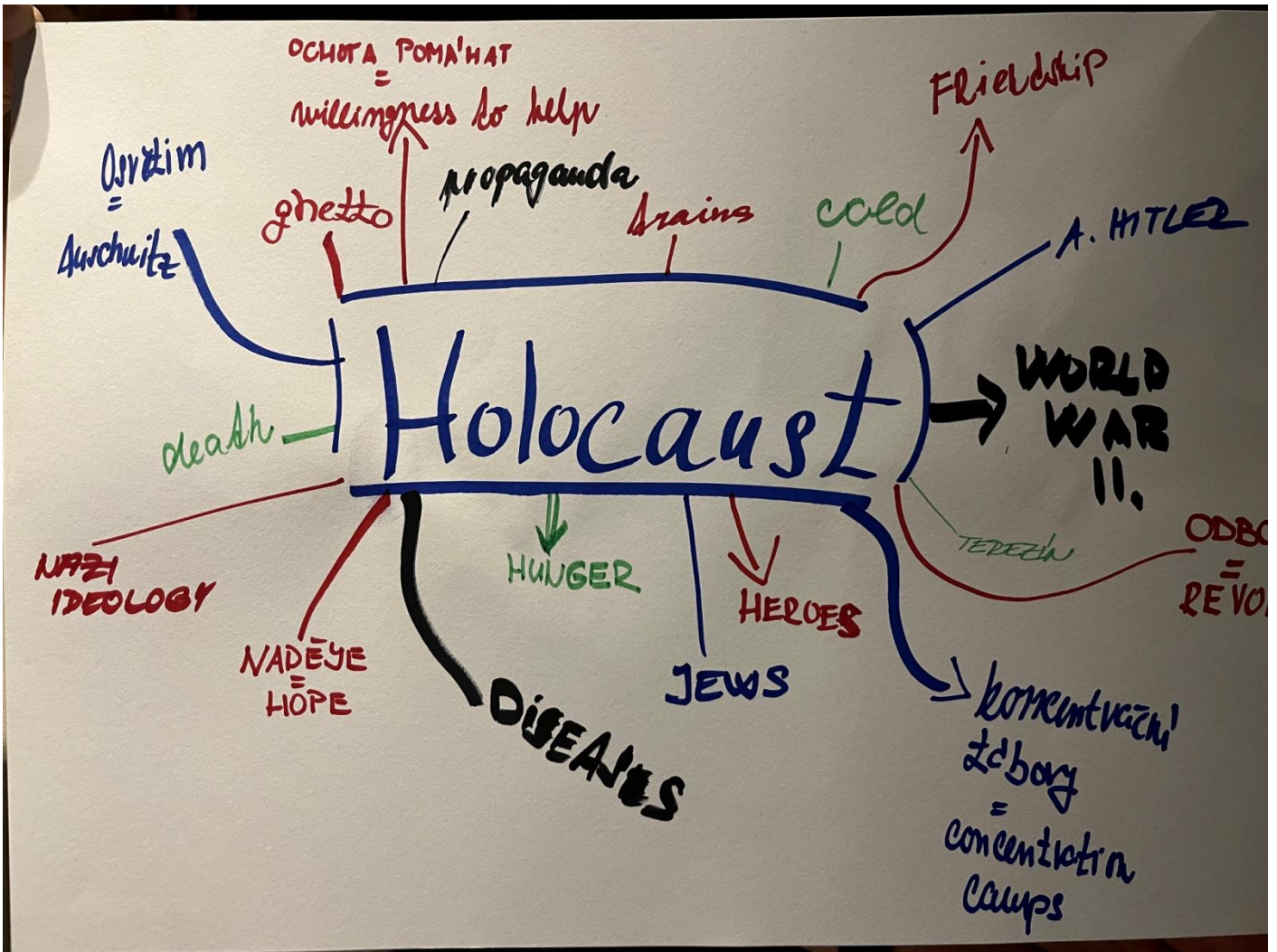
Appendix 13: Graphic representation of the Questionnaire - results

Appendix 14: Graphic representation of the Questionnaire - results

Appendix 15: Graphic representation of the Questionnaire - results

Appendices

Appendix 1: Mind Map about the Holocaust



Appendix 2: Reading an excerpt from *Schindler's Ark*, page 121

Herr Szepessi eyed Pfefferberg from behind spectacles. "Now," he said, "*that's* a profession." He took a pen, thoroughly crossing out HIGH SCHOOL PROFESSOR, cancelling the Jagiellonian education of which Pfefferberg was so proud, and over the top he wrote METAL POLISHER. He reached for a rubber stamp and a pot of paste and took from his desk a blue sticker. "Now," he said, handing the document back to Pfefferberg—"now should you meet a *Schupo*, you can assure him that you're a useful member of society."

Later in the year they would send poor Szepessi to Auschwitz for being so persuadable.

Appendix 3: Reading an excerpt from *Schindler's Ark*, page 137

means of disposal of corpses put a brake on the new killing method. The same company involved in Belzec had installed identical facilities at Sobibor, also in the Lublin district. Bids had been accepted, and construction was well advanced, for a similar installation at Treblinka, near Warsaw. And chambers and ovens were both in operation at the Auschwitz main camp and at the vast Auschwitz II camp a few kilometers away at Birkenau. The resistance claimed that 10,000 murders on a given day were within the capacity of Auschwitz II. Then, for the Łódź area, there was the camp at Chelmno, also equipped according to the new technology.

To write these things now is to state the commonplaces of history. But to find them out in 1942, to have them break upon you from a June sky, was to suffer a fundamental shock, a derangement in that area of the brain in which stable ideas about humankind and its possibilities are kept. Throughout Europe that summer

Page 137 of 389

31%

some millions of people, Oskar among them, and the ghetto dwellers of Cracow too, tortuously adjusted the economies of their souls to the idea of Belzec or of like enclosures in the Polish forests.

