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Discussing War and Violence Through J.R.R. Tolkien's Hobbit and
The Lord of the Rings

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ABSTRACT

The diploma project deals with war and violence in the work of J.R.R. Tolkien's *The Lord of the Rings* and *The Hobbit*. The theoretical part of the thesis covers general information about war and violence portrayed in the work of J.R.R. Tolkien. It mentions the evil forces portrayed in *The Lord of the Rings* and *The Hobbit*. The practical part of this thesis deals with the appropriateness of learning tasks that cover the topic of war and violence. It also focuses on the opinion of learners. At the end of this thesis, educational games are created as part of the educational system.

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Introduction

The topic of war and violence is a sensitive topic. It is something that needs to be discussed with caution. This topic is severe as it is something that brings death into the lives of living beings. Unfortunately, it can be part of many lives as there are wars that are part of the world. While teaching at primary school, I realised how important it is to talk about this topic sensitively as there are students who do not wish to speak about this painful topic. That is why I chose this topic, as it needs to be mastered to give the learners an appropriate experience. Unfortunately, the learners' feelings and attitudes are shifted by a terror happening now, not so far from our borders in a civilised country that needs our help. Students learn every day about these horrors from Tv, the Internet, or their parents. It is crucial to work with this particular topic with extreme caution as the pictures and ideas are created in the learners' minds. These created images are significant because they affect the learners for the rest of their lives.

The English language gives an excellent opportunity to teach students about war and violence via literature. In many books, the topic is portrayed in an acceptable way that can be shown to younger learners. In this thesis, the issue of war and violence will be discussed through famous author J.R.R. Tolkien and his work *The Lord of the Rings* and *The Hobbit*. A great linguist who experienced both World Wars wrote his renowned piece in the times when humanity suffered the most. Yet he created a masterpiece whose power is still presented these days.

In the theoretical part of the thesis, I describe the evil of *The Lord of the Rings* and *The Hobbit*. The chapter *J.R.R. Tolkien – The Hobbit and The Lord of the Rings* discusses Tolkien's long wanted dream that was slowly becoming true. It is impressive to be part of that dream and to discuss it. The second chapter will discuss the evil forces portrayed in *The Lord of the Rings* trilogy and *The Hobbit* book. The most dangerous villain discussed in *The Hobbit* will be the dragon Smaug. Tolkien was very impressed by the dragons, and he created a magnificent monstrosity that gave life to a fantastic story of violence, friendship, bravery, and an unexpected journey. Other characters located in that chapter will be orcs, wargs or Gollum. In *The Lord of the Rings*, the power of the One Ring and the Dark Lord Sauron will hugely impact the evil portrayed in this story. Other vital characters play a crucial role while working with the corruption portrayed in the trilogy, such as Saruman, Balrog, or Sméagol/Gollum. I will discuss these characters and their portrayal of violence as not every violence is the same.

In the practical part of this thesis, I will focus on the learners and their perception of evil. I will create multiple lesson plans that will focus on the portrayal of evil. The lesson plans will focus on English skills that are often part of the school system. Part of those lesson plans will also be analysed as it is important to deal with the learners and their opinion. It is important to know what kind of activities are appropriate for the learners. In the practical part, 8th and 9th-grade students tested the activities, and their opinions were included in the analysis. Some learners are more sensitive than others and do not wish to deal with violent topics. It is essential to be very sensitive as it is hard to deal with it, even for adults. Because of the topic's sensitivity, it is crucial to consider an appropriate way of discussing it. For this purpose, some modifications will be made to make the issue more bearable for those students. The changes include the hobbit's point of view, as these non-violent creatures also play a considerable part in the story. The last chapter of the practical part will focus on educational board games. I created three types of educational games focusing on the topic of *The Lord of the Rings* and *The Hobbit*.

THEORETICAL PART

The theoretical part of this thesis focuses on Tolkien's portrayal of evil found in the discussed work of the *Lord of the Rings* and *The Hobbit*. The theoretical part consists of 4 chapters that will talk about war and violence.

1. J.R.R. Tolkien – *The Hobbit* and *The Lord of the Rings*

While working on *The Hobbit*, Carpenter mentions that Tolkien's idea was to create something unique and something that he would love as much as he admired everything about West Midlands. (2016, p. 233). Tolkien's personality inspired the main character Bilbo Baggins in many ways. They both share many similarities, and even Tolkien was aware of those similarities between him and his creation. (2016, p. 234) He even admitted that he, in fact, was a hobbit. (2016, p. 234). During one visit, Wiseman, Tolkien's friend, declared that Tolkien looked like a hobbit wearing a green waistcoat. Garth mentions that Tolkien was also delighted by the flowers and fascinated by insects like hobbits. (2004, p. 283) Tolkien knew that hobbits were crucial for his mythology. These creatures were very vital to his new world. Even though there are similarities between Bilbo and Tolkien, the author did not create the hobbits to give them his personal characterisation. Carpenter mentions that Tolkien compared hobbits to English people, who were small in size, and had a small reach of their imagination, but at the same time, they were not small with their courage or their latent power. (2016, p.234) Tolkien saw the boldness of people, especially during the First World War, and he was impressed by their courage and their ability to survive even against "impossible odds." (2016, p. 235). Garth also mentions that it was also imposing to him that ordinary people left their lives behind to "carry the fate of nations." (2004, p. 264)

Even though *The Hobbit* started as a story for Tolkien's children, the author also aimed to amuse other people's children, as Carpenter suggests. It is essential to say that *The Hobbit* is indeed a children's story, as the author did not want to make it too complicated or severe. (2016, p. 238) Soon after *The Hobbit* was finished, Tolkien wanted to start a new story, but this time, it must have been something more serious, nothing like *The Hobbit* story. Still, as he knew how vital the hobbits were for his mythology and the Middle-Earth, he realised that he could not abandon them. Carpenter claims that as Tolkien thought about his new story, he wanted to make hobbits heart-centred characters of the book once again. He eventually wanted to create a story where Bilbo Baggins would be once again a hero. (2016, p. 252)

It is essential to mention that Tolkien's *The Lord of the Rings* was invented in tough times. Carpenter says that Tolkien called his book *The Lord of the Rings* at times when the Munich Agreement was signed. (2016, p. 252) The outbreak of the Second World War affected the whole world, and unfortunately, some events that happened in the real world might have been connected to those that occurred in *The Lord of the Rings*. Tolkien's friend, C.S Lewis, who is an author of the trilogy Narnia wrote about the war and connection of the Tolkien's work following lines: "These things were not devised to reflect any particular situation in the real world. It was the other way round; real events began, horribly, to conform to the pattern he had freely invented." (Carpenter,2016, p. 253)

While working on *the Lord of the Rings*, Tolkien wanted to create an entirely new world. This world should be entered by the reader who would accept all the world's laws. Once the readers doubt the laws of the world, they are part of, "the spell is broken; the magic, or rather art, has failed." (Carpenter, 2016, p. 254) Tolkien knew that every piece of information was important while creating a new world. While starting *The Lord of the Rings*, Carpenter claims that Tolkien worked on all historical settings, geographical locations, mythology, and the language he invented. (2016, p.255) Tolkien was very interested in working with language. He worked for over twenty-five years on the elvish language he used in *The Lord of the Rings*. (2016, p. 255) Carpenter claims that Tolkien's mother was his first teacher and advisor, encouraging him to take an interest in words. (2016, p. 50)

Still, as he was part of a complicated era, he was criticised for using specific language in his books- the world was rapidly changing, and Tolkien used archaic language. Garth declares that Tolkien "remained committed to an archaic air because it was the one he breathed." (2004, p. 291) Tolkien needed to use his language style as it would be appropriate to his mythology. At the same time, he was influenced by the Anglo-Saxon tradition, studying *Beowulf*. He commented on the use of language that was archaic and dialectal as it was something that had to be done: "the development of a form of language familiar in meaning and yet freed from trivial associations, and filled with the memory of good and evil, is an achievement, and its possessors are richer than those who have no such tradition." (Garth, 2004, p. 291) Even though Tolkien was not hostile or immune to changes that happened during his life, he admired traditions. When it was not possible to keep them, he could "reinvigorate them for his own era." (2004, p. 292)

1.1. J.R.R. Tolkien – Forces of evil

Shippey describes Tolkien's two points of view of evil connected to Christianity. The first one is told to be "expounded by St. Augustine and then by Catholic and Protestant teaching." (2005, p.159). It describes evil as something that was not created itself as it "sprang from a voluntary exercise of free will by Satan, Adam and Eve, to separate themselves from God." (2005, p.159). Shippey describes this point of view, claiming that evil will be eventually defeated. (2005, p.159) The other point of view explains that the evil should not be pitied as there can be victims sacrificed: "If you regard evil as something internal, to be pitied, more harmful to the malefactor than the victim, you may be philosophically consistent, but you may also be exposing others to sacrifice to which they have not consented." (Shippey, 2005, p. 161) As a painful example, Shippey mentioned gas chambers when *The Lord of the Rings* was written. (2005, p. 161)

Both mentioned points of view can be seen in the case of the One Ring. The first view expresses that The One Ring is an object that cannot act, cannot move by itself, and cannot save itself from destruction. Still, the One Ring is a reason why many things happened. Because of the Ring, people were betrayed, abandoned, and killed. Shippey mentions that the Ring behaved like that because it felt another power presence. (2005, p. 161) The second view is connected to the Ring and the ability to resist its power as it declares that the One Ring is essentially internal and negative. As an example, The One ring is connected to temptation. Several scenes of temptation are connected to Frodo as he wants to put his Ring on. It almost caused his life, and the Enemy was aware of him.

Evil located in the One Ring can also be described as an addiction. Shippey describes the addiction connected to the Gollum as a "drug addiction." (2005, p. 157) The author mentions Gollum's situation, suggesting that even though Gollum knows that the One Ring could kill him, he admires it so much that he wants it. (2005, p. 157) Imogen Reed describes the addiction also to drugs: "He is absolutely consumed by his addiction to the ring and the way in which his addiction affects his physical appearance and mental functioning is common to many addicts of alcohol or drugs." (2014). Another example of addiction portrayed in *The Lord of the Rings* is the scene when Gandalf explains to Frodo the evil of the One Ring. Frodo, who received the Ring, found it harder to let it go: "But he found now that he could not do so, not without great struggle. He weighed the Ring in his hand, hesitating and forcing himself to remember all that Gandalf had told him. " (*The Fellowship of the Ring*, 2020, p. 60-61) It was not only Gollum

and Frodo, who found it difficult to let the Ring go. Bilbo Baggins, who passed the Ring to Frodo, found it particularly difficult to leave the Ring. He even became aggressive once he was supposed to be without the Ring. (*The Fellowship of the Ring*, 2020, p. 33-34) Another example of addiction to the One Ring is presented in Boromir. A noble warrior who never touched the One Ring was attached to it once he saw it. He wanted to use it to protect his lands, but he became violent to obtain it. "suddenly he sprang over the stone and leaped at Frodo; his fair and pleasant face was hideously changed; a rage fire was in his eyes. " (*The Fellowship of the Ring*, 2020, p. 399). The most addictive creatures that can be seen in *The Lord of the Rings* are the Ringwraiths. Their story is more discussed in the chapter *Evil forces of The Lord of the Rings*.

The evil in *The Lord of the Rings* is not directly named as Tolkien describes it as a "shadow". Shippey describes that "shadows are the absence of light and don't exist in themselves, but they are still visible and palpable just as they did." (2005, p. 166). *In the Lord of the Rings*, the shadows are described in many scenes. For example, the heart of evil, Mordor, is described as a "land where shadows lie". (*The Fellowship of the Ring*, 2020, p. 51) The shadow is connected to Sauron, the Dark Lord. Even though the evil is massively presented in *The Lord of the Rings*, Jaume Albero Poveda suggests that there is the only way how the evil can end: "In *The Lord of the Rings*, all evil characters are punished: they perish or are banished from Middle-earth. (2005, p. 175) As an example, at the end of *The Lord of the Rings*, The Dark Lord Sauron is defeated, and the One Ring is destroyed. The Sauron's army fled, and Saruman was cast away (in the movie version directed by Jackson killed). The Gollum, who desired the One Ring, also died because of his actions. In the end, the evil perished, the shadow passed, and the good forces won.

2. Evil forces in *The Hobbit*

The following section will be focused on the evil forces that occurred in *The Hobbit*. Even though the journey to the Lonely Mountain was less dangerous than the journey to Mt. Doom in *the Lord of the Rings*, there are still forces that cause a lot of trouble to the Company. In *The Hobbit*, the Company finds out that it is not only the cruel living beings but it is also the environment that can lead its victims to their death. Mirkwood is a well-known forest that hides dark powers in it. It is recommended to stay on the path while travelling in these woods and not drink from the stream that crosses the path as it is enchanted. (*The Hobbit*, 2020, p.127). Because of the circumstances, the Company stepped out from the track and eventually, they got into trouble. Apart from the Bilbo, the Company was caught by giant spiders living in the Mirkwood. Bilbo managed to kill one of the spiders, and he played an essential part in freeing the rest of the Company. Killing the spider was also an excellent opportunity to give its little sword a name: Sting. (*The Hobbit*, 2020, p.148).

This section will focus on other dangerous creatures lurking nearby: the dragon Smaug, trolls, goblins and wargs. A crucial part of *The Hobbit* is also Gollum. His journey begins in the deepest bottom of a goblin's cavern, solving riddles with Bilbo Baggins, and he is also vital for *The Lord of the Rings*. The introduction of his character will be discussed in this chapter, while the rest of the story will be addressed in the *Evil forces in the Lord of the Rings* chapter.

2.1. Smaug the Golden

It is said that Tolkien was quite impressed with the dragons. (*The Dark Powers of Tolkien*, 2018, p.174). In Smaug's case, David Day comments: "In the creation of Smaug the Golden, we see the perfect fairy-tale dragon: a villain of great charm and fatal vanity. A flying, fire-breathing dragon, whose terrible wrath and vengeance is somehow still admired as one might observe a truly spectacular fireworks display." (*The Dark Powers of Tolkien*, 2018, p.178) The admiration of the Smaug can be seen in many titles that the dragon was given in the book. Once Bilbo Baggins met this monstrous creature, he feared and was impressed by it. As he was shaken and amused by the giant dragon, he nicknamed the monster "Smaug the Tremendous, Smaug the Chiefest and the Greatest of Calamities, Smaug the Mighty and Smaug the unassessably wealthy." (*The Hobbit*, 2020, p.209-212). Also, the dragon was aware of its great charm. While talking to Bilbo, Smaug itself boasted of impressing Bilbo with its magnificence. The dragon gloated about his mightiness and strength. The creature described its strong sides with these

words: "My armour is like tenfold shields, my teeth are swords, my claws are spears, the shock of my tail a thunderbolt, my wings a hurricane, and my breath death!" (*The Hobbit*, 2020, p.212). This description points out how evil and dangerous the creature can be.

