

## Implementation of the Shoah Theme in the Teaching of Literary Education from the Perspective of Teachers of Czech Language and Literature

Milan Mašát & Jana Sladová

*University Palacký Olomouc, CZECH REPUBLIC  
Faculty of Education, Department of Czech Language and Literature*

Received 6 September 2019 ▪ Revised 20 November 2019 ▪ Accepted 1 December 2019

### *Abstract*

The paper presents partial results of a quantitative research survey dealing with the opinions of teachers of Czech language and literature in the Vysočina Region on the implementation of the Shoah theme in the teaching of literary education at the second grade of primary schools. The article presents the results of the questionnaire items, which focused on the authors that the teachers of the given subject represent to the pupils at a defined level of institutional education. We also compare the data obtained with the details obtained by analyzing the reading-books for the second grade of primary schools, which have a clause of the Ministry of Education, Youth and Sports of the Czech Republic.

**Keywords:** Shoah, Holocaust, implementation, second grade of primary schools, teacher.

### 1. Introduction

The phenomenon of the Shoah<sup>1</sup> is becoming more and more current in the contemporary world. Society is influenced by a significant level of migration, which brings with it an update of issues in the areas of xenophobia, racism, intolerance or other forms of demarcation towards a particular group of people<sup>2</sup>. Clementina Acedo (2010: 2) states: “In a time of increasing globalization and migration, when many societies have reached unprecedented levels of cultural diversity, resurgent nationalism and xenophobia can remind people of the events that led to the Shoah”. Much attention has recently been paid to the recurring manifestations of open anti-Semitism<sup>3</sup> (for example France), which can be demonstrated by research conducted in seven

---

<sup>1</sup> “Shoah is the Hebrew word for ‘catastrophe’. This term specifically means the killing of nearly 6 million Jews in Europe by Nazi Germany and its collaborators during the Second World War. The English-speaking countries more commonly use the word Holocaust, which is Greek for, sacrifice by fire” (Mémorial de la Shoah, 2017).

<sup>2</sup> For current manifestations of anti-Semitism, see, for example, Bialas, 2019.

<sup>3</sup> See Messadié, 2000. Anti-Semitism is the common name for anti-Jewish sentiments (Le Projetaladin). See <http://www.projetaladin.org/holocaust/en/history-of-the-holocaust-shoah/the-roots-of-the-holocaust.html>.

European countries<sup>4</sup> and published under the management of the **Fondation pour l'innovation politique** under the title *Violence antisémite en Europe 2005-2015 (France, Allemagne, Suède, Norvège, Danemark, Russie et Royaume-Uni)*<sup>5</sup>. The Czech Republic's top political representation (not only) based on current issues in terms of racist intolerance and a sense of racial superiority adopted a universal definition of anti-Semitism<sup>6</sup>, based on the definition of the **International Alliance for Holocaust Remembrance**<sup>7</sup>.

- Teachers of Czech Language and Literature will become aware of the potential of so-called cross-cutting topics in the area of presentation of the issue of Shoah to pupils at the second grade of primary (lower secondary) schools.
- The most represented authors in the field of literary education at the second grade of primary (lower secondary) schools are Czech authors whose Shoah-literary texts falls mostly in the first decades after the end of World War II (Ota Pavel, Arnošt Lustig and Jan Otčenášek).
- A world-renowned author – Primo Levi – in the responses of a research sample of teachers in the field of presenting selected authors to pupils – placed in the last places with approximately five choices.
- The vast majority of the sample of respondents tested excerpts from literary reading-books for the second grade of primary (lower secondary) schools, i.e. it does not list pupils with all the snippets contained in the selected reading-book.

## 2. Shoah in the context of education

We believe that citizens of democratic societies should be acquainted with the various manifestations of the Shoah phenomenon at the earliest possible age<sup>8</sup>. We are of the opinion that the early presentation of various aspects of the Shoah issue may result in children (pupils) being able to define the manifestations of inhuman behavior in their surroundings, and thus it can be assumed that to some extent it may be prevented from developing from the very beginning, because “especially the educational systems (...) are the major agents in constitutional subjects” (Resnik, 2003: 300).

In terms of “duty”, we believe that it is most appropriate to implement the Shoah theme in as many educational fields as possible for primary (lower secondary) education. Implementation of the Shoah theme in as many subjects as possible “can make a great contribution if its lessons help to protect human rights, and if they counteract hostility and

<sup>4</sup> France, Germany, Sweden, Norway, Denmark, Russia and the United Kingdom.

<sup>5</sup> Due Enstada, 2017. The survey was attended by 16,500 respondents **who defined themselves as Jews**. Of the total number of research participants, 85% perceive the rise in anti-Semitism as a major problem. See [http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD\\_2017-09-19\\_web.pdf](http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD_2017-09-19_web.pdf).

<sup>6</sup> See <http://www.psp.cz/sqw/cms.sqw?z=12305>.

<sup>7</sup> See <https://www.holocaustremembrance.com/>. “Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.” See <https://www.holocaustremembrance.com/working-definition-antisemitism>.

<sup>8</sup> One of the partial results of the presented research was the question when, according to the tested sample of respondents, the pupils should get acquainted with the Shoah issue first. Most of the answers were received in the **6<sup>th</sup> grade** (i.e. first year of the second grade of primary – lower secondary – school) and in the **1<sup>th</sup> grade** of primary school. On the contrary, **no respondent chose the option in kindergarten**.

discrimination along such too-common demarcation as class, disability, ethnicity, faith, gender, and sexual orientation (Acedo, 2010: 1)<sup>9</sup>.