That summer also Schindler wound up the bankrupt estate of Rekord and, under the provisions of the Polish Commercial Court, acquired by a species of *pro forma* auction ownership of the property. Though the German armies were over the Don and on their way to the Caucasus oil fields, Oskar discerned by the evidence of what had happened in Krakusa Street that they could not finally succeed. Therefore it was a good season to legitimize to the limit his possession of the factory in Lipowa Street. He still hoped, in a way that was almost childlike and to which history would pay no regard, that the fall of the evil king would not bear away that legitimacy—that in the new era he would go on being Hans Schindler's successful boy from Zwittau.

Page 137 of 389

32%

Talking About the Book

What did you learn about Oskar Schindler?

What did you learn about the Holocaust?

What lessons can the world learn from the Holocaust?

Why do you think Oskar helped the Jews survive?

Describe Oskar's act of courage.

Why do you think Oskar Schindler was buried in Israel?

Appendix 5: Reading an excerpt from *The Boy in the Striped Pyjamas*, page 24 - 25

'Weeks?' said Bruno, sounding disappointed but secretly pleased because he'd resigned himself to the idea of spending a month there. 'Do you really think so?'

'Well, I asked Father and he said we would be here for the foreseeable future.'

'What is the foreseeable future exactly?' asked Bruno, sitting down on the side of her bed.

'It means weeks from now,' said Gretel with an intelligent nod of her head. 'Perhaps as long as three.'

'That's all right then,' said Bruno. 'As long as it's just for the foreseeable future and not for a month. I hate it here.'

Gretel looked at her little brother and found herself agreeing with him for once. 'I know what you mean,' she said. 'It's not very nice, is it?'

'It's horrible,' said Bruno.

'Well, yes,' said Gretel, acknowledging that. 'It's horrible right now. But once the house is smartened up a bit it probably won't seem so bad. I heard Father say that whoever lived here at Out-With before us lost their job very quickly and didn't have time to make the place nice for us.'

'Out-With?' asked Bruno. 'What's an Out-With?'

'It's not *an* Out-With, Bruno,' said Gretel with a sigh. 'It's just Out-With.'

'Well, what's Out-With then?' he repeated. 'Out with what?'

'That's the name of the house,' explained Gretel. 'Out-With.'

Bruno considered this. He hadn't seen any sign on the outside to say that was what it was called, nor had he seen any writing on the front door. His own house back in Berlin didn't even have a name; it was just called number four.

'But what does it mean?' he asked in exasperation. 'Out with what?'

'Out with the people who lived here before us, I expect,' said Gretel. 'It must have to do with the fact that he didn't do a very good job and someone said out with him and let's get a man in who can do it right.'

'You mean Father.'

'Of course,' said Gretel, who always spoke of Father as if he could never do any wrong and never got angry and always came in to kiss her goodnight before she went to sleep which, if Bruno was to be really fair and not just sad about moving houses, he would have admitted Father did for him too.

'So we're here at Out-With because someone said out with the people before us?'

'Exactly, Bruno,' said Gretel. 'Now get off my bedspread. You're messing it up.'

Bruno jumped off the bed and landed with a thud on the carpet. He didn't like the sound it

Appendix 6: Reading an excerpt from *The Boy in the Striped Pyjamas*, page 35

out before her and the distances that existed between each of the huts. 'This must be it. It's the countryside. Perhaps this is our holiday home,' she added hopefully.

Bruno thought about it and shook his head. 'I don't think so,' he said with great conviction.

'You're *nine*,' countered Gretel. 'How would you know? When you get to my age you'll understand these things a lot better.'

'That might be so,' said Bruno, who knew that he was younger but didn't agree that that made him less likely to be right, 'but if this is the countryside like you say it is, then where are all the animals you're talking about?'

Gretel opened her mouth to answer him but couldn't think of a suitable reply, so she looked out of the window again instead and peered around for them, but they were nowhere to be seen.

'There should be cows and pigs and sheep and horses,' said Bruno. 'If it was a farm, I mean. Not to mention chickens and ducks.'

'And there aren't any,' admitted Gretel quietly.

'And if they grew food here, like you suggested,' continued Bruno, enjoying himself enormously, 'then I think the ground would have to look a lot better than that, don't you? I don't think you could grow anything in all that dirt.'

Gretel looked at it again and nodded, because she was not so silly as to insist on being in the right all the time when it was clear the argument stood against her.

'Perhaps it's not a farm then,' she said.

'It's not,' agreed Bruno.

'Which means this mightn't be the countryside,' she continued.

'No, I don't think it is,' he replied.

'Which also means that this probably isn't our holiday home after all,' she concluded.