Smaug does not fear anything at all, and he would kill anyone and anything without a blink. What is more, the dragon is aware of its mightiness and power. In reply to the dragon's boasting, Bilbo awarded the dragon many magnificent words. In the end, the Smaug's boasting was awarded by the phrase "Dazzlingly marvellous! Perfect! Flawless! Staggering!" (*The Hobbit*, 2020, p.214). However, It did not stop the dragon and the destruction he was about to cause later. It seemed like a waste of time because the dragon was fully aware of the people in Lake Town, who helped the Company on their journey, and he wanted to spread a lot of death there.

The destruction and violence of the dragon are well known to many races of Middle Earth. Smaug is why the dwarves of Erebor lost their home in the first place. Smaug invaded their home and destroyed everything lying on his way. The dragon was so fascinated and attached to the golden treasure in the dwarves' kingdom. While conquering the Lonely Mountain, the dragon also ended many lives during his invasion. Dwarves remembered the destruction of the creature very well. The Company, led by Thorin Oakenshield, sang a song about the destruction of their home. Even in the lines of the song, it is described how much they suffered once the dragon came:

*"The pines were roaring on the height,
The winds were moaning in the night,
The fire was red, its flaming spread,
The trees like torches blazed with light."
(The Hobbit, 2020, p.16)*

Not only lives were lost, but at the same time, the surrounding of the mountain, as well as the people who lived in the neighbourhood of the hill as it is described in the following lines:

*"The bells were ringing in the dale
And men looked up with faces pale;
The dragon's ire more fierce than fire
Laid low their towers and houses frail."
(The Hobbit, 2020, p.16)*

Both men and dwarves suffered because of the monster that tried to conquer its new home. They were watching the Lonely Mountain burning, and their hopes were shattered. But, there

were still dwarves who wanted to fight back and who wanted to retrieve their home from the beast, for example, the Company led by Thorin Oakenshield:

*"The mountain smoked beneath the moon;
The dwarves, they heard the tramp of doom.
They fled their hall to dying fall
Beneath his feet, beneath the moon.*

*Far over the misty mountains grim
To dungeons deep and caverns dim
We must away, ere break of day,
To win our harps and gold from him!"
(The Hobbit, 2020, p.17)*

After Smaug conquered the Lonely Mountain, the dragon rested in his new home filled with piles of precious things, gold and other treasures he never meant to give up. This dragon is described in *The Hobbit* as a "vast red-golden dragon, with a huge, coiled tail, sleeping on countless piles of precious things, gems and jewels, folded like an immeasurable bat with a long pale belly crusted with gems and fragments of gold." (*The Hobbit*, 2020, p.203). Its dreams also describe the dragon's evil character. Even while sleeping, the dragon's dreams were full of violence and greediness. (*The Hobbit*, 2020, p.204). The first thought once the Smaug woke up and discovered that there was a thief in his domain was instantly full of violence as the creature wanted to "hunt the whole mountain till he had caught the thief and had torn and trampled him." (*The Hobbit*, 2020, p.205).

The lines above indicate how much he admired his treasure and never meant to give up his lair. Also, this shows how much he despised anyone who would touch his glory. The dragon would not forgive or forget the crimes against him, and he would hunt his prey "till the darkness falls on it. It would kill where it wishes, and none dare resist." (*The Hobbit*, 2020, p.212). The roar like thunder underground scared all the creatures, including the Company and the Bilbo Baggins. Even the dragons' laugh was terrible and scary. It was described as a "devastating sound that shook Bilbo to the floor". (*The Hobbit*, 2020, p.212). The dragon was also clever, making him even more dangerous for all the living beings around him. Once he discovered the thief in his domain, he lured the victims back, pretending to be asleep. (*The Hobbit*, 2020, p.209). Because of that, Bilbo once again came into his domain, and it only escalated as the dragon's anger fell upon Lake Town.

The Lake-men experienced the full dragon's wrath as he wanted to punish them because they helped the Company in their long journey. The dragon's wrath was so intense that it was "blind and mad with it." (*The Hobbit*, 2020, p.233). He almost destroyed Lake Town and killed

many people there. He left nothing but death behind. It is also described in *The Hobbit* that the wicked creature enjoyed the destruction of Lake Town. The cruelty of the dragon was defined as it was "enjoying the sport of town baiting more than he had enjoyed anything for years." (*The Hobbit*, 2020, p.234). The sentence describes how twisted and cruel the dragon was. It was enjoying the death it spread all around itself. It is also exciting that Tolkien used "sport" in the previous citation. It only shows the wickedness of the creature and how little it meant for him to kill living beings. In the end, the darkness passed, as the horror was hunted down by the brave archers of the Lake Town and the Lonely Mountain was freed.

2.1. Trolls, goblins and wargs

The first danger that the Company together bumped into in *The Hobbit* was caused by three trolls called William, Tom, and Bert. David Day mentions that Tolkien was inspired by the Brothers Grimm and their tale of "The Brave Tailor" when creating the trolls in *The Hobbit*. (*The Dark Powers of Tolkien*, 2018, p.163) Even though the trolls do not seem very clever and their speech is minimal, they are still very dangerous. They stole ponies from the Company, and after a while, they were able to capture the Company itself. In *The Hobbit*, the Company's faith lies the hands of Gandalf, who disappeared right before the dwarves were caught. He called the dawn upon trolls, and they were turned into stones. (*The Hobbit*, 2020, p.40). David Day describes that the Sun and the trolls are inspired by Scandinavian folklore. It shows how much Tolkien liked other folklores and borrowed them to create his adaptations.

Trolls are not as dangerous as the creatures hidden in the mines called goblins. The goblins were described as "ugly-looking, rough, pinched creatures with horrible stony voices, horrible chuckles, and horrible laugh". (*The Hobbit*, 2020, p.59). The danger connected with these creatures is that they hate everyone. They tend to be cruel, wicked, and bad-hearted creatures. (*The Hobbit*, 2020, p.61). They can dig tunnels and invent various instruments of torture and powerful machines that can kill a vast number of enemies. (*The Hobbit*, 2020, p.61). Apart from killing, they also eat other creatures. In Tolkien's *Hobbit*, it is told that they eat horses, ponies and donkeys. (*The Hobbit*, 2020, p.61). These creatures live in the caverns, and in *The Hobbit*, they managed to kidnap the Company as they were peacefully sleeping in their shelter. The kidnapers enjoyed whipping their victims and singing terrible songs while taking prisoners to their deep holes. The example of that song can be seen in the following lines:

*Clap! Snap! The black crack!
Grip, grab! Pinch, nab!
And down to Goblin-town
You go, my lad!
Clash, crash! Crush, smash!
Hammer and tongs! Knocker and gongs!
Pound, pound, for underground!
Ho, ho, my lad!
Swish, smack! Whip, crack!
Batter and beat! Yammer and bleat!
Work, work! Nor dare to shirk,
While Goblins quaff and Goblins laugh,
Round and round far underground
Below, my lad! (The Hobbit, 2020, p.60).*

In the lines above, there can be seen all the methods that goblins enjoyed, including beating, bleating, smashing, snapping, swishing and whipping. Creatures enjoying such torment are perilous, and their cruelty is even worse in *the Lord of the Rings* books. Their singing was also described as terrifying as it echoed through the caverns. (*The Hobbit*, 2020, p.60). As the Company tried to escape from the goblin's cave and the goblin's chief (The Great Goblin) was killed, the dwarves encountered another threat that was on their way: Wargs. These creatures were wolves, which were allies with the goblins. Together, they shared plunder and together, they went on raids. In *The Hobbit*, they shared the desire to kill the Company. They were very dangerous and fierce, and this only increased once they were provoked by the Gandalf, who wanted to show that he was not afraid of these creatures who wished to kill the Company by setting them on fire. (*The Hobbit*, 2020, p.101).

After escaping the cruel creatures, the Company encounters the goblins and Wargs in the Battle of Five Armies. This time, the anger and the hatred are increased because the Company killed the Great Goblin, the goblins chief. (*The Hobbit*, 2020, p.262). Since the escape of the Company, they gathered and armed themselves in their capital called Gundabad so that they would be prepared for the upcoming battle and upcoming meetings with the dwarves. (*The Hobbit*, 2020, p.262). Even with the great numbers, they could not defeat the armies of the men, elves and dwarves. Their leader, the Bolg of the North, the son of Azog the Goblin, was defeated, and the goblin army's ranks had fled. It was not the last time that Bilbo heard about the goblins.

2.2. Gollum

David Day describes the character of the Gollum as the "most complex villain in the Lord of the Rings." (*The Dark Powers of Tolkien*, 2018, p.206) Gollum (Sméagol) is presented in *The*

Hobbit and *The Lord of the Rings*, and he is a fundamental character in both stories. The story of Gollum in *The Hobbit* starts once the Bilbo Baggins wakes up in the dark, in the deepest part of the cavern of the goblins, where he meets "a small slimy creature". (*The Hobbit*, 2020, p.70). This mysterious creature talks to himself a lot, as he does not have anyone else to talk to in the darkest places of the cavern. (*The Hobbit*, 2020, p.71). Also, he refers to himself as "us". (*The Hobbit*, 2020, p.79). Once the Gollum meets Bilbo Baggins, his only desire is to kill the hobbit. They both agree on riddle games, and if Bilbo wins, the Gollum will show him the way out of the cave. Bilbo won eventually, and Gollum was supposed to take him out of the cave, but that was not his plan. The wicked Gollum planned to use the magical ring to provide him invisibility. Because of that, the hobbit would be easy prey for the slimy creature.

Gollum is mentioned in *the Lord of the Rings* when Gandalf tells Frodo important information about Frodo's mysterious ring. (*The Fellowship of the Ring*, 2020, p.53). Gollum (or Sméagol) used to be one of the hobbit-kind. He was described as the most inquisitive and curious-minded of his family. (*The Fellowship of the Ring*, 2020, p.53) He loved his ring from the first moment he saw it. The passion was so enormous that the Smeagol killed his friend Déagol so he would get the Ring to himself. Déagol was the first one founding the ring lying on the bottom of the river, and because he did not want to give the Ring away, he was strangled by his friend.

The power of the Ring was enormous, it allowed Smeagol to find out about all the secrets, and it gave him knowledge. Nevertheless, the power of the knowledge was used in a crooked and malicious way, so in the end, the Smeagol was expelled and abandoned. (*The Fellowship of the Ring*, 2020, p.54) It only raised his hatred. He went through the wilderness, cursing and gurgling. Because of that, he was nicknamed 'Gollum'. He was a monster and 'new terror' for the Woodmen as he was described as a ghost drinking blood. (*The Fellowship of the Ring*, 2020, p.59) It is written that he "hated the dark, and he hated the light more: he hated everything, and the Ring most of all." (*The Fellowship of the Ring*, 2020, p.55) It was the One Ring that was changing the personality of the Gollum. It was changing him slowly, eating up his mind. It was also tormenting his mind, and, in the end, it became unbearable for him. (*The Fellowship of the Ring*, 2020, p.55). The love and hatred for the ring persisted both at the same time. Gollum couldn't give up his ring or give it to someone else. Once he discovered that the ring was missing, the anger was visible in his eyes. The colour of his eyes went from a pale flame to green pale as he became angrier. While searching for the lost ring, Gollum's behaviour is visible as he becomes angry, vicious, and desperate at the same time. Once the ring is lost, the desperation in the creature is enormous, and it begins to weep in the dark. Gollum

remembers the betrayal of Bilbo and the Ring. Even after the years, he remembers the information given to him by Bilbo. The Gollum wanted the Baggins to pay for the theft of his ring, and in the end, it was Gollum who unwillingly gave information about the hobbit and the Ring to the dark powers in torturing Mordor so that the dark forces could make a move.

3. Evil Forces in *The Lord of the Rings*

The Lord of the Rings is a complex trilogy containing forces threatening Middle Earth. David Day describes the evil and *The Lord of the Rings* in the following words: "The Lord of the Rings is about the corruption implicit in a quest for pure power, and how the pursuit of power is itself evil." (*The Battles of Tolkien*, 2016, p. 165) The primary threat to the Middle Earth is the Dark Lord Sauron. His power is shown through his creation, the One Ring. Sauron gathers evil forces worldwide as he wants to dominate them. Because of him, a shadow spread over the Middle Earth.

This chapter will discuss the evil force that occurs in the trilogy. Apart from the Dark Lord itself, the traitor Saruman and his faith will be addressed. Also, the creation of Saruman called the Uruk-hai would be introduced. One of the most dangerous creatures called Nazgûl and their presence active in all of *The Lord of the Rings* books will also be discussed. The Ringwraiths are very dangerous, and they are constantly a thread for the Fellowship. Because not all of the forces directly serve the Dark Lord itself, Balrog of Moria will be discussed as he breaks the Fellowship for a while. Crucial for both *The Hobbit* and *The Lord of the Rings* is Gollum. In *The Lord of the Rings*, he will be discussed as he helped Frodo and Sam on their journey to Mount Doom.

3.1. Sauron the Great, the Dark Lord

Sauron, the Dark Lord, is the primary enemy of *The Lord of the Rings*. Even though he is not presented in physical form, his evil is spread all around Middle-earth. To know all about the power of Sauron, it is necessary to study other of Tolkien's works, specifically *The Silmarilion*. *The Lord of the Rings* shows the very end of the evil that the mighty warriors and brave hobbits defeated. The Dark Lord's whole power is discussed in *The Silmarilion*, where originally uncorrupted Sauron fell and served far more remarkable power of Morgoth. In *The Hobbit*, Sauron was known as Necromancer, gathering evil forces in Dol Guldur, eventually driven away by the White Council. In *The Lord of the Rings*, Sauron desires to receive his long-lost ring, the Ring of Power, taken away from Isildur.

Tolkien's Sauron is likened to Odyn. Tolkien was very inspired by northern mythology, and some of the mythology is also presented in *The Lord of the Rings*. Both characters seem to have a lot in common, and both of them seek knowledge: "God, sorcerer, warlord, ring, lord, transformer, necromancer – no figure in mythology more closely resembles Sauron than the

Norse god Odin." (*The Dark Powers of Tolkien*, 2018, p.91). Day also says that both characters share a desire for dominion." Odin's desire for domination over Midgard matches Sauron's greed for control over Middle-Earth." (*The Dark Powers of Tolkien*, 2018, p.91) Day also describes the aims of the characters mentioned, as they are "identical": "to gain control of a magical all-powerful ring- the One Ring in the case of Sauron and Draupnir for Odin." (*The Dark Powers of Tolkien*, 2018, p.92) Poveda also describes significant connections between both characters, as they both share authority over other creatures: "The Viking king Odín was the god of death, war and knowledge. Like him, Sauron has authority over the wolves and the ravens." (2005, p. 160) Both Odin and Sauron are significant enemies for those who want to oppose them. Their seeking power and knowledge can cause a lot of evil, as portrayed in *The Lord of the Rings* with the Dark Lord.