Of course, the anchorage of the Shoah theme within the history curriculum should be anchored. In addition to the above-mentioned educational field, the educational field of Citizenship Education<sup>10</sup>, which differs from history in terms of emphasizing generally-human, human, intercultural, psychological or sociological issues in the field of human being (within region, state, continent or global world). We believe that the implementation of the Shoah issue in this subject may provide a different perspective on the phenomena of a single line of war events, and may highlight human-oriented factors that have influenced the global development of the first half of the twentieth century. We believe that a suitable educational field for the implementation of issues that connects the term Shoah is also appropriate educational field Czech Language and Literature<sup>11</sup>, specifically the literary component of the subject.

At this point it is necessary to mention the existence of so-called **cross-cutting themes** in the *Framework Educational Program for Basic Education (FEP BE)*. The main purpose of anchoring cross-sectional topics to the pages of the normative educational list is to emphasize the overlap of certain themes (interdisciplinarity) and the related presentation of different views on a particular problem through an overarching cross-sectional topic.

Figure 1 presents teachers' **views on the implement of the Shoah theme in cross-cutting themes**<sup>12</sup>. As the graphical representation implies, teachers are aware of the educational potential offered by the so-called cross-cutting themes. The stated values are in absolute numbers, the respondents had more choices. Not surprisingly, the most mentioned choice has become **Educating a Democratic Citizen**, which has the advocacy of democratic principles and the negation of totalitarian regimes (e.g. Nazi, Communist) in its title. This so-called cross-cutting theme should serve as a baseline in social-oriented subjects dealing with the presentation of democratic mechanisms to pupils. On the other side of the range of choices was **Environmental Education** (10 responses). The relatively low level of election of this so-called cross-cutting theme has a surprising effect, in particular by the fact that the Nazi regime (i.e. the primary and most prominent originator of events that can be summed up as the Shoah) interfered with all aspects of social life, nature, environmental components of life<sup>13</sup>.

---

<sup>9</sup> Compare: Shoah can be understood as a warning of “who is different – whether black or white, Jew or Arab, Christian or Moslem – everyone whose orientation differs politically, philosophically, sexually” (Abrams, 1997).

<sup>10</sup> See Jeřábek et al., 2017, pp. 57-61.

<sup>11</sup> See Jeřábek et al., 2017, pp. 18-29.

<sup>12</sup> The results presented in Figure 1 are part of the research whose methodology is presented in chapter 3. Further research results: see for example Mašát, 2019a; Mašát 2019b; Mašát, 2019c.

<sup>13</sup> For example, the efforts of Nazi workers to artificially resurrect some extinct animal species, in accordance with Nazi ideas about the evidence of the greatness of the German Empire (Third Reich).

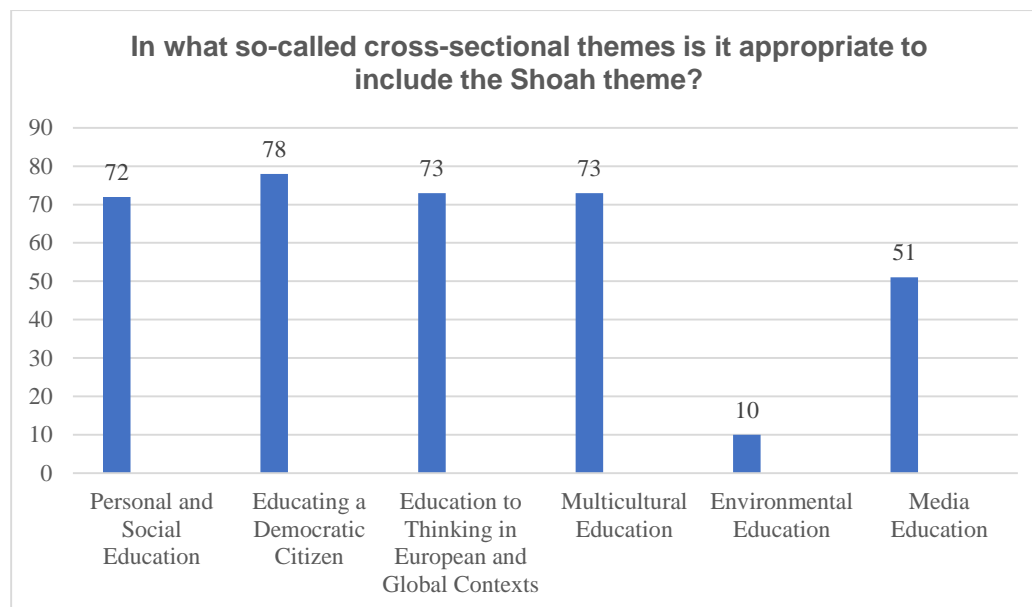


Figure 1. In what so-called cross-sectional themes is it appropriate to include the Shoah theme?

In the *FEP BE*, the term Holocaust is anchored in the educational field **History** in the curriculum “Modern Times”<sup>14</sup>. The term **Shoah is not anchored** in the pages of this normative educational document<sup>15</sup>.

Literary education has a well-founded position in the presentation of the issue of the Shoah to pupils, especially with its focus on education. The main subject of literary education – **literary texts** – then primarily **function as intermediaries for the desired educational effect on recipients (pupils)**<sup>16</sup>. According to Jordan (2004: 199-200), literature is “one of the best pedagogical tools for educating youngsters about the facts of the Holocaust, for conveying the importance of remembering what happened without explicitly divulging emotionally disturbing information”; Tinberg (2005: 73-74) in a connotation with Jordan says that “reading literature would provide a powerful way of reading history”.