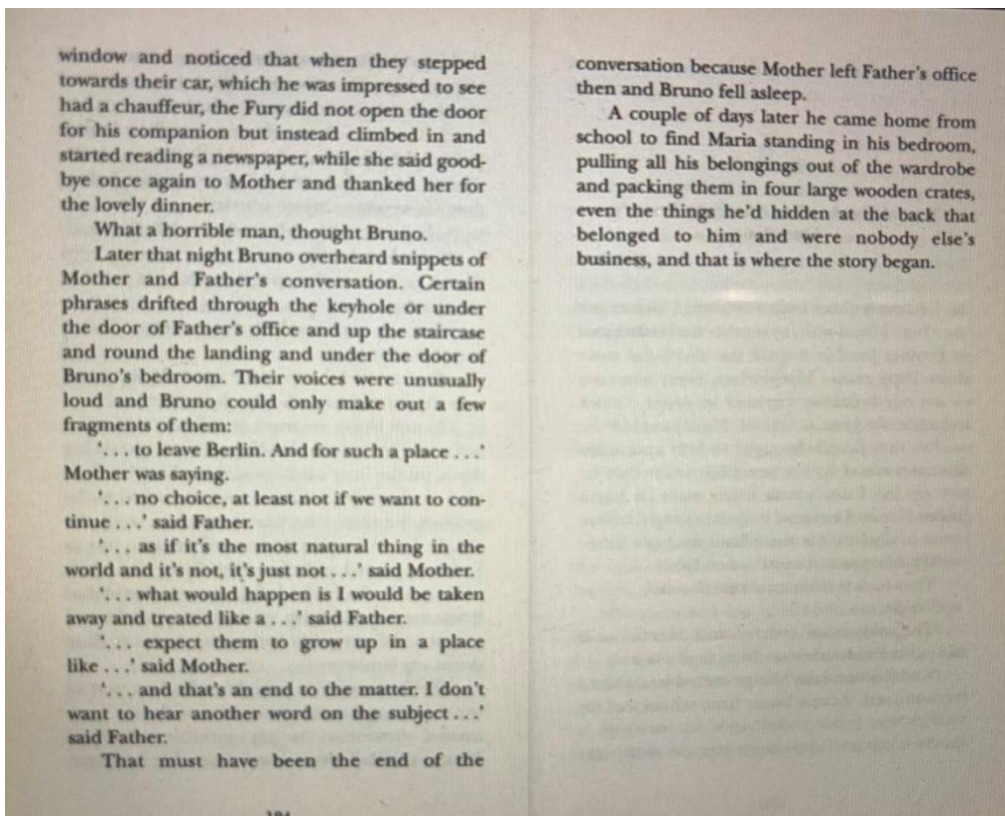
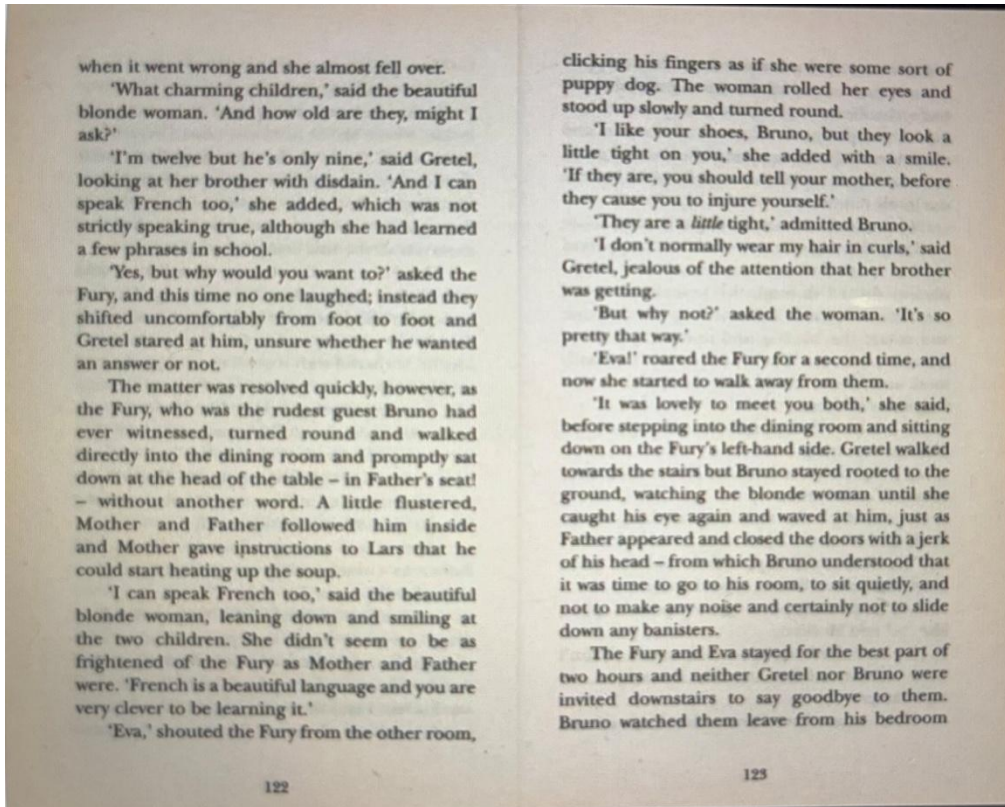
'I don't think so,' said Bruno.

He sat down on the bed and for a moment wished that Gretel would sit down beside him and put her arm around him and tell him that it was all going to be all right and that sooner or later they'd get to like it here and they'd never want to go back to Berlin. But she was still watching from the window and this time she wasn't looking at the flowers or the pavement or the bench with the plaque on it or the tall fence or the wooden telegraph poles or the barbed wire bales or the hard ground beyond them or the huts or the small buildings or the smoke stacks; instead she was looking at the people.

'Who are all those people?' she asked in a quiet voice, almost as if she wasn't asking Bruno but looking for an answer from someone else. 'And what are they all doing there?'

Bruno stood up, and for the first time they

Appendix 7: Reading an excerpt from *The Boy in the Striped Pyjamas*, page 123 - 124



Appendix 8: The Worksheet from the Terezín Memorial

„Terezín - místo spojené s holocaustem Židů v průběhu 2. světové války“

Pracovní list I. - příprava na vzdělávací seminář v Památkách Terezín

Zidé v Evropě

Zidé žijí v Evropě po mnoho století. Často však byli vystaveni diskriminaci a útlaku. Zidé byli pro své odlišné náboženské obřady z nejuznávanějších židovských a bylo o nich v průběhu staletí rozšířeno mnoho šíl. Například byli obviňováni z toho, že zavraždili Ježíše Krista, dále z vraždění křesťanských dětí a používání jejich krve pro liturgické účely, jejich vinou se prý šíly epidemie, byla trvána voda ve studních...