In the trilogy, Sauron dwelt in Mordor, in the Dark Tower. The Dark Lord does not have his physical form, but he can still control everything around him. His power is connected to an enormous Eye. Through the Eye, he sees all. The Eye was "rimmed with fire, but was itself glazed, yellows as a cat's, watchful and intent, and the black slit of its pupil opened on a pit, a window into nothing" (*The Fellowship of the Ring*, 2020, p.364). There is once again a visible connection between Sauron and Odin. Paveda discusses the faith of Odin, who sacrificed one eye to obtain power: "Odín, the god in Nordic mythology that inspired Tolkien, sacrificed an eye in exchange for being able to drink from the well of Mimir, which provided great knowledge." (2005, p. 159) In *The Lord of the Rings*, The Sauron's Eye was able to see through his enemies. The Eye had power that made the enemies terrified. The enemies of The Dark Lord are unable to withdraw the gaze of Sauron once it becomes aware of its enemies.

As an instrument of communication, The Dark Lord uses an initially non-violent device called Palantír. Palantír, an Orthanc-stone, was described by Pippin as "a dark globe, black as jet, with the moonlight gleaming on its surface" (*The Two Towers*, 2020, p. 592). One of the palantíri used to be an instrument for communication between Saruman and Sauron. It was taken away after the defeat of Saruman, who was Sauron's ally. Unfortunately, the globe was lifted by Pippin, who connected with the Dark Lord. Because of that, the Dark Lord had a chance to question the hobbit and torture him. Pippin described the feeling as he felt like "falling to pieces." (*The Two Towers*, 2020, p.594). The second Palantír was mentioned by Denethor, who fell into madness because of it. He could use the stone for his good, but he saw what the Dark Lord wanted him to see. Eventually, the Dark Lord manipulated the mind of Denethor,

and it only increased despair in the heart of the man until it "overthrew his mind." (*The Return of the King*, 2020, p.857) After that, Denethor is killed by fire, holding the Palantír during his last moments. Even though the Dark Lord was not in his physical presence, he could still use instruments to torture his victims via suggestion and mind control.

As mentioned before, The Dark Lord could see everything through the Eye. He was also able to use instruments for his use and torture his enemies. Apart from all this, his evil is visible through his ability to mind control his enemies, enslaved people and armies. Once he was defeated at the Black Gate, his troops were shattered. They were released from Sauron's control, and they became purposeless. It is said that the creatures controlled by Sauron fled, surrendered, hid, or slaughtered each other. (*The Return of the King*, 2020, p.950) It was the bravery of Men and Hobbits that ended the cruelty of the Dark Lord. The Sauron was defeated, and the Middle-earth was once again freed from the evil forces.

3.1. Saruman the White

Saruman used to be ahead of the White Council. He studied the Enemy arts, and because of that, together with the White Council, Saruman drove back Sauron from Mirkwood back in *The Hobbit*. At that time, the Enemy was described as a Necromancer of Dol Guldur. Saruman discovered that the enemy was indeed the Dark Lord himself. Originally a member of the White Council, Saruman turned into a betrayer. Day describes Saruman as "a once-good entity who, in his lust for power and knowledge, is shown descending into the nothingness of evil" (*The Dark Powers of Tolkien*, 2018, p.212). Aragorn describes Saruman as a man who was once "great as his fame made him. His knowledge was deep, his thought was subtle, his hands marvellously skilled, and he had power over the minds of others. The wise he could persuade, and the smaller folk he could daunt" (*The Two Towers*, 2020, p. 567).

Shippey points out the Saruman's interest in industrialism and technology. He also claims that the Tolkien created the character of Saruman "likely to have analogues in the real world." (2005, p. 193) The interest in the technology was presupposed with the creation of the Saruman's name. Shippey discussed the origin of the name as *Searu* in Old English means "device, design, contrivance." (2005, p.193) Tolkien gives the readers examples of Saruman's inventions, such as the gunpowder developed to weaken the enemies at the battle of Helm's Deep. (*The two Towers*, 2020, p. 537) Another example of the development created by the Saruman was introduced while Ents attacked Isengard.

The Ents are creatures similar to trees. Because of the Saruman's betrayal and his destruction of life, he awakened the anger of Ents, who marched and destroyed the seat of the Saruman, Isengard. The Saruman was, for his technology, told to have a mind "of metal and wheels." (*The two Towers*, 2020, p. 473). The Ent Treebeard also describes that Saruman was not always evil. It used to be a very polite man in the old days and always eager to listen. Shippey describes that while creating Saruman, Tolkien tried to criticise "industrial ugliness". (2005, p.194) The ugliness can be seen by the destruction of the landscape of Isengard, that has initially been full of life before it turned into orcs machinery. Furthermore, as Ents marched on the Isengard and flooded orc holes, another invention of Saruman was introduced. In *The Two Towers*, it is said that while attacking Orthanc (Saruman's Tower), a flammable liquid was sprayed on the Ents. It caused some of them to be "blistered and scorched". (*The Two towers*, 2020, p. 568)

Even when Saruman's defeated, his pride did not allow him to change his mind and surrender. He tried to persuade the Théoden to have peace with him as he (Saruman) could offer him the knowledge that he "found in long years." (*The two Towers*, 2020, p.579-580) He only sees the Power and everything that he could have accomplished if he worked with those who refused the opportunity to work with him (*The Two Towers*, 2020, p.581). Saruman was aware of his mightiness, and he did not want to capitulate. He was asked to surrender his staff and the Key of Orthanc, but he was too arrogant. He was eventually cast away by Gandalf, who in a clear voice sentenced the betrayer: "Behold, I am not Gandalf the Grey, whom you betrayed. I am Gandalf the White, who has returned from death. You have no colour now, and I cast you from the order and the Council" (*The Two Towers*, 2020, p. 583). Once, the mighty wizard was broken. He was imprisoned in his stronghold and watched over by the Ents, who destroyed the Isengard. After that, he was a beggar wandering all around the land. His pride did not allow him to take another chance provided by Gandalf and Galadriel. Saruman only saw what he wanted to see.

Surprisingly for hobbits, once a mighty Saruman decided to destroy the Shire. He occupied the non-violent land of hobbits that was slowly turned as Isengard was. All the trees were cut down, and nothing beautiful remained once the Saruman took the Shire's lead. Once beautiful houses were burned down by Saruman's loyal servants, who were brutal men despising the hobbits. The destruction of the hobbit's country can be seen in the following lines:

All along the Bywater Road every tree had been felled. As they crossed the bridge and looked up the Hill they gasped. Even Sams's vision in the Mirror had not prepared him for what they saw. The Old Grange on the west side had been knocked down, and its place taken by row of tarred sheds. All the chestnuts were gone. The banks and hedgerows were broken. Great wagons were standing in disorder in a field beaten bare of grass (*The Return of the King*, 2020,p. 1016)

The hobbits accurately addressed the place of the Saruman's stay as if they were in Mordor. (*The Return of the King*, 2020,p. 1018) Saruman intended to hurt hobbits as much as they hurt Saruman. He describes his intention, saying: “Still, I have done much that you will find it hard to mend or undo in your lives. And it will be pleasant to think of that and set it against my injuries!” (*The Return of the King*, 2020,p. 1018) Even at his last moments, Saruman showed how deeply he despised hobbits and how little they meant to him. Even though he was set free once again, he dared to finish his hostility by trying to kill Frodo.

The Saruman's pride and greed let him abandon and destroy everything he cherished. His downfall could be avoided, but his arrogance did not allow him to be redeemed. In the end, the Saruman was slain by his loyal servant Gríma, who could not be humiliated any longer. He has slain his master, and at the same time, his miserable life ended as well by the hand of hobbits.

3.2. Black Riders (the Nazgûl, the Ringwraiths)

Described as "large men wrapped in a great black cloak and hood, with faces shadowed and invisible," Black Riders are the servants of the Dark Lord (*The Fellowship of the Ring*, 2020, p.75). They are truly loyal to their master and the Ring itself. They used to be men who got their rings of power, and after that, they were slowly enslaved by the power that rings gave them. They are also another example of addictiveness to the One Ring's Power. The addiction is described in more detail in the chapter *J.R.R. Tolkien- forces of evil*. The Dark Lord bide them through the power of the rings, and soon, the men became wraiths. The term "wraith" expresses "a phantom or spectre, either a manifestation of a living being or the ghost of a dead person" (*The Dark Powers of Tolkien*, 2018, p. 98). Another description of Black raiders (Or the Nazgûl) appears in *The Lord of The Rings*, where the Dark Raiders were described as "black holes in the deep shade" (*The Fellowship of the Ring*, 2020, p. 196). When they first appeared in *The Lord of the Rings*, they were indeed black riders.

The Ringwraiths are entirely under Sauron's command, and they restlessly search for the One Ring. While searching for the Ring in the Shire, they were riding black horses born and bred in Mordor. Because of that, the horses could resist such terrifying creatures. In *The Lord of the Rings*, even the animals feared the riders. As an example, it was mentioned that the dogs were howling, and geese were screaming at the Raiders once they met them (*The Fellowship of the Ring*, 2020, p. 222). The Nazgûl also used other creatures for travelling. During the attack on the Fellowship after leaving Lórien, a winged Nazgûl was waiting for the orcs to bring him the ring-bearer. The winged Nazgûl was also part of Minas Tirith's attack, creating a terrifying atmosphere. The circling above the City is described as if they were "vultures that expect their fill of doomed men's flesh" (*The Return of the King*, 2020, 823).

The typical behaviour of Black Riders was described as a "sniffing" (*The Fellowship of the Ring*, 2020, p. 75). Their movements were more like crawling towards their prey. Even the sound of the Nazgûl was terrifying. The riders called each other with a cry (or a signal) described as a "cry of some evil and lonely creature. It rose and fell and ended on a high piercing note" (*The Fellowship of the Ring*, 2020, p. 91). The sound was also "thin and menacing" (*The Fellowship of the Ring*, 2020, p. 177). There was also a sound of hissing that caused a piercing chill to anyone who heard that sound. While searching for the Ring, the Riders did not dare to attack crowded places. They only sneaked around and gathered vital information to obtain the Ring. They were also described as being the most potent in the dark and in times of loneliness.

Additionally, the source of their power can be seen in the terror of the enemies. (*The Fellowship of the Ring*, 2020, p.175).

During the attack on Weathertop, the Black Rider's presence caused Frodo a temptation to put on the Ring and reveal himself to wraiths. Once he put the ring on his finger, he could see beyond reality. He saw through the Black Rider's wrappings. He discovered that the Black Riders were dressed in long grey robes. They had white faces, and their eyes were mercifully burning. They wore silver helms and held steel swords (*The Fellowship of the Ring*, 2020, p. 196). When injuring Frodo, the Dark Raiders used an instrument called a Morgul knife that caused the hobbit a deadly wound that could subdue him under the Black Rider's will. The Morgul knife caused the injury was slowly spreading, and it felt like a deadly chill went through Frodo's body (*The Fellowship of the Ring*, 2020, p. 199). The hobbit would have become one of the many servants of the Dark Lord. His mind would be tortured, and he would eventually bring the Ring to the Dark Lord (*The Fellowship of the Ring*, 2020, p. 222).

3.3. The Uruk-hai

Many kinds of orcs occur in *The Lord of the Rings* trilogy. They are essential for *The Lord of the Rings* story, as they are the army units of Saruman and Sauron. They are the physical evil that occurs in the trilogy and *The Hobbit*. Many tribes of orcs appear in both Sauron's and Saruman's armies. Consequently, they had to use ordinary speech to communicate as they did not understand each other's language (*The Two Towers*, 2020, p. 445). Even though some orcs do not like Saruman, one kind of orc is devoted to him – The Uruk-hai. These creatures are described as "goblin soldiers of greater stature, swart, slant-eyed, thick legs, and large hands" (*The Two Towers*, 2020, p. 416). The Uruk-hai creation is first mentioned in Chapter 4, "Treebeard". In this chapter, the Ent called Treebeard explains what has happened with the Saruman. The Ent also suggests that something is going on at the Isengard (Angrenost). It is told that Saruman was doing something to the orcs he worked with (*The Two Towers*, 2020, p. 447). He meant a possible blend of races, in this case, the races of Men and Orcs. Because of that, the orcs that Saruman has created could endure the light of the Sun, which other orcs could not. By bearing the light, the Uruk-hai are even deadlier instruments of evil.

The first encounter with the Uruk-hai is described in Chapter 1, "The Departure of Boromir". A horde of orcs attacked the Fellowship once they left Lórien by the water. During that fight, a mighty warrior Boromir was killed. The orcs were more vigorous, and some had a

special symbol. The symbol was typical for the Saruman's orcs. The sign is "a small white hand in the centre of a black field" (*The Two Towers*, 2020, p. 416). Another part of the typical gear of Uruk-hai consists of an S-rune wrought of white metal, and it is located on the front of the Uruk-hai iron helmets (*The Two Towers*, 2020, p. 416).

The Uruk-hai orcs are also part of the assault on the Helm's Deep. They describe themselves as killers who will not stop because of bad conditions. They describe their army as being great. "We are the Uruk-hai: we do not stop the fight for night or day, fair weather or storm. We come, to kill, by sun or moon" (*The Two Towers*, 2020, p. 540). Even though they fought alongside the North Men, the Uruk-hai orcs could not win the battle. The faith of the evil was described in the work of J.R.R. Tolkien before as the evil will be eventually defeated. The Uruk-hai suffered from the same destiny, and the mighty army of Saruman had been shattered.

3.4. Sméagol

Sméagol is an essential character in the development of *The Lord of the Rings* story. After the torture in the land of Mordor, Sméagol was guarded by elves of Mirkwood. He escaped during an ambush of orcs, and elves could not recapture him (*The Fellowship of the Ring*, 2020, p. 256). Since then, he has tried to get back to the Ring. He followed the Fellowship, and after their split, he observed only Frodo and Sam. Both hobbits were aware of Gollum being more dangerous than he looked. Especially Sam did not believe him. Hobbits used Gollum's knowledge of the Mordor, and the creature became their guide. Gollum described Mordor as full of orcs, ashes, dust, and pits (*The Two Towers*, 2020, p. 618). Even though Sméagol guided hobbits into Mordor, he did not want to give up his Ring. He believed his Master Frodo and tried to help him "protect" the Ring. Yet, there is visible litigation inside Sméagol. One of his sides wants to help his master, but there is also an evil side that desires only the One Ring. As evidence, some sections describe how Gollum talks to his other side: "Sméagol promised to help master. Yes yes, to help the master: the master of the Precious. But if we was master, the we could help ourselves, yes, and still keep promises" (*The Two Towers*, 2020, p. 635).