We take the view that teachers of the educational field of History are systematically trained in their undergraduate studies pedagogically and professionally for their educational and educational impact on pupils in all areas of history. This fact leads us to a bold statement about the erudite presentation of events related to World War II to primary (lower secondary) school pupils by teachers of History.

In our opinion, there is another situation among teachers of Czech language and literature. As we have outlined above, literary education has considerable positive prerequisites for the integration of the Shoah. The key factor, however, are literary teachers who should be able (and willing) to realize the subject matter in their teaching and also be equipped with some knowledge in the area of demonstration work, with a very complicated and to some extent

<sup>14</sup> See Jeřábek et al., 2017, p. 56.

<sup>15</sup> For those interested in comparing the anchoring of the terms Shoah and Holocaust in certain curricular documents of the Czech Republic and Israel, please refer to the article *Representations of Shoah and Holocaust Terms in Selected Curriculum Documents: A Teacher's Perspective* (Mašát & Sladová, 2019). For anchoring the term Shoah in curricular documents of selected countries, see, for example, Pinar, 2003; Dror, 2015.

<sup>16</sup> Compare Hník, 2012, p. 143; Beach, Appleman, Fecho & Simon, 2016.

incomprehensible topic Shoah<sup>17</sup>. David H. Lindquist (2010: 78) postulates the idea that teachers who want pupils to become familiar with the term Holocaust (Shoah), “must be aware of several unique and potentially troublesome issues that can arise as the Holocaust is presented to students, thus complicating both the teaching of the event and the students ‘outstanding of it’”<sup>18</sup>. It was the differences between the significant potential of literary education expressed at the level of texts and the (un)willingness of teachers to implement a defined phenomenon in literature lessons that led us to undertake a research that examines the views of Czech Language and Literature teachers at the second grade of primary (lower secondary) schools on the implementation of the Shoah into literary education.

We believe that only a comprehensive and detailed description of the current situation in the field of defined issues will provide the possibility of some positive change in the inclusion of the phenomenon (or Shoah texts) into the reality of school education. On the basis of a detailed description, it will be possible to propose some measures to improve the expected, not too flattering state, for example by providing material assistance to teachers in a set of excerpts from Shoah-related works of current literary intentional production in the field of institutions dealing with the legacy of the Shoah (Holocaust), preparation of methodological aids for teachers and others.

Surveys focusing on the opinions of Czech Language and Literature teachers on the implementation of the Shoah theme in the teaching of literary education at the second grade of primary (lower secondary) schools have not yet been developed. Within the Czech professional public, this phenomenon is largely delayed, for example at the expense of variously focused research on pupil reading<sup>19</sup> or in the development of critical thinking<sup>20</sup>. In the research outside the Czech Republic, the topic of the Shoah is more thematized, but most of the research in the field focuses on approaches to mediating the issue to pupils or students<sup>21</sup>.

### 3. Methodology of research

The quantitative research, whose partial results are presented here, was preceded by a qualitative part with eight<sup>22</sup> Czech Language and Literature teachers<sup>23</sup> in the form of semi-structured interviews. The main objective of the first (qualitative) phase of the research was to cover the semantic field of the mixed research by means of an interview. The results of the interviews were used to compile questionnaires for the second (quantitative) phase of the research. By the chosen procedure, we wanted to limit the choice of the “other” option within the questionnaires by the respondents and thus to some extent simplify the statistical processing of data obtained within the quantitative phase.

---

<sup>17</sup> Compare: The Shoah’s complexity necessitates that teachers establish a well-defined framework as they introduce the topic to their students (Lindquist, 2013: 32).

<sup>18</sup> See Štěpáník & Slavík, 2017, pp. 58-80.

<sup>19</sup> An overview of the latest research, including their methodology and main findings, is given by Jindráček (2018), as well as the most recent by Friedlander et al., 2018; Vicherková, 2018; Fasnerová, 2017.

<sup>20</sup> See, for example Bednářová, 2018; Špačková, 2016.

<sup>21</sup> For example Cohen, 2016; Drahi, 2015; Hirsch & Kacandes, 2004; Grech, 2000; Imber, 2013; Martin, 2007; Schär & Sperisen 2010; Shaer, 2017; Tinberg, 2005.

<sup>22</sup> In determining the sample size for the first phase of the survey, we used a generally known and accepted statistical formula for the minimum number of respondents in a qualitative survey, **N<sub>min</sub> = 0.1\*√number** (Chráška, 2007: 26).

<sup>23</sup> Teachers working in the Vysočina Region were approached randomly via e-mail. All addressed teachers agreed to participate in the research.

The second phase of the research was therefore carried out through a research tool – a non-standardized questionnaire, which was compiled on the basis of the answers of eight respondents participating in the qualitative phase of the research. The questionnaires also included an item that allows respondents to leave contact if they want to elaborate certain questionnaire responses in the context of a questionnaire (post-questionnaire; third phase of the research). Participation in the questionnaire survey was anonymous, respondents agreed to publish the results. The questionnaire was distributed through an electronic template that allows entries to be made in the required form (in terms of the number of possible answers and so on).