Zidé byli donuceni žít v ghettách - oddělení od křesťanů.

Co je to ghetto?

Jméno pochází od názvu části Benátek, zvané „getto nuovo“ („Nové stěnáma“), kde měli Zidé nakázáno od 16. století pobývat. Od ostatního města byla tato část oddělena zdmi. Takto izolovaná sídliště však existovala ve městech a v obcích již dříve.

Mnoho ghetť se nacházelo i v Čechách a na Moravě, např. v Praze, v Brně, v Boskovicih, v Mikulově...

Majetková synagoga v pražském Židovském Měste



Zidům bylo povoleno zabývat se pouze obchodem a financemi. Často půjčovali peníze i panovníkům. Ti je buď chránili nebo vytvářeli nepohodlné drahocennosti, pogromům.

Co je to pogrom?

Jedná se o násilné napadení židovských komunit (vypalování, drancování, vraždění...)

Tato nenávisť provázela se střídavou intenzitou Židy až do 20. století.

Cesta k holocaustu

Po 1. světové válce (1914-1918) muselo Německo na základě Versailleských dohod platit reparace vítězným mocnostem, muselo snižet úroveň vývoje a bojové techniky. Koncem 20. let je postiheno velkou hospodářskou krizí. Mnoho lidí se ocitá bez práce a jejich rodiny žijí v bídě.

Velká část židovského obyvatelstva se řadila mezi vzdělané lidi. Byli mezi nimi advokáti, lékaři, bankéři, umělci. Měli dostatečně jasně na to, aby přežili špatná poválečná léta, věřili a z nich tedy netrpěly nedostatkem. To bylo některým německým občanům trnem v oku.

Těto situace využívá Adolf Hitler se svými přívrženci k rozpuštění nenávisť vůči Židům „vniklím“ za prohranou války. Židé byli podle Hitlera spojenci s ruskou revolucí, spoluprací se západními mocnostmi podpořili zájmy v Německu a tím vším přispěli k porážce ve válce.

A tak mnozí lidé zastlepeni zlobou z 18. století žijí a chudoby, která zaplavila Německo, teorií nacistů o vině Židů přijímají a Židé se stávají obětmi terakty.

Důležitá data 30. let dvacátého století

1933 - Hitler se v lednu stává říšským kancléřem, s výraznou pomocí vlivných hospodářských kruhů se NSDAP (Nacionálně socialistická německá dělnická strana) ujmá po volbách na jaře 1933 moci. Odspírá vládnoucí strany - sociální demokraté, komunisté a další - jsou posláni do koncentračních táborů.

Zjistěte jména prvních koncentračních táborů v Německu:

1935 - Na každoročním sjezdu NSDAP v Norimberku jsou v září přijaty zákony, které rozdělily lidi na skupiny podle rasové příslušnosti. Norimberské rasové zákony přisvědčí, kdo má být považován za Žida, a tudíž je podřadné rasy.


Září 1938 - Mnichovská dohoda. Představitelé Anglie, Francie, Itálie a Německa podepisují dohodu o postoupení části pohraničních československých území, tzv. Sudet, německé říši. Tento aktem měl být zachován světový mír, ve skutečnost však byla připravena válka.

Listopad 1938 - „Křižácká noc“
V noci z 9. na 10. listopad bylo na území říše vypáleno mnoho synagog a židovských obchodů, zabito téměř sto lidí a několik desítek tisíc lidí uvězněno v koncentračních táborech. Byla to odpověď na atentát židovského studenta na úředníka německého velvyslanectví v Paříži.

Březen 1939 - okupace zbytku Čech a Moravy Německem; vytvoření Protektorátu Čechy a Morava.


Září 1939 - 1. září byla rozpouštěna 2. světová válka.

Protektorát Čechy a Morava; vyznačené hranice zabraných území




Kromě Židů čtli Hitler odstartoval se spočítanosti také další skupiny obyvatelstva: Romy, Svědky Jehovovy, mentálně postižené...

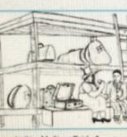
Galerie osobností, které se zapsaly do historie ghetta




Petr Glinz
*1928 - říjen 1944
Zahynul v Osvětimi.
V ghettu židů tenkrát nastaly chlapci. Časopis Vedem. Časopis vycházel 2 roky a zachoval se téměř 800 stran.




Karel Poláček
*1862 - 1945
Zahynul na pochodu smrti.
V terezínském ghettu, kam přijel transportem De roku 1943, přednášel spolovnězním a poslehl jeho porada židovského soudu.




Ilustrace na námet: Poláčkovy knihy „Muži v oficiu“, časopis Vedem



Pavel Haas
*1899 - říjen 1944
Zahynul v Osvětimi.
Skladatel, bratr narco Huga Haasa, jedm z posledních žáků Leoše Janáčka. Komponoval i v Terezíně.




Arnošt Lustig
*1925 - 2011
V ghettu Terezín byl od roku 1942. Prošel ještě dalšími koncentračními tábory (Osvětim, Buchenwald). Na jaře 1945 uprchl z transportu smrti. Ve svých knihách, které napísal po válce, se vracel k válečným zážitkům.



František Bass
*1930 - říjen 1944
Zahynul v Osvětimi.
Literárně nadaný chlapec.
Jeho starší bratr přežil hrůzy holocaustu a nyní žije v Izraeli.


Zahrada - F. Bass
Zahrádka malá
plná růží, voří
ostřiká je úzák
chlapec procházal se po ní,
jak pozdě rozvířenci
až pozdě rozvířenci
chlapeců už nebudu.

Helga Weisssová-Hošková
*1929
V ghettu malovala obrázky, které nám dodnes potávají svědectví o tamním životě, prola koncentračními tábory v Osvětimi a Mauthausenu. Helga Weisssová-Hošková je akademickou malířkou a žije v Praze.