Gollum's addiction to the Ring let him set a trap. He desired to obtain the Ring and kill the hobbits simultaneously. Gollum lured hobbits into that lair, so they could easily get lost and hunted down by a vast spider called Shelob the Great. His addiction was reflected in a huge rage outburst once hobbits reached Mount Doom. Sméagol felt betrayed by the Ring's possible

destruction, and he did not allow it to happen. At that moment, the evil side of the creature showed up. He did not want hobbits to "hurt Precious." (*The Return of the King*, 2020, 945) Because he suffered a lot, he was desperate to save the Ring. He eventually attacked Frodo and Sam at Mount Doom. At that moment, he was described as "a crouching shape, scarcely more than the shadow of a living thing, a creature now wholly ruined and defeated, yet filled with a hideous lust and rage" (*The Return of the King*, 2020, p. 945). His determination to save his "Precious" made Sam realise that he was still a victim of the Ring even if he was dangerous. Sam admitted that "it would be just to slay this treacherous, murderous creature, just and many times deserved," but deep in his heart, he knew about Gollum's agony because of his "Precious" that enslaved him (*The Return of the King*, 2020, pp. 944-945). In the end, it was Gollum who destroyed the Ring. He regained his ring from Frodo, and in euphoria caused by his recent success, he did not watch his steps, and in the end, he fell together with his Precious into the depths of Mount Doom (*The Return of the King*, 2020, p. 947). Because of that, the Sauron was defeated, the evil perished, and the Middle-earth was saved.

4. Children and violence

Violence is a sensitive topic that is not easily discussed among people. Maureen Nimon expresses that “violence is an inescapable reality of our world.” (1993, p. 29). Children are also part of this world, and they often encounter stuff containing violence. This stuff can be seen anywhere, for instance, on the Tv, on the Internet, or while playing outside. It is essential to introduce the topic of violence to the children even though it is not a very pleasant topic to discuss. They should be aware of the reality as it contains both good and bad things that can happen. It is crucial, especially when violence is committed not so far from our homes. It is our responsibility to discuss with children this highly complex topic. Even though some authors support non-violent literature for children, they also realize the importance of introducing violence to children. Nimon mentions the opinion told by Winifred Whitehead, who is said to be committed to non-violent literature: “There is a need for books that help young people face reality, however distasteful that reality may be.” (1993, p. 31) Even though the author prefers non-violent literature, she admits that it is necessary to show the reality to the children.

Violence was always part of children’s literature. It was not always questionable whether the violence in children’s literature was appropriate. Koehnecke mentions that the literature for children often contained content so violent that it would be unacceptable these days. (2001, p. 19) Nimon claims that “it is only in recent decades that the place of violence in children’s books has been so vigorously questioned.” (1993, p. 31). He also declares that in the past, the “in the didactic tradition of writing for children, punishment figured strongly, whether authors were Puritans, eighteenth-century rationalists or nineteenth-century Evangelicals.” (1993, p. 29). Nimon points out that “children of the past were directly confronted with their responsibility for their choices and actions and the likelihood of severe punishments following closely upon wrong-doing.” (1993, p.29). It means that children were aware of the possible punishments while misbehaving in the past, and it is how they thought about violence.

These days, adults often try to protect children from the harmful effects that violence can cause. Christina Moustakis finds sheltering children from violative content as a “poor tactic” (1982, p.9). She claims that even though adults will prevent children from knowing stories containing monsters, the monsters will occur in children’s imagination anyway. (p.9) The argument is also supported by Bronwyn T. Williams, who claims that the children’s imagination is so powerful that it will create violent situations. (2004, p. 511) Other authors argue that it can benefit children once they learn to deal with violence. Kristine Miller mentions

the beneficial effect of fairy tales that involve violent or dangerous situations. Miller claims that children can deal with the topic of violence healthily (2009, p. 11). She argues that because the war is happening in the world, the issue is important and relevant and that children should learn about the violence at a young age to know how to maintain “a personal and a social identity in an unstable and war-torn world.” (2009, p. 11)

4.1. Children and violence in ELT

Schools should provide children with the opportunity to safely learn about this unpleasant topic. If adults do not sensitively teach the children, the children will eventually find their way to find the information they need. Because they have a very impressive imagination, they often create a concept of violence that can be misleading. It can lead to a false idea of what the violence can look like, or it can be too traumatized. Teaching about violence can be a beneficial instrument when used correctly. Children can discuss the elements of violent stories, leading to significant discussions in the classes. It is essential that the violent stories also emphasize moral values. Thanks to violent stories, children can learn how to deal with problems that can occur in real-life situations.

While dealing with the war and violence in the lessons, it is crucial to work with the language skills that are instruments of effective language teaching. All the skills are essential for students to understand the language and its capabilities thoroughly. Darancik claims that „for successful and effective education and training in foreign language courses, these four basic language skills need to be developed and reinforced in accordance with the level and needs of the learners.“ (2018, p. 166) It is essential to teach the skills effectively to help students grow in their learning. In the practical part of this thesis, the tasks that focus on primary skills will be included. Those skills are: reading, listening, writing, and speaking. It is essential to use these skills as it is an instrument of teaching that is well known to learners at primary and secondary schools.

Reading is a complex ability that focuses on the meaning of written words. Penny Ur points out the importance of reading and its development. “Reading skills need to be fostered so that learners can cope with more and more sophisticated texts and tasks, and deal with them efficiently: quickly, appropriately and skillfully” (2012, p. 147). It is also a highly evaluated skill that needs a lot of practice. McNamara claims that “reading is an extraordinary achievement when considering the number of levels and components that must be mastered“

(2012, p. 3). Reading tasks connected to reading comprehension of war and violence will be discussed via specific activities featured in the chapter *Lesson Plans*.

Speaking is an excellent opportunity to express ideas supported by many authors. Darancik describes the student's "opportunity to learn the feelings, thoughts, and ideas. Thus, he can better understand, evaluate, and interpret what is happening in the world by being equipped with the necessary knowledge and skills" (2018, p. 167). Ur claims that "classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of a language course" (2012, p. 120). Even though the topic of violence is very sensitive, learners can talk about their feelings and ideas and express their opinions as it is necessary to understand some of the topic's elements.

Wallace, Pearman, Hail and Hurst define writing as a very complex skill as it combines several abilities: "Learning to write encompasses the learning the skills of letter formation, encoding, sentence and paragraph construction, as well as, knowledge of the stages of writing that culminates in a finished product that may or may not be linked to literature or content knowledge" (2007, p.42) Another description of by the authors follows: "Writing summaries, examining texts from multiple perspectives, utilizing graphic organizers, and making use of discussion journals are valuable tools for linking reading and writing to strengthen student comprehension." (2007, p.53)

Ur claims that students should be listening to real-life situations. She also claims that there are problems connected to listening that teachers should be aware of. Some of the specific issues are long, tiring listening, listenings full of information that cannot be predicted, or listening containing quick and unclear speech. (2012, p. 111) Listening connected to war and violence will not include the real-life situations as it is concerned with the books and the movies *The Lord of the Rings* and *The Hobbit*.

A practical instrument of learning about war and violence will be done through lesson plans activities. The lesson plans will be discussed in the following chapter. They are essential teaching instruments that allow learners to learn about the violence portrayed through Tolkien's *The Lord of the Rings* and *The Hobbit*. The aim of the lesson plans will be whether the activities are appropriate for the learners while discussing the topic of war and violence. Because of the sensitivity of the issue, the responsibility of the learners is very important. Each of the lesson plans will be discussed by the learners and evaluated.

PRACTICAL PART

The practical part of the thesis consists of two chapters. It deals with the appropriateness of teaching materials tested by the 8th and 9th graders in the school. The last chapter of the practical part deals with the educational board games that can be played in the classroom (and outside the school) to learn *The Lord of the Rings* and *The Hobbit*. The overall of this theoretical part is to discover the suitable materials that can be used while discussing the topic of war and violence via J.R.R Tolkien's *The Lord of the Rings* and *The Hobbit*

5. Lesson Plans

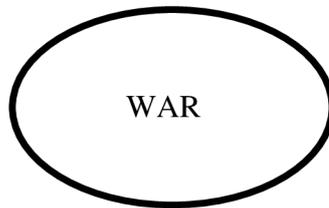
As mentioned in the chapter *Children and Violence*, violence is, unfortunately, part of the children's life. It is also part of children's literature, and that's why it is important to work with such topics in concrete situations. This chapter aims to discuss suitable materials associated with *The Lord of the Rings* and *The Hobbit* that can be used while teaching. In this part, I created 4 lesson plans that were tested in the 8th and 9th grades. Children tested the appropriateness of the tasks that portrayed war and violence. The tasks focus on the language skill mentioned in the theoretical part of this thesis, in the chapter *Children and Violence*. I think that it is important to do the task traditionally as it is something that the children use during their English lessons. However, it is important that children expand their reading, listening, speaking and writing comprehension. I understand that it is not always the best idea to keep the traditional exercises, as it is something that children are aware of. They can be bored because of the repetition, so I also created educational games that can be used. These games are described in the last chapter of this thesis (*Educational games*). Because of the topic's sensitivity, some modifications are included in the Lesson Plans. One extra plan (Lesson Plan 5) focuses more on portraying war and violence from the hobbit's point of view.

While making the lesson plans, I included Classroom English instructions, as I think it is something that needs to be part of it as well. If there are unclear instructions, it can lead to problems connected to the particular tasks. Learners might be confused, and they might misunderstand the instructions. It may lead to incompleteness of the tasks and other issues such as boredom. Boredom might lead to discipline problems that can ruin the whole session.

5.1. Lesson Plan 1

In lesson plan 1, I decided to start with a warm-up activity. Task 1 focuses on brainstorming/brainwriting as it provides an opportunity to express general ideas about the topic discussed. Task 2 describes lines from *The Hobbit*. This text was chosen because the words sound gives a great chance of creating tasks that are not very common in English lessons. I decided to join the English language and Czech language in one activity. Another aim of the activity was to teach children how to use dictionaries as it is a helpful skill. Activities focus on vocabulary that expresses some torture or physical pain. The text and the vocabularies aim to connect the meaning and sound. Children will think about the word's pronunciation and describe what this sound arouses in them. Part of the description of the Text 1 is also classroom English and expressions that can be used while working with the text. The speaking will also be a considerable part of the tasks, as questions will be discussed. There is also a space for additional questions once the communication with the students begins.

Task 1: War- Brainwriting/brainstorming



Classroom English

What comes to your mind when you hear war?

Write down as many things as you can

Tell me what comes to your mind?

Task 2: Read the following lines and think about the sound of the words

Read the following text and think about the sound of the words.

"Clap! Snap! the black crack!
Grip, grab! Pinch, nab!
And down down to Goblin-town
You go, my lad!

Clash, crash! Crush, smash!
Hammer and tongs! Knocker and gongs!

Pound, pound, far underground!
Ho, ho! my lad!

Swish, smack! Whip crack!
Batter and beat!
Yammer and bleat!
Work, work! Nor dare to shirk,
While Goblins quaff, and Goblins laugh,
Round and round far underground
Below, my lad!"
(*The Hobbit*, 2020, p.60)

Task 3: Associate the sound with the meaning

Write down the meaning of the following words:

The teacher will discuss the sound of some of the words in the text. Students' task is to close their eyes and imagine the sound of the words. After discussing words sounds, children will write down Czech translations of the words that they think the words mean. After that, they will work with dictionaries to find the meaning of the words. They will compare their answers with their predictions.

	Meaning	Dictionary meaning
Snap		
Crack		
Crush		
Smash		
Beat		

Classroom English:

Think about the sound of the words in the text. Do they remind you of something?

Think about these words: Snap! Crack! Crush! Smash! Beat!

Can you imagine the sound of the words in your mind? Close your eyes, and I will read you those words aloud. Are you ready? Snap! Crack! Crush! Smash! Beat!

Can you associate the sound with any Czech words?

Write down your translation of the words. I will give you a few minutes to do so.

Let's work with dictionaries. Find the meaning of the words in the table. Compare your definition with the dictionary meaning.

Discuss your results with your partner. Did you guess the meaning right?

Task 4: Answer the questions

1. Think about the lines. Do you think that the song is friendly? Why?
2. Where does the city of goblins lay?
3. How would you describe goblins?
4. Do you know these creatures from any other sources? Tell us about that.
5. Find the meaning of these words: Smack, quaff, nab

Classroom English:

Let's do task 4. Let's answer the questions.

Think about the lines. What do you think about the tone of the song? Do you find it friendly?

Have you ever seen any goblins? Where?

How would you describe goblins? Are they the same in every source? Can you describe goblins you have encountered?

Find the meaning of these words.

Lesson Plan 1 analysis

Task 1 focused on the topic of war. It is essential to say that talking about the war is not easy, especially when it can be seen in real life. This is why children might feel uncomfortable talking about the topic as it happened while testing the activity. One of the learners replied that he does not wish to share his ideas about this topic as it feels uncomfortable for him to talk about that. He was willing to do the other activities, but he did not wish to speak or write about the war itself. The words brainstormed/brainwriten in Task 1 are sadness, swords, fear, army, dangerous, destruction, evil, brave, blood, soldiers, two sides, bad people, pain, weapons, weapons, machines, bombs, scar. As the whole concept, the learner realizes that there are two sides to the conflict: one side is bad, and one is the good side. They also learn how much damage the war can cause and what are the sources of destruction. One of the learners also mentioned the phrase "young men dying, old men laughing ", which sends a terrifying message of how young people feel about the war.

Task 2 concentrated on the sound of the words. Children did not enjoy saying the words aloud so that they would hear the sound of that words. They preferred to read the lines alone and quietly, and after that, they were prepared to work on the next exercise. In Task 3, children tried to come up with possible meanings based on the sound of the words. Their imagination

was not as vast as it was presupposed; nevertheless, they were able to give examples of possible meanings. Exciting was the word "snap ".Children connected that word with the social media application called Snapchat and its sound. The meaning of the word was, in many cases, associated with sending messages. The word "crack "was associated most with the sound of breaking. The children mostly knew " Crush ", so the possible meaning was known.

On the other hand, there were also different meanings worth mentioning. The first one was connected to relationships as some of the answers suggested that a crush means to like someone. Another definition was related to car accidents, as according to the children, the crush meant car crush. Word "smash "was the most diverse word in children's answers. They were unsure what to think about the word as their answers differed a lot. Some of the learners connected the word's sound to the Czech word "smažit "or "smeč "because of similar sounds. The last-mentioned word, "beat ", was well known to most students, so the word's possible meaning was already known. It was also the most exact word as the pronunciation of the word beat is the same as the Czech word "bít ", which is very close to the word.