The link to the electronic questionnaire was sent via e-mail to the headmasters of all complete<sup>24</sup> primary schools in the Vysočina Region<sup>25</sup> with a request that it be forwarded to teachers of Czech language and literature at that school. In this way, we ensured that the theoretically the questionnaire reached all teachers of the given educational field in the selected region. We chose the Vysočina Region, mainly because there is no university educating future teaching staff in the selected region. Based on this fact, we assumed greater willingness of teachers (directors) to participate in the research (time reasons and the like). This was largely confirmed.

### *3.1 Respondents of the quantitative phase of the research*

Prior to the start of quantitative research, the quota numbers of teachers required for this phase of research were established. The quotas were compiled according to the document ***Educational Staff in Regional Education based on data from the Payroll Information System***<sup>26</sup> (ISP, 2017) available on the website of the Ministry of Education, Youth and Sports of the Czech Republic<sup>27</sup>. Data obtained from ISP were supplemented with information from e-mail correspondence with Ing. Jiří Teplý from the **Regional Administration of the Czech Statistical Office in Jihlava**. We confronted the information with the ***Statistical Yearbook of the Vysočina Region 2017***<sup>28</sup>.

The total number of respondents needed was set at 114. The amount was obtained by estimating the sample size for nominal or ordinal data at the required relative accuracy of 4 %, at a confidence factor of 95 % and at a relative frequency of 0.05 (Chráška, 2007: 25). ). At this point it is necessary to emphasize that the stated number of respondents was derived from **the total number of teachers of all qualifications working in the second grade of basic institutional education in the Vysočina Region**<sup>29</sup>. Especially for this reason **the quota number was not fulfilled**, we reached **80** fully completed questionnaires. Assuming that there are currently 134 complete primary (i.e. primary and lower secondary) schools in the Vysočina Region, each employing on average 2 teachers of Czech Language and Literature (there are relatively large schools in the region, but also schools where only 1 teacher of a given educational institution operates) and the fact that the quantitative phase was preceded by a qualitative research phase, we believe that the achieved number of respondents is quite indicative.

---

<sup>24</sup> This means that there is a grade 1<sup>st</sup> to 9<sup>th</sup> in the school (first grade and second grade of primary school).

<sup>25</sup> A complete list of complete and incomplete primary schools in the region is available on the website of the Vysočina Region School Portal. There are 134 complete primary schools in the selected region.

<sup>26</sup> ISP. See <https://www.kr-vysocina.cz/skolsky-portal.asp>.

<sup>27</sup> See <http://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/genderova-problematika-zamestnancu-veskolstvi>.

<sup>28</sup> See <https://www.czso.cz/csu/xj/domov>.

<sup>29</sup> At the end of 2017, a total of 1,589, 9 teachers (ISP, in thousands, full-time equivalents) worked in the Vysočina Region at the second grade of primary schools.

The questionnaire was viewed by a total of 132 persons and the research tool was completed by a total of 80 persons. The return on questionnaires (in the sense of completing) is therefore 60.6%.

#### 4. Results and discussion

The paper will present primarily the results of a questionnaire, which found out which authors are part of the lessons of the tested sample of teachers in the classes of literary education, in which teachers deal with the topic of the Shoah. The questionnaire item was compiled in the form of an offer of nineteen authors who appear in connection with the presentation of the literary rendition of the Shoah issue within the book for the second grade of primary (i.e. lower secondary) schools, which currently (2017) have a clause of the Ministry of Education, Youth and Sports of the Czech Republic. Authors (Pavel Kohout, Hana Bělohradská, Jiri Weil<sup>30</sup>) mentioned by teachers in the first (qualitative) phase of the research. Of course, there is the possibility of “no one of the mentioned authors” and “other”, where the respondents could write authors that they acquainted with the pupils and who were not offered in the questionnaire item. Figure 2 shows the responses of the tested sample of respondents. Under the “other” option, teachers wrote “E. M. Remarque” and “Frýd, Remarque”<sup>31</sup>. The values shown in Figure 2 are in absolute numbers. Respondents had the opportunity to select multiple options, with all respondent choices included in the list.