„Fronta na jido v Drážbanských kasárnách“

František Zelenka
*1904 - říjen 1944
Zahynul během transportu do Osvětimi.
Před válkou navrhoval jevištní výpravy a kostýmy v Národním divadle, v Městském divadle na Vozňaradch, v Osvobozeném divadle. V terezínském ghettu se rovněž psal na scénografi.



Plakát k oboak operě Brundibar

Terezínským ghettom prošlo na 10 500 dětí. Deportace na Východ přežilo asi 240 dětí. Na 1 600 jich bylo v Terezíně osvobozeno. Děti v Terezíně malovaly, psaly básně, hrály divadlo a to jim pomáhalo zapomenout na hrůzy, které je obklopovaly.

Osudy židovského obyvatelstva v Čechách a na Moravě po září 1938

Okupace pohraničí českých zemí na podzim 1938 znamenala pro židovské obyvatelstvo i první setkání s realitou útlaku Židů. Ti prošli z obsazených území do vnitrozemí, kde v té době stále ještě vládně svoboda. V říjnu 1939 je vytvořen Protektorát Čechy a Morava, který je prohlášen za součást Velkoněmecké říše.

Protizhidské represivní opatření začínají být uplatňována i na tomto území.

Zákazy a příkazy pro židovské obyvatelstvo bylo vydáno několik set.

Zákaz vstupů na procházky

Opatření ohledně oblečení

Zákaz návštěv

Zákaz nosit praporek

Zákaz vypravět byty po 20

Nákladová vozna v ulicích

Zákaz chodu domovní ráte

Zákaz křehit domáky

Opatření lidí v ulicích

Zákaz výhonu dětí z povolení

Odevníky

Zákaz vstupu do lesů

Osoby starší 6 let mají povinnost nosit Davidovu hvězdu

Poté, co byli Židé pomocí zákazů a příkazů v podstatě vyčerpáni ze společnosti, přistoupil nacisté k dalšímu kroku. Na podzim roku 1941 je rozhodnuto o nutnosti koncentrovat Židy z protektorátu do jednoho ubíhého místa, jako tomu bylo na jiných obsazených územích, např. v Polsku.

Rozhodnutí o této otázce učinil Zastupující říšský protektor Reinhard Heydrich. Za ověřené místo byl vybrán Terezín.

Město Terezín

- Terezín byl založen Josefem II. roku 1780 jako vojenská pevnost.
- Terezínská pevnost byla vykládem tehdejší pevnostní architektury. Stálo zde se 2 hlavní a Malé pevnosti.
- Pro armádu bylo v hlavní pevnosti postaveno několik kasárenských objektů.
- Malé pevnosti měla hned od počátku funkci pevnostního vjezí. Byli zde vjezírní také akční sarajevského atentátu na Františka Ferdinanda d'Este, mezi nimi i hlavní z nich - Gavriilo Princip.
- Před 2. světovou válkou žilo v Terezíně asi 7 300 obyvatel včetně vojenské posádky.

Střípkové informace o terezínském ghettu

- V době 2. světové války se Terezín nacházel na samém okraji protektorátu
- Povinnost pracovat
- Kasárenské objekty umožnily ubytovat obrovské množství lidí
- V blízké Malé pevnosti byla zřízena policijní vězeň gestapa
- Transporty na Východ - Osvětim, Riga, Malý Trostinec...
- Kultura pomáhala přežít
- Terezínské ghetto - zastávka na cestě za smrtí - ne konečný tábor
- "Zrůdlovní" návštěva MVČK
- Evakuační transporty
- První transport do ghetta - 24. 11. 1941
- Stavba krematoria a železniční vlečky z Bohušovic do Terezína
- Zhřívání samospráva x komandantura SS
- Mnoho nemocí, vysoká úmrtnost, epidemie tyfu
- Označení ulic - Q, L
- Židé žili v ghettu odděleně
- Byli zde Židé z mnoha evropských zemí
- Nedostatečná strava, špatné hygienické podmínky, katastrofální ubytování
- Ghettom prošlo na 150 000 lidí

Zkusíte pomoci učebnic, encyklopedii a tohoto dvojlistu vyřešit následující úkoly

1. Pokuste se stručně vysvětlit význam následujících slov:

Tóra - _____	rabín - _____
synagoga - _____	šabat - _____
"Křesťovská noc" - _____	antisemitismus - _____

2. Prohlédněte si mapku terezínské hlavní pevnosti a zamyslete se nad tím, proč si nacisté vybrali právě město Terezín jako místo pro židovské ghetto (podle textu, mapky):

Důvody:

- _____
- _____
- _____

3. a) Vyřešte následující tajenku:

- Jak se nazývaly části měst, které byly vyhrazeny pro pobyt Židů?
- Například jméno ohlásoce, který řídí časovku vliedem.
- Kde byly přijaty zákony, které měly závažný význam pro osud lidí židovského původu?
- Autorka mnoha knih - také vězňem v terezínském ghettu.
- Uveďte název železniční stanice, která byla původně koncovou stanicí pro transporty do Terezína (před postavením vlečky).
- Kde byla zřízena v blízkosti ghetta policijní vězeň gestapa?
- Území, které bylo Československu odebráno na podzim 1938.
- Jak museli být od září 1941 označeni Židé, kteří dosáhli věku 6 let?

b) Znáte význam slova, které vyšlo v tajence?