	Význam slova (Cz)
Snap	Upozornění, bliknutí, škubnout,fackovat, urvat, plesknutí
Crack	Kousnout, roztrhnout, křupnout, rozbít, promáčknout
Crush	Rozdrtit, prorazit, rozbítí, srazit
Smash	Smeč, smažit, zmáčknout, rozmáznout, zničit, rozbít, zatlačit, zmáčknout
Beat	Umlátit, uhodit, porazit, mlátit

It is crucial to think about the questions connected to the text in Task 4. In Task 4, there is a question: "Think about the lines. Do you think that the song is friendly? Why? "That question was discussed in more detail in the lesson. Some of the children answered that when they first read the lines, they believed that the text was friendly as the words sounded nice. On the other hand, once they knew what the words meant, they changed their mind quickly. They were also very good at describing orcs that they have encountered as there are many variations of those creatures and their visual realizations in many movies and computer games.

Dealing with the sound of the words is not a very common activity for the learners. Children appreciated the fact that it was something entirely new for them. The idea of the activity was fascinating to them, but they were not delighted by the sound production and its meaning. In the end, the learners replied that they were not enjoying the activity, and in most cases, the activity was seen as worthless. For some of the learners, it was interesting that they could connect the sound of the words to their possible meaning, and they learned new vocabularies that they appreciated. But overall, playing with sound activities was not received well.

Modification: Lesson plan 1 showed that not everything is appropriate for the young learners. Even though the plan was practised in 8th and 9th grade, the responses were not always positive. In this case, it is necessary to think about more appropriate tasks that would be less drastic for the young learners. Modification is specified for the occasion when students refuse to openly work with the topic of war, describing it directly.

Modification: Task 1

Task 1: brainwriting/brainstorming

The teacher will introduce the topic of *The Lord of the Rings*. The aim is to talk about the story of the One Ring that needs to be destroyed. The teacher introduces the problem of the story in the following lines:

Imagine that you are in a world that is full of magic. The magic is done via magical rings that contain lots of power. One specific ring contains much more power than the other ones. Imagine that you have to destroy this Ring to keep the balance of the world. Your quest will not be so easy as there are creatures and people who desire the One Ring to obtain power. Write down your story.

The teacher will give one of the learners a piece of paper, where the first sentence will be introduced: “In the world called Middle-earth, magical rings were created.” The student will read the sentence, and then he will think about the story as it follows according to him. He will write his own sentence and pass the piece of paper to another student. Another student will once again read the paper and follow the story. The aim is to think about the own tale that leads to the destruction of the One Ring. After the completion, we can talk about the actual story and compare both of the stories in the class. The topic of war and violence will be introduced as a

part of the whole story, so the students will not be directly disturbed when something uncomfortable appears.

To summarize lesson plan 1 and its appropriateness, it is crucial to count on every possible situation during the lesson. As there are severe topics, it is vital to think about possible complications that might happen once there are activities that are too direct and that can cause students to feel insecure and uncomfortable. Students might get irritated by talking about the war and violence openly. It is important to work with this topic not necessarily openly but rather sensitively, with exercises not directly connected to the war. The learners should be able to express their ideas, not from the evil that is lying in front of them, but it can be discussed via their deduction/consequences of things. This is why lesson plan 1 is not appropriate, as the first exercise directly opens the topic of war and violence. Students who are not comfortable with this topic might find it extremely difficult to cooperate. To make the lesson plan more acceptable, the modification was created to make the topic of war and violence bearable.

5.2. Lesson Plan 2

In Lesson Plan 2, children will work with listening, speaking, writing, and reading comprehension. In Task 1, the students will be asked to listen to the movie version of the song sung in *The Hobbit*. They will fill in the missing words, and after that, they will work with the text itself in Task 2. Task 3 concentrates on reading. Learners will read the text and then write down vocabs that are unknown to them. To recall what they learned about the text, they will write down what the text was about in their own words. In Task 6, they will have to decide whether the information located in the sentence is true or false. Their task will also be to correct the incorrect sentences, so the teacher will know that they understand the text they were reading.

Task 1: Listening (Jackson, 2013, 36:54-38:25)

Far over the misty _____ cold.

To _____ deep, and _____ old.

We must away, 'ere break of day.

To find our long _____ gold.

The _____ were roaring on the height.

The winds were _____ in the night.

The _____ was red, it flaming _____.

The trees like _____ blazed with _____.

Task 2: Description of scene

- 1) How would you describe the atmosphere?
- 2) What might have happened to dwarves?
- 3) How was their home destroyed?
- 4) What do they want to do?
- 5) Describe how you imagine the fire and the trees.

Classroom English

Listen and fill in the missing information.

Think about the text. What do you imagine while listening to it?

Was it easy for you? Why?

Look at the questions. What is the atmosphere like?

Can you imagine the scene? How would you imagine the trees and the fire?

Task 3: Text

There in the shadows on a large flat stone sat a tremendous goblin with a huge head, and armed goblins were standing round him carrying the axes and the bent swords that they use. Now goblins are cruel, wicked, and bad-hearted. They make no beautiful things, but they make many clever ones. They can tunnel and mine as well as any but the most skilled dwarves, when they take the trouble, though they are usually untidy and dirty. Hammers, axes, swords, daggers, pickaxes, tongs, and also instruments of torture, they make very well, or get other people to make to their design, prisoners and slaves that have to work till they die for want of air and light. It is not unlikely that they invented some of the machines that have since troubled the world, especially the ingenious devices for killing large numbers of people at once, for wheels and engines and explosions always delighted them, and also not working with their own hands more than they could help; but in those days and those wild parts they had not advanced (as it is called) so far. They did not hate dwarves especially, no more than they hated everybody and everything, and particularly the orderly and prosperous; in some parts wicked dwarves had even made alliances with them. But they had a special grudge against Thorin's people, because of the war which you have heard mentioned, but which does not come into this tale; and anyway

goblins don't care who they catch, as long as it is done smart and secret, and the prisoners are not able to defend themselves. (*The Hobbit*, 2020, p. 61)

Task 4: Write down all the words that you don't know

Classroom English:

Let's do the exercise. There is a description of cruel creatures called goblins.

Read the text and write down all words that you don't know.

How would you describe the goblins? Have you ever seen any different goblins?

Is everything clear?

Task 5: Recall the story

In your own words, describe the story you have just read.

Modification: Students can be told to retell the story instead of writing about the story. The teacher can have additional questions to ask. Another possible change can be done in groups or couples. Students can talk to each other before they retell the story aloud.

Classroom English:

Tell me in your own words what is the text about.

Thank you. Who would like to continue?

What do you know about goblins?

Let's continue with another exercise. Please, read the instructions.

Task 6: True/False

Decide whether the sentences are true (T) or false (F). Correct the false sentences.

1. Goblins were carrying axes, swords and hammers.
2. Goblins are described as cruel, wicked, and bad-hearted.
3. Goblins are more skilled miners than dwarves.
4. Some of the wicked dwarves allied with the goblins.
5. Goblins sympathized with Thorin's people.
6. Goblins are specialized in creating killing machines.

Classroom English

Your task is to decide which sentences are true and which are false

If there is a false sentence, find the correct information in the text.

Was this exercise easy for you?

Did you have any problems with the exercise?

Lesson Plan 2 Analysis

Listening exercises are very welcomed by the learners, especially those connected to some music. In Lesson Plan 2, the learner's task was to hear the song sang by dwarves who lost their home due to the dragon's terrifying attack, during which many of the brave dwarves have died. The learners tested the mournful song, and the results were made. The song was taken from *The Hobbit* movie version. Because of that, the learners encountered unclear sounds as there was a disturbance in the listening, according to them. They welcomed the idea of listening, and they actively talked about what they heard. But they admitted that they would rather listen to something else. Some learners also revealed that they did not understand the listening, but a small number of learners were. After the listening itself, they concentrated on the description of the scene heard. They recognized that the song was full of sadness and something terrible had happened. As some of the learners did not know the story of *The Hobbit* and had never watched or read the book, it was interesting to see how their imagination worked. On the other

hand, the activity was not as profitable for those who have encountered the story before. The listening was evaluated as "easy "by most respondents. Others had difficulties because of the listening's bad condition, and only a small amount of learners would not enjoy this kind of activity again.

Task 3 was quite demanding on the vocabulary. Surprisingly, it was not appealing. The learner's task was to read the text and write down all of the vocabularies they did not know. The most commonly unknown words written by the learners were "wicked, ingenious, tongs, grudge, tremendous and prosperous". Especially "tongs "and "tremendous "were the most mentioned. Learners were also able to formulate their answers and retell or rewrite the story they had read before. The task was created so that the learners could describe in their own words the plot. After thinking about the text I chose, I find it inappropriate for the learners. After the discussion with another adult who read this text and pointed out some of the specific sentences that seemed way too brutal for the young learners (sentences about the enslaved people who worked till they died.)

Apart from the vocabulary that was unknown to the learners and made the whole reading of the text challenging, learners admitted that the activities connected to the assignment and the following task (Task 6) were helpful to them and that they would like to do that kind of activities in their lesson more often. They also admitted that apart from the unknown vocabulary, the activities in the lesson plan were adequate to their knowledge.

To summarize lesson plan 2 and its appropriateness, the lesson plan would be acceptable if the text that the learners work with was chosen more carefully to be adequate for the learners. It is essential to think about the sensitive learners, and vocabularies that are too specific could cause severe problems. The text contains violent vocabulary that is too specific (I think that even the children can think about the slavery and imagine what it can look like)

5.3. Lesson Plan 3

In Lesson Plan 3, the first activity focuses on the general meaning of *The Lord of the Rings* and *The Hobbit*. Children will talk about their general knowledge of *the Lord of the Rings* and *The Hobbit*. After the general information of the stories, the student's task will be a description of the pictures. Following tasks will focus on reading as children put the text into the correct order. After that, they will discuss the text with the teacher, who will ask additional questions. Task 3 concentrates on the grammar section. The grammar focuses on passive voice, specifically rewriting the active sentences into passive sentences.

Task 1 Speaking: general information

What do you know about *The Hobbit*?

- Who is the main character?
- What is the story about?
- Do you know the members of the Company?

What do you know about *The Lord of the Rings*?

- Who are the members of the Fellowship?
- What was their quest?
- Who is the ring-bearer?
- How many *Lotr* books were written?

Classroom English:

Let's talk about today's topic.

Have you ever read the Hobbit or the Lord of the Rings?

Can you describe to us the general information?

What is the story about?

Task 2 speaking: describe the pictures

The teacher will show pictures connected to *The Lord of the Rings*. Student's task is to describe the images and talk about them in more detail. The discussion can be done in pairs and the whole class.



Picture 1- The Dark Lord (Jakson, 2001, 03:43)



Picture 2- Balrog vs Gandalf (Jackson, 2001, 2:02:40)

Classroom English

Who is the creature in the picture?

How would you describe him?

What is the golden thing on his hand?

What is the story of the Ring?

Task 3 reading: put the text into the correct order

The text describes a war scene in *the Hobbit* (*The Hobbit*, 2020, p.263-4). Student's task is to read the text and put it into the correct order. They will be asked to underline the key lines/phrases that helped them decide. The first sentence is ordered for them.

The elves were the first to charge. Their hatred for the goblins is cold and bitter. Their spears and swords shone in the gloom with a gleam of chill flame, so deadly was the wrath of the hands that held them.	1
Panic came upon the Goblins; and even as they turned to meet this new attack, the elves charged again with renewed numbers.	
As soon as the host of their enemies was dense in the valley, they sent against it a shower of arrows, and each flickered as it fled as if with stinging fire	
Just as the goblins were recovering from the onslaught and the elf-charge was halted, there rosen from across the valley a deep-throated roar	
With cries of "Moria!" and "Dain, Dain!" the dwarves of the Iron Hills plunged in, wielding their mattocks, upon the other side; and beside them came the men of the Lake with long swords.	
Behind the arrows a thousand of their spearmen leapt down and charged. The yells were deafening. The rocks were stained black with goblin blood	
Victory seemed at hand, when a cry rang out on the heights above.	
Already many of the goblins were flying back down the river to escape from the trap: and many of their own wolves were turning upon them and rending the dead and the wounded.	

Classroom English

Let's read the text.

Put the text in the correct order.

What happened in the text? What is the story about?

Are there any vocabularies that you do not know?

Task 4: Grammar section – how would you rewrite the sentences in passive voice?

1) The Dark Lord Sauron forged the One Ring to enslave all

2) Goblins are creating war machines that can kill a massive number of enemies.

3) Saruman has betrayed his allies

4) If Saruman and Sauron won the battle, the Middle Earth would fall into darkness.

Classroom English

What is a passive voice and how can we form it?

Transfer the sentences into passive voice.

Can you tell me the solution?

What is the first sentence?

Lesson Plan 3 analysis

General information about the book discussed in the lesson is crucial in discovering the information learners already know. To overcome problems that might occur in the lesson, it is a good idea to learn from the learners whether they already know about the topic that will be discussed. The problem is that the already acknowledged students might become bored by the activities connected to the already known story. On the other hand, it can encourage them in speaking, so they want to describe the story to their classmates. Unfortunately, this can lead to problems connected to unbalanced speaking as there might be learners talking more because they already know the answers and want to share their ideas. The problem mentioned happened in lesson as there were very enthusiastic learners who loved the story of *The Lord of the Rings*

and *The Hobbit*. These students could recall all the vital information that was asked for. Consequently, other students remained silent and did not have an opportunity to talk very much.

Description of the pictures is a well-perceived activity during which the previous knowledge is not required. It allows learners to express their ideas and thoughts. It also trains their vocabularies and grammar knowledge because they need to create sentences full of descriptive words. The first picture was chosen because of the main evil character of *The Lord of the Rings* Sauron. The image is taken from the movie version, which makes an excellent opportunity to connect visual context to the books. Learners can imagine what they see while reading the book, making the whole reading funnier.

More challenging is the ordering of the text in Task 3. Learners are supposed to order the text as follows. The first sentences were made for them to make the sequence easier. The whole process seemed to be more demanding than it was presupposed. Learners did not correctly order the text, nor they were able to find the clue phrases to justify their answers. The possible problem might be challenging text that does not have visible connectors.

Another problem might be with this kind of activity as it is not something that is done in the standard English classes. The second problem might be solved by frequent practise of such activities as it helps readers in their reading comprehension skills. Learners admit that they enjoy this kind of activity even though it is pretty challenging to finish the task successfully.

Task 4 is the first task in this chapter that concentrates on the grammar part. The learners do not always welcome the grammar part as it is commonly done during their lessons. Mainly tested students used to work with their textbooks and workbooks only, so they often experience this kind of exercise. The point was to create a task where the topic of *The Lord of the Rings* and *The Hobbit* would be introduced, and grammar would be practised. While doing this activity, the problem was that some of the learners completely forgot about the grammar they had learned a few lessons ago. Due to that, they could not complete the task without further help. The possible solution to that problem might be one extra sentence that would be completed for them to see how it is done. Whether it will help them is not known. The task was completed after a further discussion of the grammar. It is certainly something that will slow down the lesson, so it is questionable whether to put this kind of activity into the lesson plan or not.