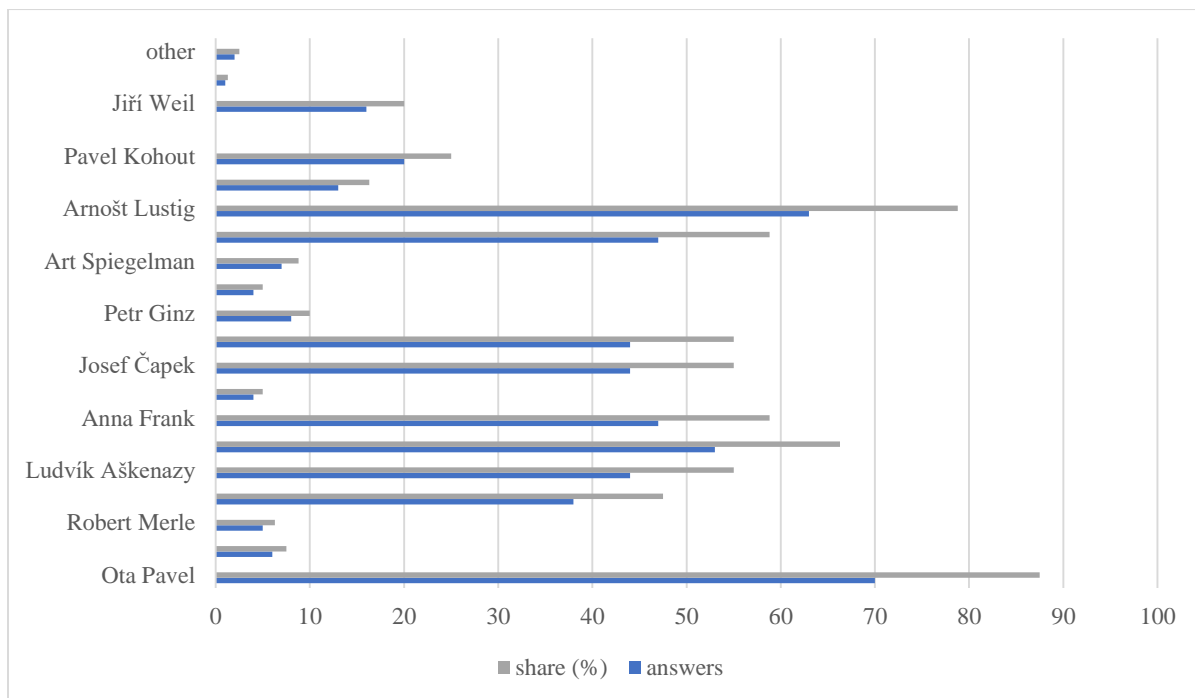


Figure 2: Representation of authors in literary lessons in which Shoah texts are presented

<sup>30</sup> These Czech authors belong to time-tested authors whose work is in some way connected with the theme of World War II (the issues of the Shoah or the Holocaust). See Table 1 for the specific application of their works in literary reading-books for the second grade of primary schools.

<sup>31</sup> The choice of E. M. Remarque is quite surprising because his work is not primarily related to the Shoah. We believe that respondents were guided by this choice mainly by using excerpts from literary works of this writer in reading-books for the second grade of primary schools, in connection with the phenomenon of World War II. Norbert Frýd belongs to writers surviving the concentration camp. He then wrote his experiences from concentration camps in the factual publication *Boxes of the Living* (*Krabice živých*).



As is clear from the graphic representation, Ota Pavel (87.5%) is the most represented author in the performance of certain Shoah-texts in literary lessons. Arnošt Lustig came second (78.8%) and Jan Otčenášek ranked third (66.3%). It is not surprising that Czech authors took first place in the first three places, whose pivotal shoemaking originated in the first decades after the end of World War II. All three authors placed primarily on adult literature (at the interface of intentional and non-intentional literature it is possible to include selected literary works by Ota Pavel – for example the story series *How I met the fish – Jak jsem potkal ryby*).

At this point it is worth mentioning a certain problem of literary education at the second grade of primary schools, which is primarily based on reading literary excerpts mentioned in the reading-books. These teaching aids are in most cases obsolete and are not based on intentional literature (literature for children and youth). In our opinion, this is one of the possible reasons why Czech children do not like reading, respectively why literary education in primary (lower secondary) schools does not motivate them to read – the texts they come with in their classes are mostly intended for adult readers, and as such have relatively little potential to address the current child (adolescent) recipient. Another problem is the choice of concrete samples from individual works – the samples should be of some interest, they should describe the essence of the work as a whole (to determine the basic features of the work) and should be of adequate length. Many contemporary literary reading-books do not fulfill the assumption either.

If we look at the results of the research investigation through the prism of the analyzed reading-books, there is considerable correspondence between the presented authors and the degree of representation of samples from the works of the given authors in the teaching aids.

**Ota Pavel**, as the most represented writer in the Shoah literary classes, is represented in **three different reading-books**, **Jan Otčenášek**, who placed third in the field of teacher opinions, is in **two different reading-books**<sup>32</sup>. The point for discussion is the representation of extracts from works by **Arnošt Lustig**. Within the reading-books, an excerpt from his work is found in **only one reading-book**. A considerable degree of presentation of this author's works by the respondents of the research may be due to the possible use of their own materials, the presentation of various books on the initiative of educators or the non-use of reading-book.

Some disturbances between the representation of authors within the reading-books and the degree of presentation of the writers can be found, for example, by Ilona Borská. Excerpts from the books of the author are contained in two teaching aids (in the context of reading analysis, this representation is considerable), within the quantitative phase of the research received only 5% of responses. In our opinion, this situation can be explained by the fact that teachers select samples that they will introduce to pupils (78.8% of respondents mentioned this possibility), while Ilona Borská's work does not feature in the selection.

Figure 3 presents the choice of respondents in the field of working with excerpts from literary reading-books (in the area of **quantity**). Teachers choose this procedure mainly due to the large number of samples contained in the reading-books, the lack of time (literary lessons are on average 1 lesson<sup>33</sup> per week) and the orientation of the entrance examinations at secondary schools to the grammatical component of Czech Language and Literature.

---

<sup>32</sup> Compare Figure 2 and Table 1.

<sup>33</sup> I.e. 45 minutes.