4. Test:

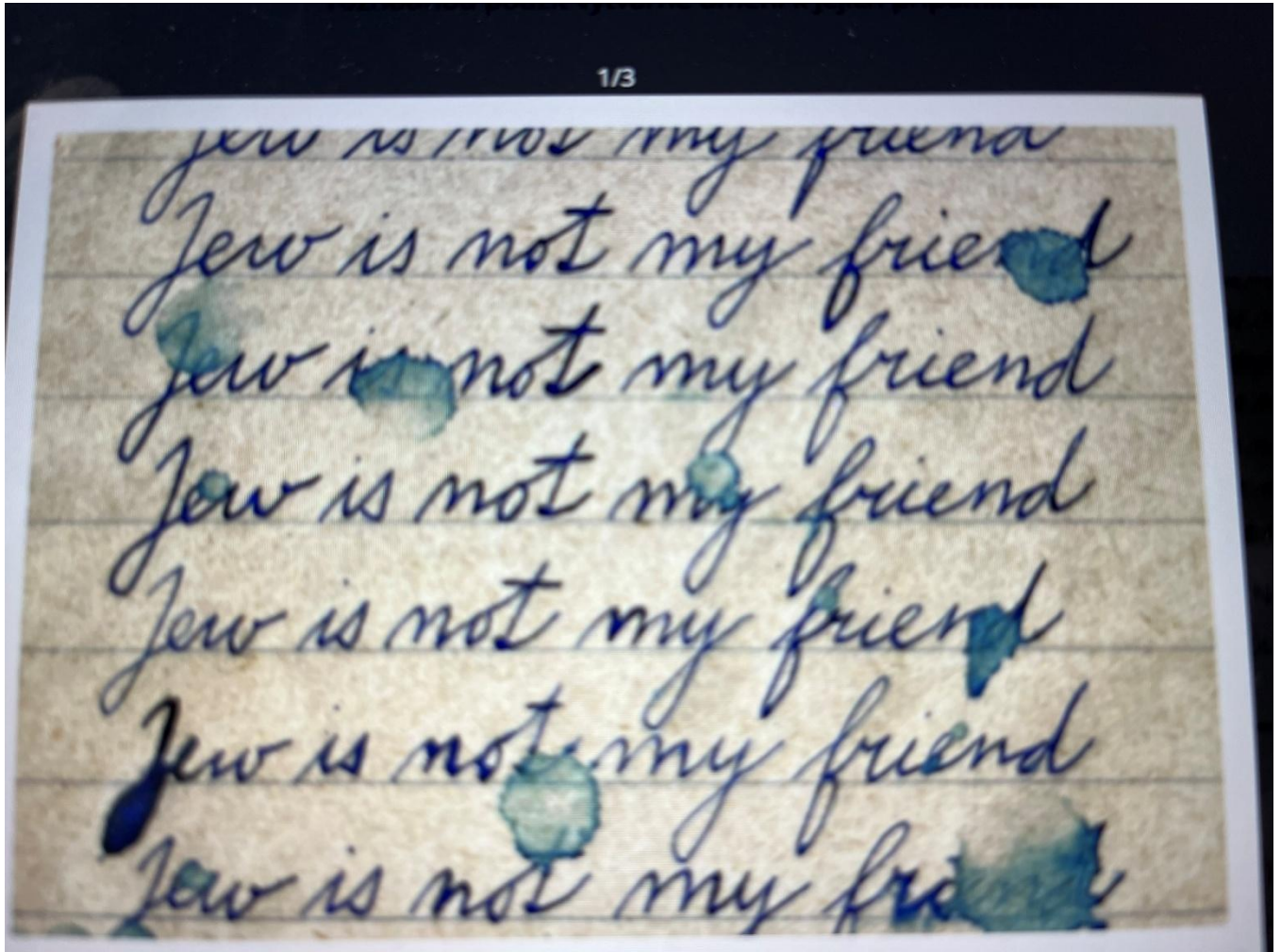
- Zhřívání obyvatelstvo bylo již ve středověku nuceno žít:
 - pouze na venku
 - v ghettách
 - ve velkoměstech
- Norimberské rasové zákony byly přijaty roku:
 - 1933
 - 1935
 - 1939
- Na podzim roku 1938:
 - vzniká Protektorát Čechy a Morava
 - část Československého protektorátního území je připojena k německé říši
 - začíná 2. světová válka
- O vzniku ghetta je rozhodnuto na podzim:
 - 1932
 - 1939
 - 1941
- První transport Židů přijel do Terezína:
 - v září 1941
 - v listopadu 1941
 - v únoru 1942
- Židé v terezínském ghettu zůstávali:
 - většinu až do konce války
 - většinou zde byli pouze dočasně, velké množství odešlo transporty na Východ jak dříve než
 - celou dobu
- V ghettu byli Židé:
 - jako uprchlíci z Protektorátu Čechy a Morava
 - jen z Ameriky
 - i z mnoha evropských zemí
- Malé pevnosti sloužily:
 - jako ubytovna pro jednotky SS
 - jako pobytová vězeň gestapa
 - jako ghettom pro Židy

Zpracováno: Vydávácký oddělení, Pamětník Terezín, 4.11.06 Terezín

**Appendix 9: Example of posters from a competition organised by Yad
Vashem**



Appendix 10: Example of posters from a competition organised by Yad
Vashem



**Appendix 11: Example of posters from a competition organised by Yad
Vashem**



Appendix 12: Verification of students' knowledge - the worksheet Dig! Dig deep! Dig deeper!


Digging Deep

Dig!

What was the Holocaust?

What laws were brought in against the Jews?

How were the Jews treated?




Dig deep!

How would the Jewish people have felt?

Why did the Holocaust happen?

Which facts have you learnt that show the Holocaust as evil?

What did the Nazi's believe about race?




Dig deeper!


Which law against the Jews was the worst?

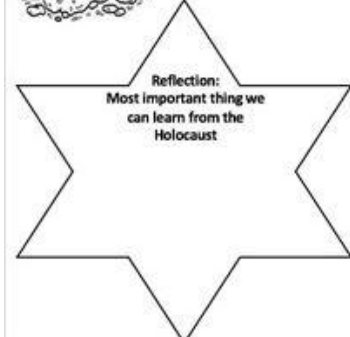
Why did ordinary people not stop the persecution from happening?