To summarize lesson plan 3 and the appropriateness for the learners, I believe that the activities that contain audio or visual material are an excellent opportunity to start the lesson with. As a teacher, it is important to think about the learners, who might already know about

the topic discussed in the lesson. These students might get bored, or they might be the only one talking. For this, it is necessary to know the topic the teacher is discussing as there can be additional questions for the learners who already know the topic. When describing the pictures, it is crucial to think about the images that do not evoke fear. The issue discussed itself is disturbing enough, and the disturbing images would not create a good atmosphere. The pictures chosen for lesson 3 would be used only for the learners of the 9th grade, as they can be disturbing for the younger learners.

5.4. Lesson Plan 4

Lesson Plan 4 will focus on both books and movies. In Task 1, there will be scenes from *The Lord of the Rings* and *The Hobbit* movie. The scenes will focus on violence and war, and children will discuss what is going on and what they feel once they watch the scenes. They will also predict how the stories continue. Task 2 focuses on reading and pair work. There are two versions of the reading, and students are divided into "Student A" and "Student B" there are questions that can help students find missing information from their text. The students must cooperate to receive the information needed.

Task 1: Video – Watch and describe

Situation 1: Frodo and Ringwraiths (Jackson, 2001, 58:48 -1:00:19)

Can you describe the dark creatures

What is the situation like?

How would the situation end?

What do you think will happen next?

Situation 2: Gandalf and Balrog (Jackson, 2001, 2:01:48 -2:03:20)

How would you describe the fiery creature in the video?

What weapons can you see?

What is the situation in the video?

How will the situation end?

Situation 3: The battle of Deep's Helm (Jackson, 2002, 2:12:45 -2:13:23)

How would you describe the situation?

How many armies stand against each other?

What was the weather like?

Were all of the people fighting?

How do you think the battle will end?

How would you describe the orc army?

Situation 4: Ents attack Isengard (Jakson, 2002, 2:40:22 –2:42:45)

Do you know the creatures?

What do they look like?

What are they doing?

Do you know the white wizard? Can you describe him? Why is he special?

Do you feel pity for the dead orcs?

Did you find any funny moments while watching the video?

Task 2: Pair work

Student A

The Dark Lord was suddenly aware of him, and his Eye piercing all _____ looked across the plain to the door that he had made; and the magnitude of his own folly was revealed to him in a blinding flash, and all the devices of his enemies were at last laid bare. Then his wrath blazed in _____, but his fear rose like a _____ to choke him. For he knew his deadly peril and the thread upon which his doom now hung. From all his policies and webs of fear and treachery, from all his stratagems and wars his mind shook free; and throughout his realm a tremor ran, his slaves quailed, and his armies halted, and his captains suddenly steerless, bereft of will, wavered and despaired. For they were forgotten. The whole mind and purpose of the Power that wielded them was now bent with overwhelming force upon the Mountain. At his summons, wheeling with a _____ cry, in a last desperate race there flew, faster than the winds, the _____, and with a storm of wings they hurtled southwards to _____ (*The Return of the King*, 2020, p. 946)

Find the missing information. Ask your partner. (The following questions are not in correct order)

1. What did the fear rise like?
2. Who were the creatures that flew faster than winds?
3. Southwards what the creatures hurtled?
4. What was the cry like?

5. What was wrath blazing like?
6. What did the Eye pierce?

Student B

_____ was suddenly aware of him, and his Eye piercing all shadows looked across the plain to the door that he had made; and the magnitude of his own folly was revealed to him in a blinding flash, and all the devices of his enemies were at last laid bare. Then his _____ blazed in consuming flame, but his _____ rose like a vast black smoke to choke him. For he knew his deadly peril and the thread upon which his doom now hung. From all his policies and webs of fear and treachery, from all his stratagems and wars his mind shook free; and throughout his realm a tremor ran, his slaves _____, and his armies _____, and his captains suddenly steerless, bereft of will, wavered and despaired. For they were forgotten. The whole mind and purpose of the Power that wielded them was now bent with overwhelming force upon the Mountain. At his summons, wheeling with a rending cry, in a last desperate race there flew, faster _____, the Nazgûl the Ringwraiths, and with a storm of wings they hurtled southwards to Mount Doom. (*The Return of the King*, 2020, p. 946)

Find the missing information. Ask your partner. (The following questions are not in correct order)

1. Whose Eye was piercing all shadows?
2. What feeling was connected to a vast black smoke that choked the Dark Lord?
3. What happened with the slaves?
4. What happened with the armies?
5. What was the speed of Nazgul?
6. What emotion was blazing like a consuming flame?

Classroom English

There is missing information that needs to be discussed.

Ask your partner appropriate questions to obtain necessary information.

Do not read your text, ask questions.

The questions are not in the correct order.

Try to think about your own questions.

Was there anything that helped you find the necessary information?

Was there any problem during the task?

What was the most complicated thing for you?

Task 3: Connect the descriptions to vocabulary

- 1. Desperate a) to shine brightly and suddenly, or to make something shine in this way:
- 2. Magnitude b) needing or wanting something very much
- 3. Flash c) the large size or importance of something
- 4. Peril d) behaviour that deceives or is not loyal to someone who trusts you:
- 5. Treachery e) great danger, or something that is very dangerous

Classroom English

Look at the following task

Your task is to match vocabularies with their expressions.

Look at the text if you do not know the vocabulary. The text might help you

Are there any new vocabularies for you?

If necessary, find the meaning in the dictionary.

Task 4: Find someone who...

The student's task is to find someone who fulfils the requirements in the table as there is information to be discussed. Students will walk across the classroom and ask about the information on the left side of the table. Students who positively answer formed questions are also asked additional questions. Obtained data will be written down and then discussed with the rest of the class.

Find someone who...	Name	Another question	Answer
Learned something new today			
Read books and liked them more than movies			

Watched movies and liked them more than books			
Never heard of <i>The Lord of the Rings</i> before the lesson			
Never heard of <i>The Hobbit</i> before the lesson			
Enjoyed battle scenes in movies/books.			
Would recommend <i>The Lord of the Rings</i> and <i>The Hobbit</i>			

Lesson plan 4 Analysis

One disadvantage of the activities connected to the topic of *the Hobbit* and *The Lord of the Ring* (or any other book) is that once there are activities that require prediction, learners who have encountered the story before will know the plot might not enjoy the activity as much as those who have never heard of the book or the movie. In prerogative, the teacher must know whether the students already have experience with the topic discussed in the following lessons. In task 1, students' assignment was to think about the short video they had just seen. They had to consider how the story continues. Those who already have some experience with the movies could recall all the actions that were about to happen.

On the other hand, those who did not have any experience tried to do the task, and their answers were exciting. Videos were then played further, so the learners had an opportunity to know whether their deductions were correct. It has a significant impact on learners as sometimes they expressed a surprise when they did not guess the plot.

Task 2 was very special because of the two versions created. Students were paired, and each got a different paper with text. The text contained blank spaces with missing information. Some questions could help students to receive the missing data from their partners. The texts were tested with the 9th grade, so it was not as problematic. Some learners were able to come up with their questions to receive the information they needed. On the other hand, some students

read the text and their partners filled in the missing information. That was not the aim of the task, and the students were asked to do the task properly.

More problematic were the vocabularies that were unknown to the learners. A maximum of two learners could translate the vocabulary, but the rest of the class had to find the missing information in the dictionaries. Working with dictionaries was an excellent opportunity to teach the learners independence, as they can find what they need in the future.

A helpful reflection tool over the lesson or the sequence of lessons is the last activity called *Find someone who*. This activity provides an excellent opportunity for students to recall recent events during the lesson. This activity also gives the teacher feedback necessary to understand whether the learners learned something and enjoyed the classes. Students were exceptionally innovative in their answers, but a specific problem occurred during the activity. As the learners moved across the classroom, they thought the teacher could not hear that because of the noise. They started to ask Czech questions instead of English to obtain information faster. It was quite problematic as the replying children also used the Czech language to tell the needed information. It was necessary to remind the learner many times that the activity is pointless if the Czech language is used.

To summarize Lesson Plan 4, it would be appropriate for learners who are more advanced in English. The reading task that required the ability to ask proper questions to obtain information was perfectly handled by the advanced learners and poorly done by the others. Not everyone could think about the questions, so they decided to read their text to fill in the information based on listening. It was not what was supposed to be done. The lesson plan should be done with the older students, maybe with the one in the secondary school. I think that there are not many students that would be able to correctly and appropriately finish the reading task in primary school.

5.5. Lesson Plan 5

While the previous lesson plans discussed the war directly, Lesson Plan 5 will focus on the hobbits. As mentioned in the first chapter, *J.R.R. Tolkien – The Hobbit and The Lord of the Rings*, Tolkien was impressed by the character of Hobbits. He also connected those creatures to English people and their characteristics. The lesson plan is more gentle, as it starts with general information about hobbits and slowly goes to the war and violence. It does not work with the violence from the start, as it would be suitable for the learners who are sensitive or do not wish to talk directly about the war and violence.

Task 1 focuses on the general description of The Hobbits. Learners who have never heard about hobbits will be able to work with available information they obtain via text. This activity could be done with lower grades (6th, 7th). Children will read the text and then do additional exercises connected to their nature, customs, or personality.

Text 1: Hobbits – Description

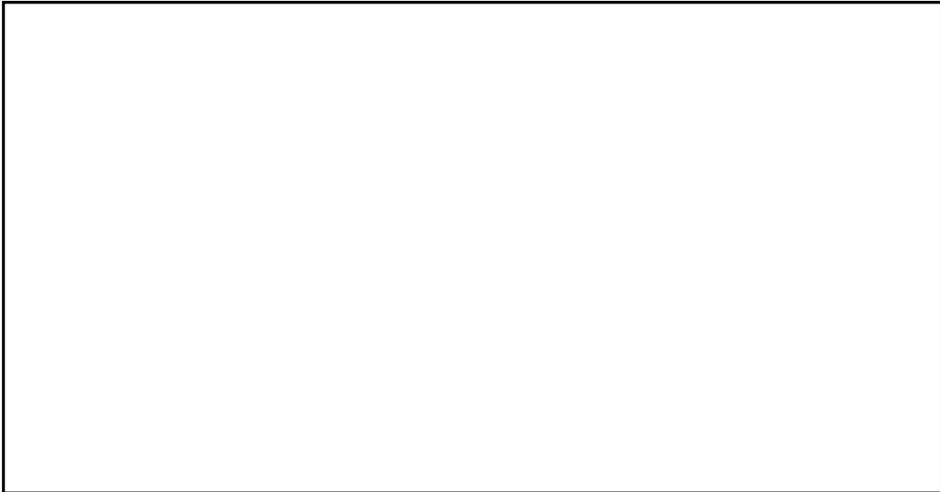
Hobbits have no beards. There is little or no magic about them, except the ordinary everyday sort which helps them to disappear quietly and quickly when large stupid folk like you and me come blundering along, making a noise like elephants which they can hear a mile off. They are inclined to be at in the stomach; they dress in bright colours (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long clever brown fingers, goodnature faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it). Now you know enough to go on with. As I was saying, the mother of this hobbit - of Bilbo Baggins, that is - was the fabulous Belladonna Took, one of the three remarkable daughters of the Old Took, head of the hobbits who lived across The Water, the small river that ran at the foot of The Hill. It was often said (*The Hobbit*, 2020, p. 4)

Task 1- Speaking/writing: Describe hobbits

In your own words, describe hobbits

Task 2: Draw your hobbit

Read once again the text that describes Hobbits. According to the text, draw your hobbit.



Classroom English

Read the following text. The text describes creatures called hobbits.

What do we know about hobbits?

What is their personality like?

Let's draw your Hobbit. Read the text once again and imagine how would your hobbit look like.

Task 3: Answer the questions

Read the following questions and answer them. The text might help you.

1. To what creatures are hobbits compared to based on their heights?
2. How was described the noise that is made by humankind?
3. What colour do hobbits use for their clothes?
4. How many evening meals do hobbits have?
5. What is a hobbit's body condition like?

Task 4: Hobbit's bravery

In the following movie version of *The Hobbit*, some scenes show what hobbits capable of when they are in trouble are. The scenes were chosen as they do not directly show any battle or direct violence. Yet, there is possible violence hidden behind the dragon Smaug. The aim is to discuss hobbits' bravery even in the case of great danger. As mentioned in the chapter *Children and Violence in ELT*, children should be able to discuss their feelings and their opinions about what they saw. They should also analyze the hidden danger in the scene and talk about it. The discussion can be made in pairs/ whole-class discussion. The questions can be printed in advance or asked in a different order while discussing the scene. Some of the questions might not be asked if children discuss the topic in detail by their own.

Scene 1: Erebor (Jackson, 2013, 1:47:47-1:51:54)

- What was the scene about?
- What did Bilbo find when he entered the halls of Erebor?
- What was he searching for?
- Who was sleeping under the pile of gold?
- How would you describe the dragon?
- Do you think that Bilbo was in any kind of danger? Why, why do you think so?
- What did Bilbo do to hide from the dragon?

Scene 2: Bilbo and Smaug (Jackson, 2013, 1:53:00-1:55:57)

- What was the scene about?
- How would you describe Smaug?
- Do you think it is a friendly dragon? Why?
- How would you describe Bilbo's behaviour?
- Do you find Bilbo brave? Why?
- What was the object that Bilbo saw while chatting with Smaug?
- Do you remember any of the nicknames that Bilbo gave Smaug?

Task 5: Discussion

The last task is a conclusion of hobbits. Based on what children read and saw, they should be able to characterize hobbits even in the case of great danger.

- Based on what we saw, how would you characterize hobbits?
- What are they doing when they face danger?
- Do you find them brave? Why?

There are other ways of showing the topic of war and violence via teaching materials. It is also essential to think about the bravery of those who oppose the evil itself. Another possible portrayal of violence could be done via the hobbits, who willingly stood against the evil forces to defend their land once it was occupied by Saruman, as portrayed in *The Return of the King*. By learning from this perspective, the learners might realize that violence can be justified when it is done to protect the country/homeland.

6. Educational Board Games

To make the topic of *The Lord of the Rings* and *The Hobbit* more attractive, many activities can improve learners' learning and motivation to gain knowledge. In this chapter, the examples of such activities are educational games that can improve the learner's ability to understand the topic of *The Lord of the Rings* and *The Hobbit*. The first game introduced is going to be called the *Siege*. The game requires cooperation and basic knowledge of the topic of *The Lord of the Rings*. Two sides try to reach their accomplishment as quickly as possible. They try to be quicker than the other team, so they can win the game and achieve their goals. The second game introduced will focus on the hunt. There are going to be two teams that try to achieve their goal. The first team will try to escape the Misty Mountains, while the second team will try to catch the first team. The game is called *Escape the Misty Mountains*. Every mistake counts in this game as it may cost Bilbo Baggins his life. The last game will be more complex as there will be a complicated story behind the whole game. While battling with the enemies of the Middle Earth, the brave players try to survive as long as they can to buy time for Frodo Baggins, whose quest is to destroy the Ring. If they succeed, Frodo Baggins successfully destroys the Ring, and the Middle Earth will be saved again. If they fail, the Dark Lord Sauron will destroy the Middle Earth. The last game is called *The Battle of the Ring*.