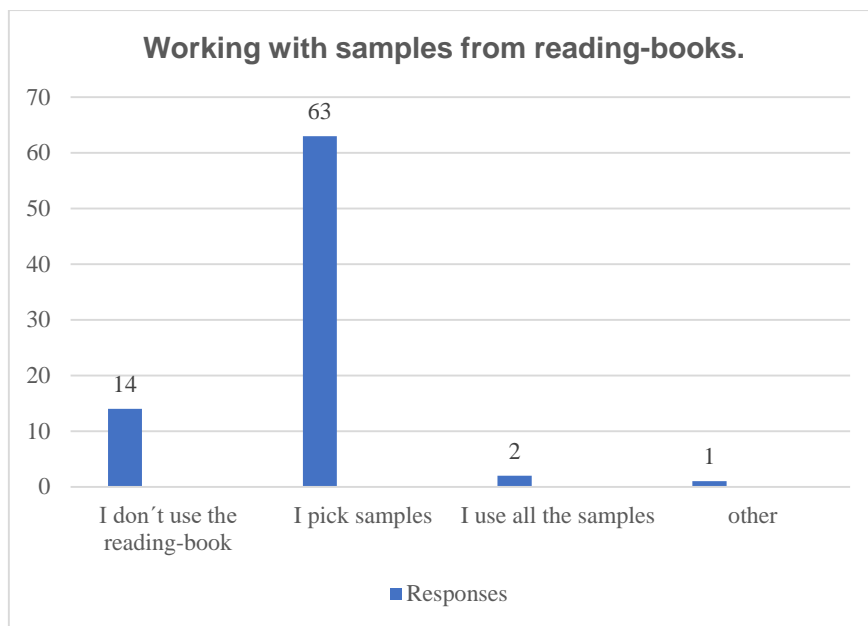


Figure 3. Working with samples from reading-books

Table 1: Application of the Shoah in Reading-books for the 2<sup>nd</sup> grade of primary schools.  
Taken from Mašát (2017: 74)

APPLICATION OF THE SHOAH IN LITERARY READING-BOOKS FOR THE 2 <sup>ND</sup> GRADE OF PRIMARY SCHOOLS					
PUBLISHING HOUSE	READING-BOOK NAME	AUTHOR(S)	LITERARY WORK	AUTHOR OF THE LITERARY WORK	SCHOOL GRADE
State Pedagogical Publishing House (SPN)	Čítanka 7: Literární výchova pro 7. ročník základní školy a pro odpovídající ročník víceletých gymnázií	Soukal	Koncert (UN) <sup>34</sup> , Moje první ryba (UN), Můžou tě i zabít (UN)	Pavel	7.
	Čítanka 9: Literární výchova pro 9. ročník základní školy a odpovídající ročník víceletých gymnázií		Chléb (UN)	Örkény	9.
	Literární výchova pro 2. stupeň základní školy a odpovídající ročníky víceletých gymnázií		Smrt je mým řemeslem (UN) Zákazy (UN) Vajíčko (UN) Kapři pro wehrmacht (UN)	Merle Orten Aškenazy Pavel	6. – 9.
Prodos	Čítanka 9	Dorovská Dagmar Řeřichová Vlasta	Romeo, Julie a tma (UN) Deník Anny Frankové (UN) Příběh staršího bratra (IN) <sup>35</sup> Obrazy (UN)	Otčenášek Frank Borská Čapek	9.
Fraus	Čítanka 8: pro základní školy a víceletá gymnázia	Lederbuchová Ladislava Stehlíková Monika	Je-li toto člověk (UN) Kchonyho cesta do světa (UN) Ukázka z deníku (UN) Zákazy, O čem ví tesknota (UN) Brutus (UN) Šťastný otec, Láska ve šlojce, Úpadek (UN) Maus (UN) Sedmiramenný svícen (UN)	Levi Fuks Ginz Orten Aškenazy Taussig Spiegelman Škvorecký	8.
Národní škola	Čítanka pro 9. ročník základní školy nebo kvarty víceletého gymnázia	Vieweghová Thea	Zasvěcení (UN) Romeo, Julie a tma (UN) Sophiina volba (UN)	Lustig Otčenášek	9.

<sup>34</sup> UN – un-intentional literary work.<sup>35</sup> IN – intentional literary work.

			<b>Ospalý číšník lampy zháší (UN)</b>	Styron Orten	
<i>Alter</i>	Čítanka pro 6. ročník základní školy a příslušné ročníky víceletých gymnázií	Bradáčová Lenka a kolektiv	<b>Jak jsme s tatínkem servírovali úhořům (UN) Příběh staršího bratra (IN)</b>	Pavel Borská	6.
	Čítanka 7	Lískovcová Marta a kolektiv	<b>Pan doktor Strass (UN)</b>	Škvorecký	7.
	Čítanka pro 9. ročník základní školy a příslušné ročníky víceletých gymnázií	Lískovcová Marta Rezulíková Hana	<b>Co je lepší? (UN)</b>	Aškenazy	9.

## 5. Conclusion

The paper presented partial results of the research of mixed design, which deals with the opinions of teachers of Czech Language and Literature at the second grade of primary (lower secondary) schools in the Vysočina Region on the implementation of the Shoah theme in literary education. The responses of a limited sample of respondents in the presentation of individual authors, whose work is in some way related to the Shoah theme, showed some dependence between the representation of their works in reading-books and the extent of familiarization with extracts from their books.

Ota Pavel, Arnošt Lustig and Jan Otčenášek are the most presented authors in the literary education classes of tested teachers. The authors point to a certain stagnation in the presentation of literary narratives on the topic of the Shoah, at the expense of contemporary intentional production for children and youth with a given phenomenon.

We also marginally touched on the issue of a number of examples in reading-books for the second grade of primary (lower secondary) schools, and the related issues of how Czech Language and Literature teachers work with literary reading-books. We also briefly mentioned the potential of so-called cross-cutting themes in the framework of axiological<sup>36</sup> impact on young readers. Teachers who participated in the research are aware of this fact, which has been reflected in the relatively high level of election of individual so-called cross-cutting topics (especially humanitarian oriented).