If you were living during the time what would you have done?

Who should be blamed for the Holocaust?



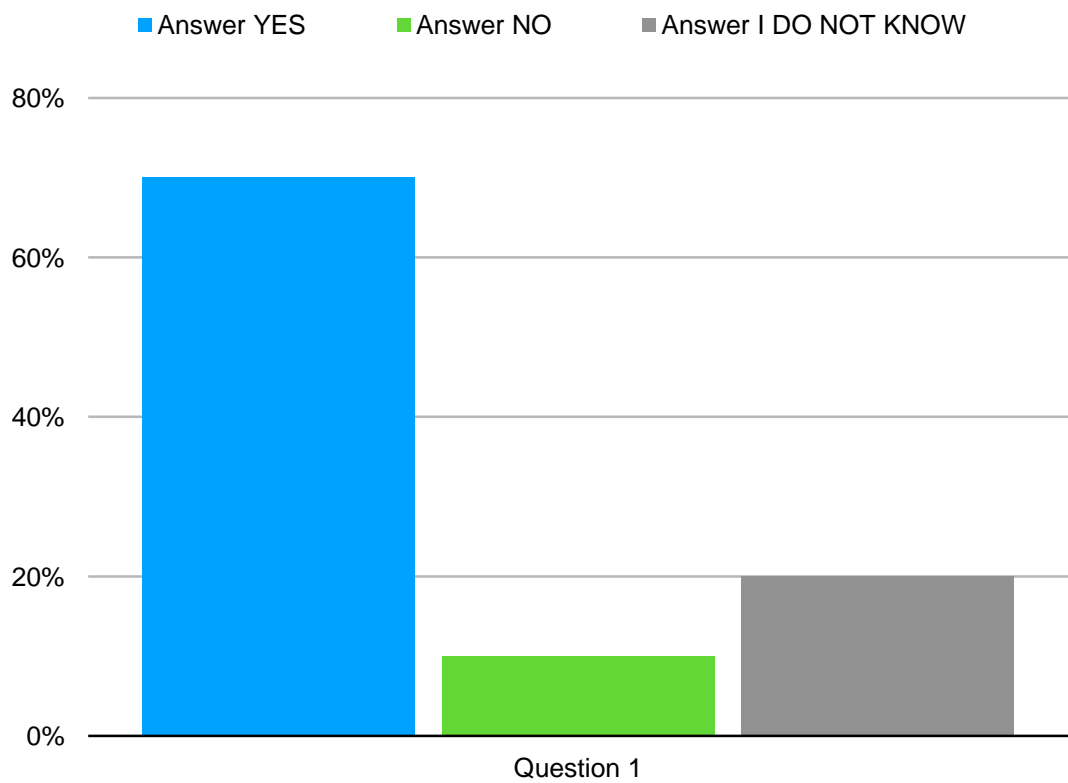




Reflection:
Most important thing we
can learn from the
Holocaust

Appendix 13: Graphic representation of the questionnaire - results

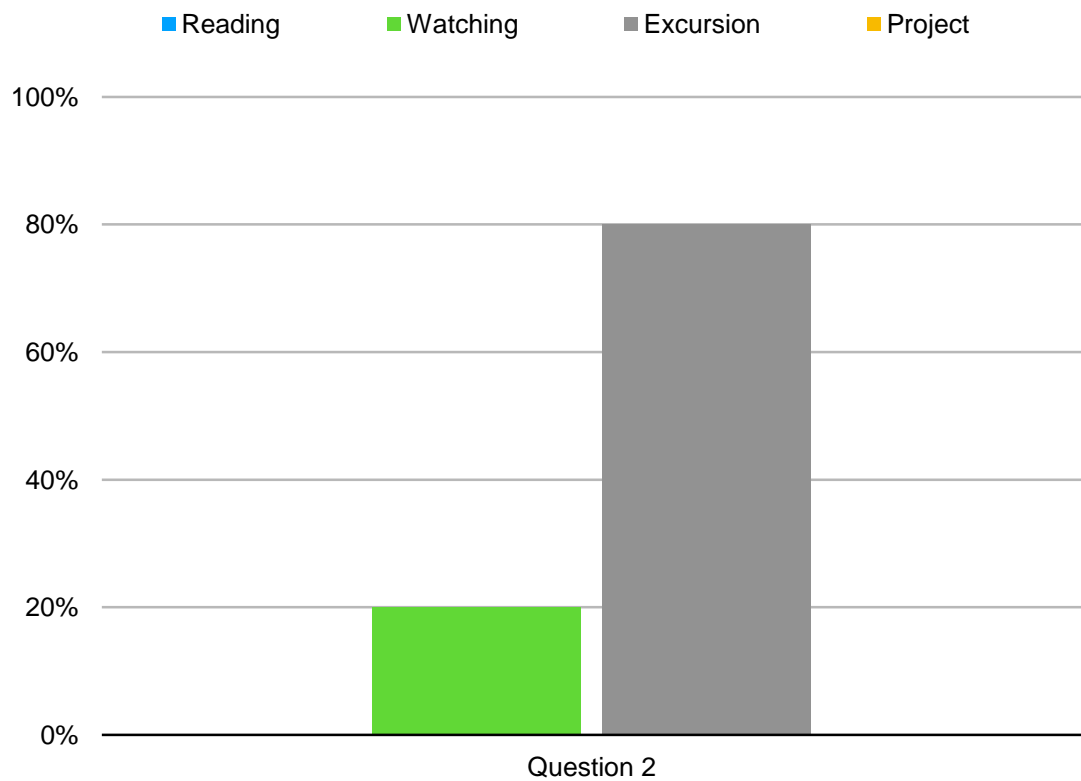
Question 1: Do you think it is important to learn about the Holocaust?