6.1. The Siege

The first educational game introduced is called the *Siege*. One side will be the defenders of Middle-earth, while the other will be those who would like to rule over the One Ring and destroy Middle-earth. The game aims to defeat the opposite side and reach the end spot.

Basic information:

Players: 4+

Preparation time: max 5 minutes

Playing time: 25-60 min

Skills required: Cooperation, English knowledge, *The Lord of the Rings* basic knowledge

Material required: Map of the game, 2 gaming cubes, 2 game pieces, green cards, orange cards, grey cards

There are at least 4 required players divided into two teams. On the game map, there are colourful spots that require specific tasks to be completed based on the colour. There are 5 colours in total: green, orange, grey, black and blue. Their description follows:

Green: Choose from option (a,b,c)

Orange: Explain

Grey: Grammar part

Black: Opportunity for everyone

Blue: One extra round

Both Teams start at the middle of the map. Defenders focus on the left side of the map, while attackers focus on the right side of the map. There will be a specific question that decides which of the sides will start the game. The question will be asked by the teacher, who will not be part of any team. The questions will not be requested by one of the team members, as it could weaken one side of the group.

Game rules:

Players will start with a question that will decide who will start with the move. The players move using the gaming cube, deciding how many spots they will move on. The colour on which the game piece stands determines the next task. If the team succeeds in the mission, they will stay on the spot. If they fail in completing the task, they will turn one place back (for example: team one rolls the dice with the number 5 and move 5 spots forward. They end up standing the green colour, but they do not complete the task successfully. The team turns 1 spot back) Blue spot means that the team can roll the dice once again. The black spot means that everyone can answer the card, and if the enemy team completes the task, they move 6 spots forward while the other team moves 6 spots backwards.

Examples of the starting questions:

1. What was the army of Saruman called?
2. What is the name of the land of the Hobbits?
3. What is the 3rd part of the *Lotr* called?

4. Dungeon
5. Shire

6.2. Escape the Misty Mountains

The second educational game will be focused on the knowledge of *The Hobbit*. The game aims to escape the Misty Mountains before the player is caught by the evil creature Smaug. There are going to be two sides to the game. On one side, some players stand behind the Bilbo Baggins and try to escape the other side of the players, who are behind the dragon Smaug who is haunting the hobbit. There is also an extra character important for this game, and that's the moderator.

Basic information:

Players: minimum 2+1

Preparation time: max 5 minutes

Playing time: 15-60 min

Skills required: Cooperation, English knowledge, *The Hobbit* basic knowledge

Material required: Map of the game, 2 game pieces, task cards, unique cards

There are a minimum 2 required players and 1 moderator who will coordinate the game. The players are divided into two teams: Team Smaug, Team Bilbo. Team Bilbo tries to run away from the dragon team by completing the tasks given. The other team is also completing the assignments, and by their completion, they will try to catch the Bilbo.

Game rules:

Team Baggins starts in a different position than the team Smaug. There is one moderator whose job is to moderate the whole game and watch over the rules. Moderator has a set of cards with tasks that both teams must complete to move forward on the map. If the teams complete the task, they will move forward. If the team fails, they will stay in their position without proceeding further. The game ends with two possible endings: 1) the team Bilbo escapes the Misty Mountains, 2) team Smaug catches the Bilbo Baggins team.

Together with the task cards, there will be unique cards that provide advantages or disadvantages to the teams. These unique cards are picked randomly, mixed with the task cards. There are two colours of special cards- blue and yellow. The blue cards prevent teams from

moving or allowing them to move forward, while the yellow cards give them particular advantages. Once the blue card is active, the moderator will place the card on the side of the team that the card is for. Once inactive, the moderator takes the card away from the team. When the yellow card is active, the moderator gives the card to the group to which the card belongs to. The unique cards are described below:

Special cards:

1. **Ruins (2x)** – Bilbo Team cannot move forwards for **1 round** as there are ruins that slow down the movement.
2. **Fast Forwards (2x)** - Bilbo Team moves 1 spot forward from the dragon.
3. **Flight (2x)** – Team Smaug moves 2 spots forward.
4. **Stunned (1x)** – Team Smaug is stunned for **2 rounds**.
5. **Deadly hour (1x)** – Team Smaug flies forward the Team Bilbo, and they will end up one spot behind them.
6. **Granted! (2x)**- Team Baggins can use this card as a replacement (if they do not know the answer, they will use this card, and the task is completed even though unanswered. The card can be used whenever the team wants. The team keeps this card)
7. **Feed time! (2x)** - Team Smaug can use this card as a replacement (if they do not know the answer, they will use this card, and the task is completed even though unanswered. The card can be used whenever the team wants. The team keeps this card)
8. **The Ring (1x)**- The Team Baggins can use this card to prevent being caught by the team Smaug once the enemy team reaches their position. They have one additional question to answer, and if they succeed, they will move 2 spots forward. (Players keep this card and use it when necessary)
9. **Fire! (1x)**- The Team Smaug can use this card as a counter move when the card "The Ring "is used. When this happens, both teams have the opportunity to complete the task given by the moderator. When both teams complete the task, they will be given another question for as long as the team makes a mistake. If the Team Bilbo wins, "The Ring "card wins and they move 2 spots forward. If Team Smaug wins, the game ends.

Modification: In the core game, unique cards are part of the task cards, so they can be picked randomly during the round. In a modified game, the unique cards are part of the map, so the player has an opportunity to receive the card once he stands on the specific spot (crossed spot on the map)

6.3. Battle of the Ring

The last of the games created will be the *Battle of the Ring*. This game aims to build an army that can defend the city and, at the same time, help Frodo on his quest to Mount Doom. The game concentrates on the knowledge of English and the topic of *The Lord of the Rings* and *The Hobbit*. This game is more complicated than the previous ones as it combines expertise and strategic thinking. The game can be won even though the learners are not as good at English or at the topic itself.

Basic information:

Players: 2 teams (can be 2-4 players in one team)

Preparation time: max 5 minutes

Playing time: 40+ min

Skills required: Cooperation, English knowledge, *The Lord of the Rings* and *The Hobbit* basic knowledge, strategy knowledge

Material required: Map of the game, Frodo's travelling map, Army game pieces (armies of men and orcs), dice

There are two teams in this game: An army of men and an army of orcs. The team that chooses to fight for the army of men has to defend the city from attackers from the second team. Also, the defenders have to complete Frodo's quest. They have to think about building their armies and pushing Frodo closer to Mount Doom. The second team is attacking the city of men. Their task is to defeat the first team, so the Frodo's quest will not be completed.

An essential part of this game is a card system that contains strategy points. These points are very crucial for the game as there are three options for the players on how to spend these points. The first option is to use skills in building an army that can defend the city while another army is attacking. The second option is to give the strategy points to Frodo and move him closer to Mount Doom. The third option is a combination of two previous options as the points can be divided and used for the army and then Frodo. Each card has the strategy points portrayed at the bottom of the card. There will be a maximum of 2 points for each card and those points can be divided and used on one thing.

<p>Who was killed after leaving Lothlórien? 1</p>	<p>What was the name of Gandalf's horse? 2</p>	<p>Gimli's favourite weapon 1</p>
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Picture 3 – Task cards with strategy points

Another essential point of the game is the battle system. There are going to be armies on both sides of the battle map. Both armies have unique roles as there are archers, cavalries and infantries.

<p>ARCHERS HP: 5 ATTACK: 6 (-) MOVEMENT SPEED: 3</p>	<p>CAVALRY HP: 8 ATTACK: 5 MOVEMENT SPEED: 5</p>	<p>INFANTRY HP: 12 ATTACK: 4 MOVEMENT SPEED: 3</p>
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Picture 4 - Archers, Cavalry, Infantry

In the picture above, there are the three primary roles of the armies: archer, cavalry and infantry. Each of the troops has stats that are important for the battle's development. Archers start with 5 health. They can attack long distances, but the further they are, the weaker they are. Their attack damage is 6, but it is one point weaker every time they are a spot away from their enemy (if they are more than 5 spots away from their enemies, they cannot attack them). Another part of the army is the cavalry. These units start with 8 health. They are the fastest units on the map as their movement speed is 5 spots per round. They take 5 health damage per round. The last of the units are infantry. These units have the most health in the game: 12. They are as fast as archers, and their attack damage is 4.

Cavalries and Infantries can attack each other once they stand in the same spot with their enemies. To decide, who will win the duel, both Teams have to roll the dice. The winner is the team whose number is higher, so the army of that team wins the fight, and it can eventually kill the enemy's units. Archers can be used without standing in the same spot as their enemies. As

they have ranged damage, they can stand at the top 6 spots away from their enemies, so they would be able to hit the enemies.

Game rules:

The team of attackers starts the game. The team of defenders has already some of the armies built. There is 1 archer, 1 cavalry unit and 1 infantry unit. Learners will be given a task that needs to be completed. Completion of the task is awarded by the strategy points used for army building (in the case of defenders also for Frodo's task). The points can be used on one unit or divided into more units. Players who are playing can move their units (movement speed is on the units cards) across the map (archers 2, cavalry 5, infantry 3). The duel between cavalry and infantry units can be done once units are standing in the same spot. Archers can start shooting once there are minimum 6 spots from enemy players (6 = 1 damage, 5 = 2 damage, 4 = 3 damage, 3 = 4 damage, 2 = 5 damage, 1 = 6 damage) and minimum 1 spot from enemy. These units cannot shoot the enemies once they are in the same spot. The game ends with 4 possible endings: 1) Frodo completes the quest 2) Defenders are defeated. 3) Attackers are defeated (they cannot produce armies effectively. 4) one of the armies surrenders.

This particular game requires two maps. The first one is the battle map, whose size is 20x10 squares. The second map is the map for Frodo, which is part of the defender's gameplay. This map consists of 15 squares in easy mode or 20 squares in hard mode. Frodo's quest map is not part of the battle map, as the battle map will be too massive, and another map inside it would be complicated for learners.

CONCLUSION

War and violence are very complicated topics as it is not very pleasant to talk about them. Because the learners are part of everyday life, they are also part of the violent world. They need to deal with the problems that occur every day. It is the responsibility of the teachers to show the children more appropriate ways to deal with war and violence. It can be done via proper teaching materials connected to this topic. The literature gives us an excellent opportunity to deal with this uneasy topic sensitively. Even though the author may show drastic ways that portray war and violence, other occasions portray the issue more sensitively.

The topic discussed in this thesis was war and violence described through the J.R.R. Tolkiens *The Lord of the Rings* and *The Hobbit*. Even though *The Hobbit* was created as literature for children, it also contains evil forces that are crucial for the story and for the upcoming story of *The Lord of the Rings*. J.R.R. Tolkien did not show the only brutal way of how the violence can be portrayed, but he also showed kindness, bravery, the power of friendship and most importantly, he introduced hobbits, the non-violent- creatures that are the crucial elements of *The Lord of the Rings* and *The Hobbit*.

This thesis was split into two crucial parts. The first part is the theoretical part that deals with Tolkien's portrayal of evil. In this part, we learned about Tolkien's inspirations while working on his long wanted dream and opening the gates to the Middle Earth. We discovered the power of the Dark Lord Sauron, whose only desire is to seek knowledge and destroy the Middle-earth by controlling it all. Sauron's powerful ally Saruman and his arrogance were also introduced. The wizard and his downfall were inevitable as he was greedy and full of pride that did not let him accept the possible redemption for his actions. The wizard meant to destroy the life in the name of the technology, which only awakened the anger of the life itself. Ringwraiths, who were the most loyal servants of the Dark Lord Sauron, were also introduced as their addictiveness to the One Ring, and their possession made them terrible hunters who did not stop unless they achieved their goal.

We discovered a deadly admiration of the gold and treasure guarded by the monstrous dragon called Smaug, who slaughtered many of the dwarves and the men and destroyed the mighty Erebor in his desire for gold. We learned about the creatures that crept into the darkness and served only to kill and destroy. These creatures were familiar in both of the stories that this thesis discussed. These creatures are orcs, wargs, trolls and most importantly, the creature called

Gollum. He is the direct connection between *The Lord of the Rings* and *The Hobbit* as he is the one who loved the One Ring desperately and guided us in both stories. His destruction eventually awarded his love to the One Ring..

The practical part of this thesis revealed that it is not always a good idea to talk with the learners directly about war and violence. It also revealed that not every teaching materials introduced were appropriate as it requires compassion and sensitivity while working with the learners. For further study of the topic and introduction of the war and violence, it is necessary to think about each student individually. This task is very hard for the teachers, but it is crucial to think about the children and not make them uncomfortable while working on such a complex topic. The educational board games give teachers an excellent opportunity to work with the learners outside the common lessons. It provides more space in expressing the ideas, and the aim of the games is not to disturb the learners, as can be seen while teaching them about war and violence directly.

To conclude, the topic of war and violence is not easy to work with, but it is essential to deal with it as it is an inevitable part of our lives. The topic can also be shown from the perspective of those who are not causing the violence. Appropriate materials can help the teacher to deal with this challenging and complex topic, and at the same time, it provides learners with the opportunity to learn about the issue and accept it as a part of the learner's lives.

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ENT	DRAGON	INVISIBILITY	CAVALRY	INFANTRY	SHIELD-MAIDEN
WRAITH	FORTRESS	SHIRE	HOBBIT	ORCS	ISENGARD

Appendix 2- Orange cards example

DENETHOR	FARAMIR	BOROMIR	PIPPIN	BAGGINS	MERRY
INFANTRY	SHIELD-MAIDEN	MAIL ARMOR	STAFF	ARCHERY	TOWER

Appendix 3: Orange cards example

How many rings did men doomed to die get?

- a) seven b) eight c) nine

Which instrument did Sauron use to communicate with Saruman?

- a) Eagles b) Palantír c) orcs

Where was the One Ring created?

- a) Misty Mountains b) Moria c) Mount Doom

Who jumped off Minas Tirith?

- a) Faramir b) Théoden c) Denethor

How many rings did Elven Kings get?

- a) six b) four c) three

What is Sméagol's nickname?

- a) Déagol b) Gollum c) Orthanc

Best friend of Frodo

- a) Pippin b) Merry c) Sam

Who was Boromir's brother?