Based on the results of the research in this field, we are led to the conclusion that a certain helplessness of teachers in the selection of suitable Shoah-texts that would demonstrate the defined phenomenon for pupils in a more accessible way is stated. We believe that there should be an update of the previews of the given topics in the reading-books, in the direction of contemporary intentional production, whose considerable number (especially in foreign book production) reaches a very high artistic level.

## Acknowledgements

This research did not receive any specific grant from funding agencies in the public commercial, or not-for-profit sectors.

The authors declare no competing interests.

<sup>36</sup> See, for example, Sladová et al., 2016.

## References

- Abrams, I. M. (1997). Elie Wiesel – Nobel Lecture. *World Scientific Publishing CO*. Available at <http://www.nobelprize.org/>.
- Acedo, C. (2010). Lessons from the Shoah for history, memory, and human rights. *Prospect*, 40(1), 1-3. Available at <https://link.springer.com/article/10.1007/s11125-010-9149-3>.
- Beach, R., Appleman, D., Fecho, B., & Simon, R. (2016). *Teaching literature to adolescents*. Abingdon: Taylor & Francis.
- Bednářová, J. (2018). *Čtením ke kritickému myšlení: (aplikace metod RWCT pro primární vzdělávání)*. Liberec: Akord.
- Bialas, W. (Ed.) (2019). *Aurel Kolnai's the war against the West reconsiderer*. New York: Routledge.
- Cohen, E. (2016). H. teacher autonomy within a flexible national curriculum: Development of Shoah (Holocaust) education in Israeli state school. *Curriculum Studies*, 48(2), 167-191. Available at [https://www.researchgate.net/publication/282395842\\_Teacher\\_autonomy\\_within\\_a\\_flexible\\_national\\_curriculum\\_development\\_of\\_Shoah\\_holocaust\\_education\\_in\\_Israeli\\_state\\_schools](https://www.researchgate.net/publication/282395842_Teacher_autonomy_within_a_flexible_national_curriculum_development_of_Shoah_holocaust_education_in_Israeli_state_schools).
- Drahi, P. (2015). *L'expérience de l'enseignement de la Shoah en France par des professeurs de collège et de lycée: un analyseur de l'expertise professionnelle face à une question socialement vive* (dissertation). Available at <http://www.theses.fr/2015PA100077>.
- Dror, Y. (2001). Holocaust curricula in Israeli Secondary Schools, 1960s-1990s: Historical evaluation from the moral education perspective. *The Journal of Holocaust Education*, 10(2), 29-39. Available at <https://www.tandfonline.com/doi/abs/10.1080/17504902.2001.11087129>.
- Due Enstada, J. (2017). *Violence Aantisémité en Europe 2005-2015 (France, Allemagne, Suède, Norvège, Danemark, Russie et Royaume-Uni)*. Paris: Fondation Pour L'innovation Politique (Fondapol). Available at [http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD\\_2017-09-19\\_web.pdf](http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD_2017-09-19_web.pdf).
- Fasnerová, M. et al. (2017). *Aspekty čtenářství žáků elementárního ročníku základní školy*. Olomouc: Univerzita Palackého v Olomouci.
- Friedlanderová, H. et al. (2018). *České děti a mládež jako čtenáři 2017*. Brno: Host.
- Grech, L. (Ed.) (2000). *Teaching about the Holocaust*. Strasbourg: Council for Cultural Co-operation. Available at <https://rm.coe.int/1680494240>.
- Hirsch, M., & Kacandes, I. (Ed.). (2004). *Teaching the representation of the Holocaust*. New York: Modern Language Assn.
- Hník, O. (2012). Literární výchova a rozvoj čtenářství. In: R. Wildová et al., *Čtenářská gramotnost a podpora jejího rozvoje ve škole* (pp. 137-147). Praha: Univerzita Karlova.
- Chráska, M. (2007). *Metody pedagogického výzkumu: základy kvantitativního výzkumu*. Praha: Grada.
- Imber, S. (2013). The pedagogical approach to teaching the Holocaust. *Teaching history*, 47(3), 21-24. Available at <https://search.informit.com.au/documentSummary;dn=600252352717520;res=IELAPA>.
- Jeřábek, J. et al. (2017). *Rámcový vzdělávací program pro základní vzdělávání. (Framework Educational Program for Basic Education)*. 3<sup>rd</sup> Edition. Praha: Národní ústav pro vzdělávání.
- Jindráček, V. (2018). Literary education during the period of curricular reform: Recapitulation of educational concepts and instructional quality. *Paidagogos*, 2018(1-2), 42-80. Available at <http://www.paidagogos.net/>.