Appendix 14: Graphic representation of the questionnaire - results

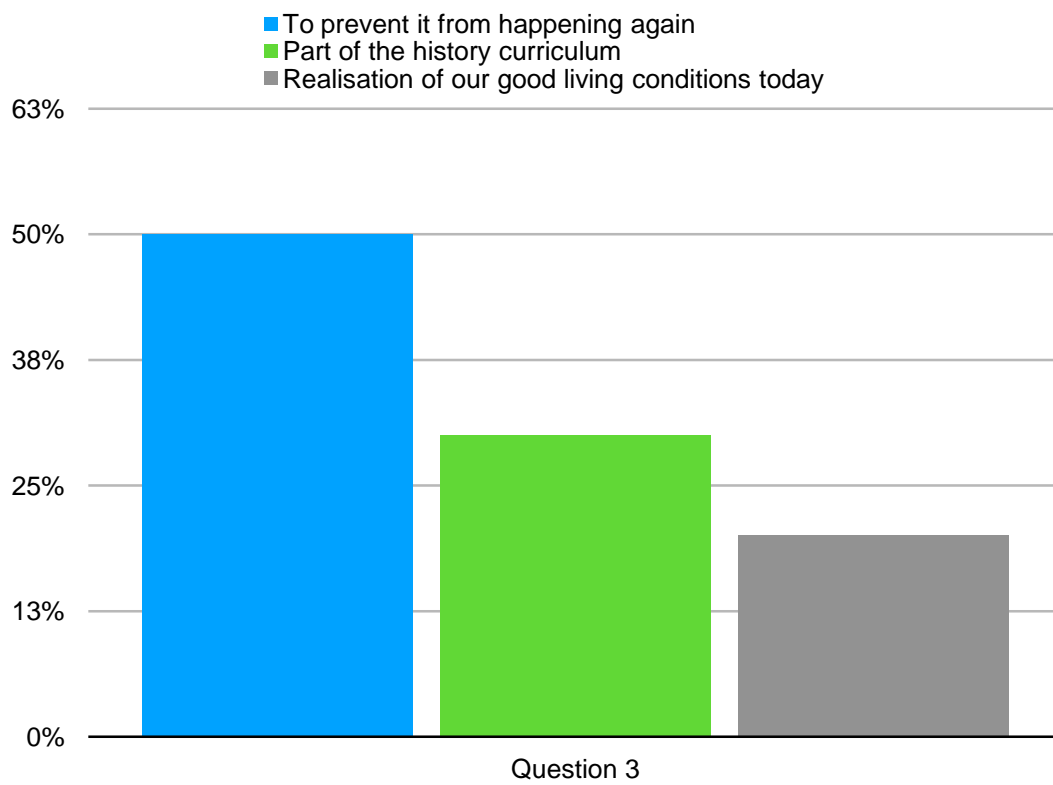
Question 2: In your opinion, which of the following activities was the most beneficial for you?

- A) Reading excerpts from selected books
- B) Watching film adaptations of selected novels
- C) Excursion to the Terezín ghetto
- D) Working on a project



Appendix 15: Graphic representation of the questionnaire - results

Question 3: Why do you think it is important to learn about the Holocaust?



Résumé

Tato diplomová práce se věnuje tématu holokaustu ve výuce anglického jazyka prostřednictvím literatury a filmu. Cílem této práce bylo přiblížit téma holokaustu dětem a mládeži a jako učební pomůcky posloužily vybrané romány a jejich filmová zpracování. Vybranými knihami se staly Schindlerův seznam od australského spisovatele Thomase M. Keneallyho a Chlapec v pruhovaném pyžamu od irského spisovatele Johna Boyna.

Pomocí analýz vybraných románů a filmů práce prezentuje, jak autoři vyobrazili tuto historickou událost a její dopad nejen na jedince, ale také na společnost. Práce zkoumá roli literatury a filmu při uchování památky holokaustu a při utváření kulturních postojů ke genocidě a lidským právům.

Praktická část zkoumá znalosti studentů 9. ročníků základní školy na téma holokaust. Prostřednictvím dotazníkového šetření autorka zjišťovala, která metoda studentům nejvíce vyhovovala při výuce a zda považují za důležité se o tomto tématu nadále učit.

Annotation

Jméno a příjmení:	Bc. Monika Hilzensauer
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Petr Anténe, M.A., Ph.D.
Rok obhajoby:	2023

Název práce:	Téma holokaustu ve výuce anglického jazyka za pomoci literatury a filmu
Název práce v angličtině:	The theme of the Holocaust in ELT through literature and film
Anotace práce:	Diplomová práce se zabývá tématem holokaustu ve výuce anglického jazyka za pomoci literatury a filmu. Teoretická část analyzuje nejen vybrané knihy a jejich filmová zpracování, ale věnuje se také historickému kontextu a zásadním historickým událostem. Praktická část zkoumá, zda zvolené metody zlepšují znalosti studentů na dané téma.
Klíčová slova:	Holokaust, antisemitismus, literatura pro děti a mládež, John Boyne, Thomas M. Keneally

Anotace v angličtině:	The diploma thesis deals with the topic of the Holocaust in ELT through literature and film. The theoretical part analyses not only selected books and their film adaptations, but also focuses on the historical context and major historical events. The practical part examines whether the chosen methods improve students' knowledge of the given topic.
Klíčová slova v angličtině	The Holocaust, antisemitism, literature for children and youth, John Boyne, Thomas M. Keneally
Rozsah práce:	81
Přílohy:	Myšlenková mapa, pracovní listy, kopie vybraných úryvků z knih, ukázky plakátů, dotazník, grafy,