- a) Éomyr b) Faramir c) Palantír

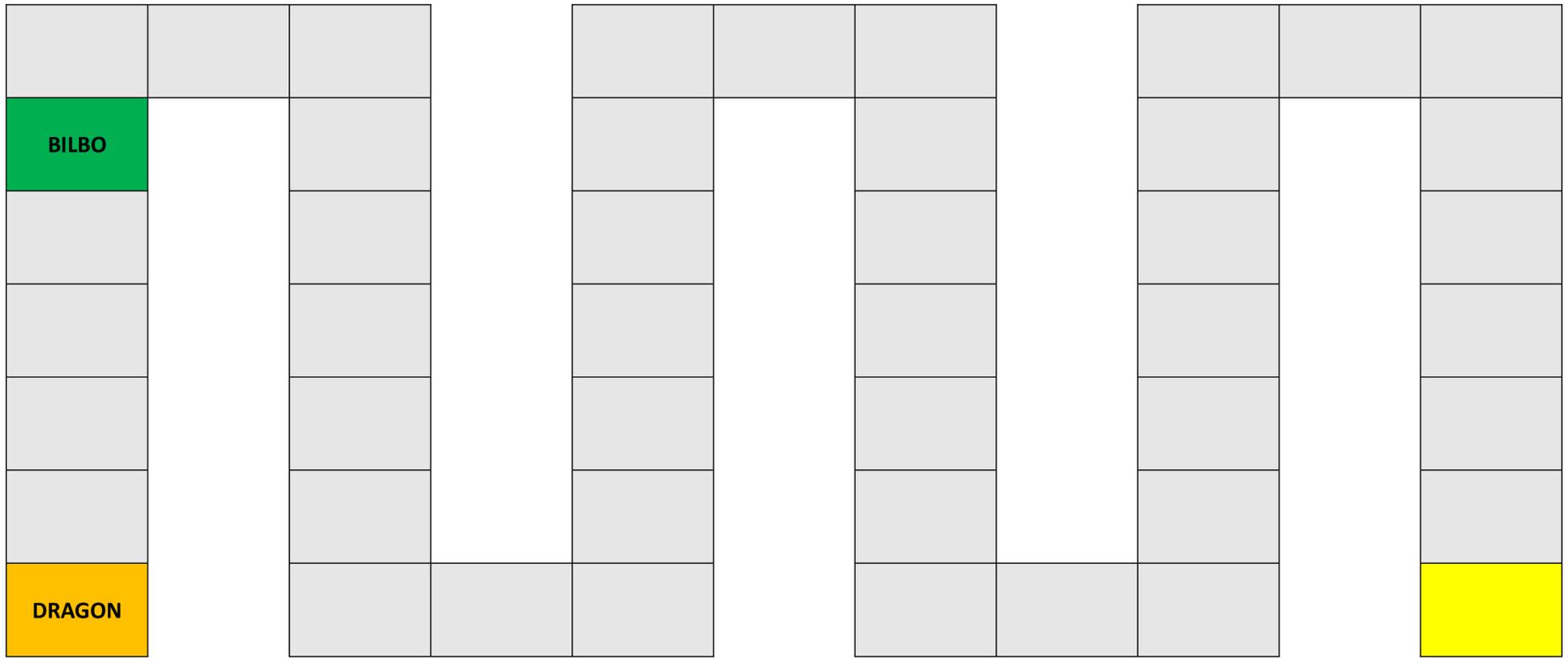
Appendix 4: Green cards example

<p>Where did Gandalf fall? a) In Moria b) in Misty Mountains c) Isengard</p>	<p>The Dark Lord who created the Ring a) Gollum b) Saruman c) Sauron</p>	<p>What was the actual name of "Strider"? a) Legolas b) Théoden c) Aragorn</p>	<p>What was the name of Saruman's fortress? a) Mordor b) Minas Tirith c) Isengard</p>
<p>Gimli's favorite weapon a) a bow b) an axe c) a sword</p>	<p>Who is the Ring-bearer? a) Sam b) Pippin c) Frodo</p>	<p>Who was Boromir's brother? a) Éomyr b) Faramir c) Palantír</p>	<p>Aragorn's future wife a) Éowyn b) Arwen c) Lóriel</p>

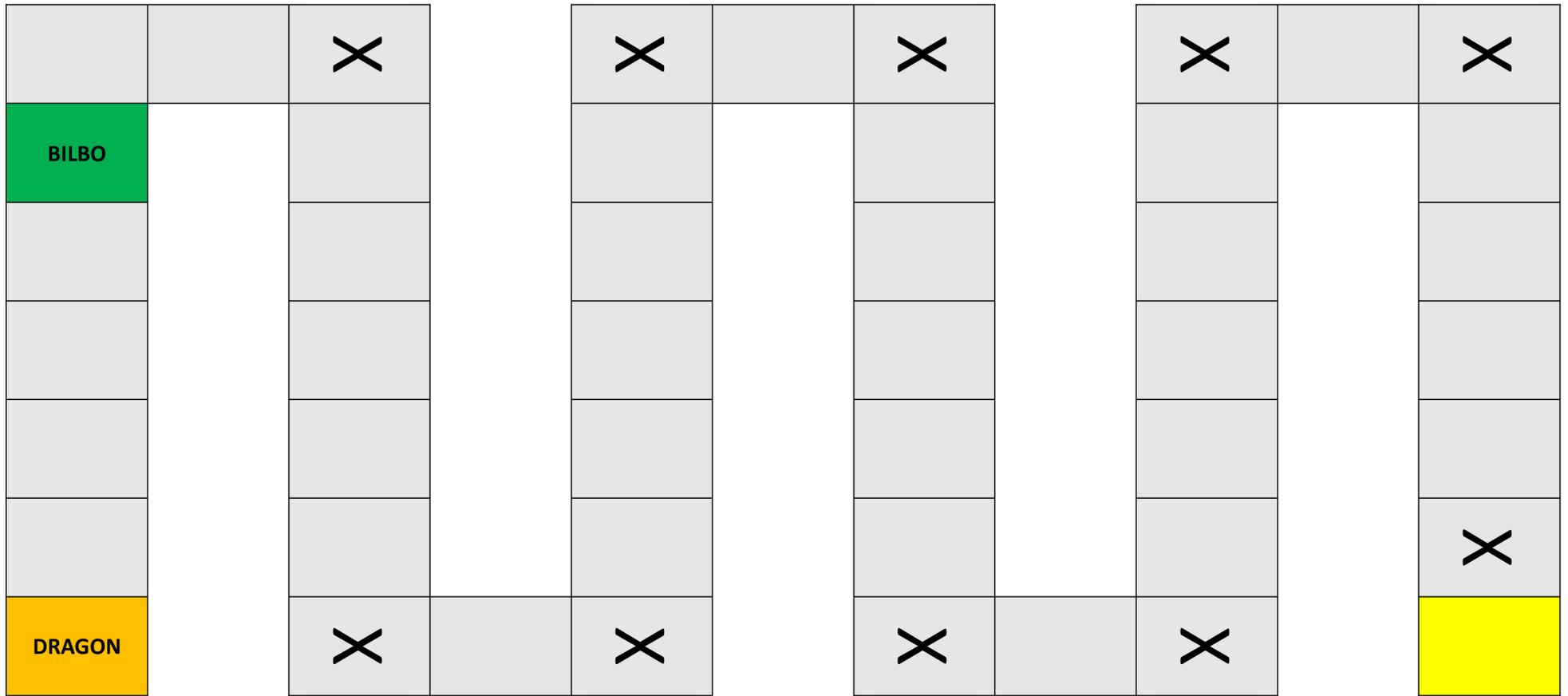
Appendix 5: Green cards example

<p>Find the mistake Gandalf was kiled and ressurrected.</p>	<p>Find the mistake Frodo destroyed the Ring.</p>	<p>Find the mistake Frodo have been injured by Sméagol.</p>	<p>Find the mistake The Ring was created by Saruman.</p>
<p>Find the mistake Gandalf was kiled and ressurrected.</p>			

Appendix 6: Grey cards example



Appendix 7- Map: Escape the Misty Mountains



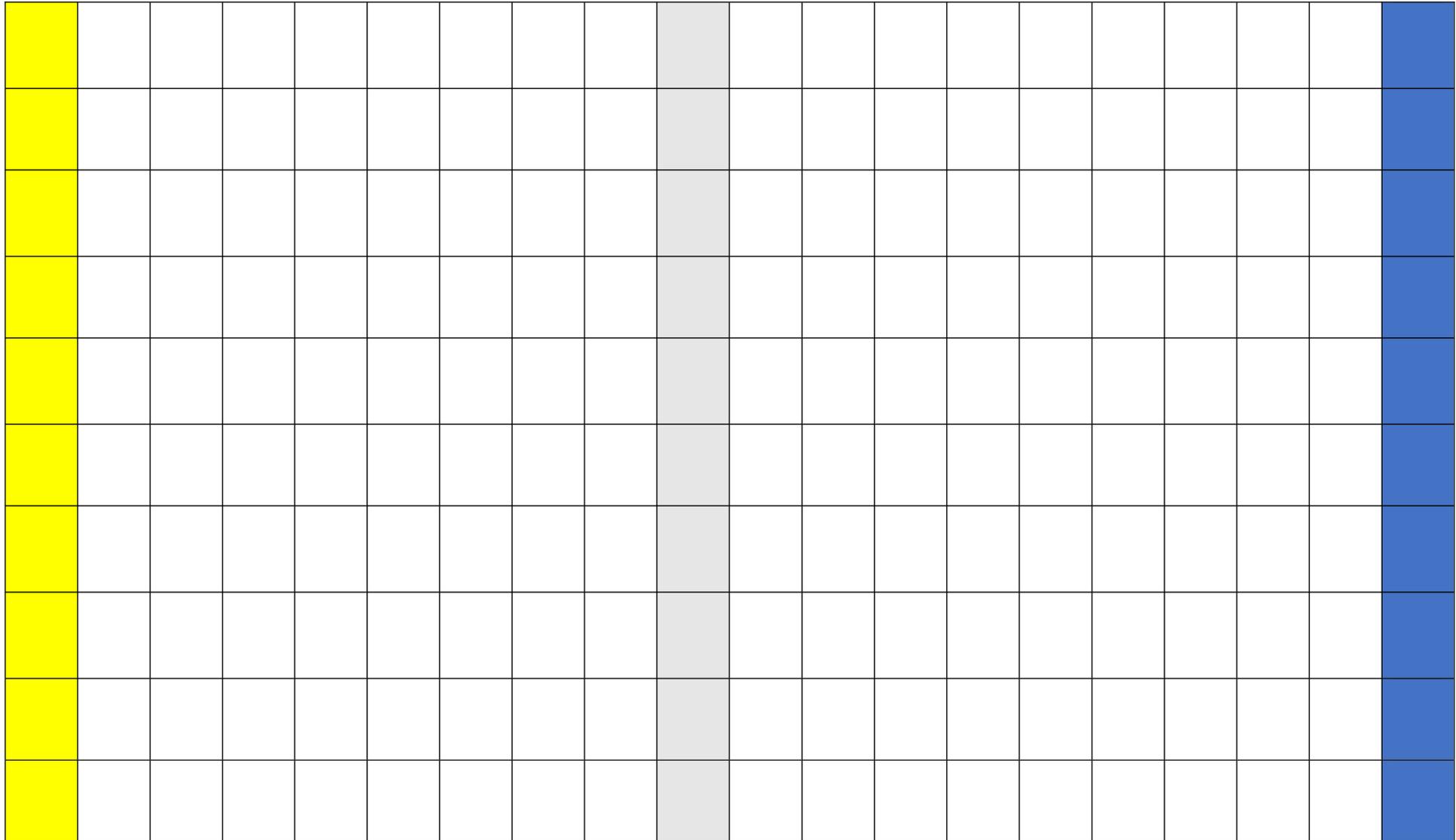
Appendix 8- Map: Escape the Misty Mountains modification

<p>Special Card RUINS Team Baggins cannot move for 1 round</p>	<p>Special Card RUINS Team Baggins cannot move for 1 round</p>	<p>Special Card FAST FORWARDS Team Baggins move 1 spot forward</p>	<p>Special Card FAST FORWARDS Team Baggins moves 1 spot forward</p>	<p>Special Card FLIGHT Team Smaug moves 2 spots forward</p>	<p>Special Card FLIGHT Team Smaug moves 2 spots forward</p>
<p>Special Card FIRE! "The Ring" card countermove. (extra question for both sides)</p>	<p>Special Card GRANTED! Team Baggins can use this card as a completion to their task.</p>	<p>Special Card GRANTED! Team Baggins can use this card as a completion to their task.</p>	<p>Special Card FEED TIME! Team Smaug can use this card as a completion to their task.</p>	<p>Special Card FEED TIME! Team Smaug can use this card as a completion to their task.</p>	<p>Special Card THE RING Prevent being caught by the team Smaug (1 extra question for team Bilbo)</p>

Appendix 9 : Unique cards

<p>With whom did Bilbo play the game of riddles?</p> <p>a) Gandalf b) Sméagol c) Déagol</p>	<p>How many dwarves were in the Company?</p> <p>a) 12 b) 13 c) 14</p>	<p>Who led the Company?</p> <p>a) Killi b) Fili c) Thorin</p>	<p>What was Thorin's full name?</p> <p>a) Pineshield b) Oakenshield c) Pruceshield</p>
<p>What was the name of the evil dragon that settled in the Lonely Mountain?</p> <p>a) Smaug b) Smauk c) Smirk</p>	<p>What was the name of the Mountain that used to be dwarves home?</p> <p>a) Foggy Mountains b) Rainy Mountains c) Misty Mountains</p>	<p>Who was the fourteenth member of Company?</p> <p>a) Frodo Baggins b) Pippin Took c) Bilbo Baggins</p>	<p>What object did Bilbo find while solving riddles?</p> <p>a) earring b) ring c) sword</p>

Appendix 10 : Task cards



Appendix 11- Map: Battle of the Ring

Annotation

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Rok obhajoby: 2022

Název práce: Téma války a násilí v dílech J.R.R. Tolkiena Hobbit a Pán Prstenů

Název práce v angličtině: Discussing War and Violence Through J.R.R. Tolkien's Hobbit and The Lord of the Rings

Anotace: Diplomová práce má za cíl probírat téma války a násilí v díle J.R.R. Tolkiena Pán prstenů a Hobbit. Cílem teoretické části práce bude ukázat, jak bylo zlo v těchto dílech prezentováno. Praktická část diplomové práce si klade jako úkol zjistit, jaké jsou vhodné učební materiály, které je možno uplatnit na druhém stupni základních škol při probírání tématu války a násilí skrze literaturu.

Klíčová slova: Tolkien, Hobbit, prsten, násilí, válka, škola, vyučování, materiál

Anotace v angličtině: The aim of this diploma thesis is to discuss the topic of war and violence through J.R.R. Tolkien's work The Lord of the Rings and the Hobbit. The practical part of this thesis focuses on portrayal of evil and violence as it is portrayed in the both books. The practical part of this thesis focuses on discussing what are the appropriate materials that can be used while teaching war and violence in the primary school.

Klíčová slova v angličtině: Tolkien, ring, war, violence, school, teaching, material

Přílohy v práci: Mapy, hrací karty

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Jazyk práce: Anglický jazyk