- Jordan, S. D. (2004). Educating without overwhelming: Authorial strategies in children's holocaust literature. *Children's Literature in Education*, 35(3), 199-218. Available at <https://link.springer.com/article/10.1023/B:CLID.0000041779.63791.ae>.
- Lindquist, D. H. (2010). Complicating Issues in Holocaust Education. *Journal of Social Studies Research*, 34(1), 77-93. Available at <https://eric.ed.gov/?id=EJ887319>.
- Lindquist, D., H. (2013). Defining the Shoah: An opening lesson for a Holocaust unit. *The Social Studies*, 104(1), 32-37. Available at <https://www.tandfonline.com/doi/abs/10.1080/00377996.2012.660212>.
- Martin, K. C. (2007). Teaching the Shoah: Four approaches that draw students. *The History Teacher*, 40(4), 493-503. Available at [https://www.jstor.org/stable/30037046?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/30037046?seq=1#page_scan_tab_contents).
- Mašát, M. (2017). K uplatnění tematiky šoa v čítankách pro druhý stupeň základních škol. *Jazyk – literatura – komunikace*, 2017(2), 68-78. Available at <http://jlk.upol.cz/index.php/cislo-2-2017>.
- Mašát, M. (2019a). To implement the theme of Shoah in the teaching of literary education from the point of view of teachers. *Paidagogos*, 1(3), 35-61. Available at <http://www.paidagogos.net/issues/2019/1/article.php?id=3>.
- Mašát, M. (2019b). K vybraným faktorům implementace tematiky šoa do výuky literární výchovy. In: D. Duchovičová Hošová & R. Š. Kolenáková, *Inovativne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia* (pp. 451-456). Nitra: Pedagogická fakulta UKF v Nitre,. Available at [https://www.pf.ukf.sk/images/docs/projekty/2017/pC-Cp/konferencie/2019/APVV\\_Zborník\\_2019.pdf](https://www.pf.ukf.sk/images/docs/projekty/2017/pC-Cp/konferencie/2019/APVV_Zborník_2019.pdf).
- Mašát, M. (2019c). Methods used by teachers of literary education working with texts in the Shoah theme. In: T. V. Petkova & V. S. Chukov (Eds.), *3rd International e-Conference on Studies in Humanities and Social Sciences: Conference Proceedings* (pp. 271-286). Belgrade: Center for Open Access in Science. <https://doi.org/10.32591/coas.e-conf.03.26271m>
- Mašát, M., & Sladová, J. (2019). Representations of Shoah and Holocaust terms in selected curriculum documents: A teacher's perspective. *Universal Journal of Educational Research*, 7(2), 457-462. Available at [http://www.hrpub.org/journals/jour\\_archive.php?id=95&iid=1503](http://www.hrpub.org/journals/jour_archive.php?id=95&iid=1503).
- Mémorial de la Shoah (2017). What is the Shoah? *Mémorial de la Shoah*. Available at <http://www.memorialdelashoah.org/>.
- Messadié, G. (2000). *Obecné dějiny antisemitismu: od starověku po dvacáté století*. Praha: Práh.
- Pedagogičtí pracovníci v regionálním školství podle údajů z Informačního systému o platech (Educational Staff in Regional Education based on data from the Payroll Information System – ISP). (2017). Praha: Ministerstvo školství, mládeže a tělovýchovy České republiky. Available at [www.msmt.cz/file/47444/download](http://www.msmt.cz/file/47444/download).
- Pinar, W. F. (Ed.) (2014). *International handbook of curriculum research*. Abingdon: Taylor & Francis.
- Resnik, J. (2003). 'Sites of memory' of the Holocaust: shaping national memory. The education system in Israel. *Nations and Nationalism*, 9(2), 297-317. Available at [https://www.researchgate.net/publication/229692856\\_'Sites\\_of\\_memory'\\_of\\_the\\_Holocaust\\_Shaping\\_national\\_memory\\_in\\_the\\_education\\_system\\_in\\_Israel](https://www.researchgate.net/publication/229692856_'Sites_of_memory'_of_the_Holocaust_Shaping_national_memory_in_the_education_system_in_Israel).
- Schär, B. C., & Sperisen, V. (2010). Switzerland and the Holocaust: Teaching contested history. *Journal of Curriculum Studies*, 42(5), 649-669. Available at <https://www.tandfonline.com/doi/abs/10.1080/00220271003698462>.
- Shaer, M. (2017). The Holocaust's great escape. *Smithsonian Magazine*. Available at <https://www.smithsonianmag.com/history/holocaust-great-escape-180962120/>.
- Sladová, J. et al. (2016). *Umělecká literatura v procesu osobnostní a sociální výchovy*. Olomouc: Univerzita Palackého v Olomouci.

- Špačková, K. et al. (2016). *Porozumění čtenému. IV., Porozumění čtenému u dětí s rizikem čtenářských obtíží – metodologie, výsledky a interpretace výzkumu*. Praha: Univerzita Karlova.
- Štěpáník S., & Slavík, J. (2017). Žákovské prekoncepty jako konstitutivní prvek výuky mateřského jazyka. *Pedagogická orientace*, 21(1), 58-80. Available at <https://journals.muni.cz/pedor/article/view/6740/pdf>.
- Tinberg, H. (2005). Taking (and Teaching) the Shoah Personally. *College English*, 68(1), 72-89. Available at [https://www.jstor.org/stable/30044665?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/30044665?seq=1#page_scan_tab_contents).
- Vicherková, D. (2018). *Pohled na úroveň čtenářských strategií patnáctiletých žáků v Moravskoslezském kraji*. Ostrava: Ostravská univerzita.

Website of the Fondation pour l'innovation politique:

[http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD\\_2017-09-19\\_web.pdf](http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD_2017-09-19_web.pdf).

Website of Regional Administration of the Czech Statistical Office in Jihlava:

<https://www.czso.cz/csu/xj/domov>.

Website of Le Project Aladin:

<http://www.projetaladin.org/>.

Website of the Ministry of Education, Youth and Sports of the Czech Republic: <https://www.msmt.cz/>.

Website of the International Alliance for Holocaust Remembrance:

<https://www.holocaustremembrance.com/>.

Website of the Parliament of the Czech Republic:

<http://www.psp.cz/sqw/cms.sqw?z=12305>.

Website of School Portal of the Vysočina Region:

<https://www.kr-vysocina.cz/skolsky-portal.asp>.

