

Abstract

This bachelor thesis, as the title suggests, discusses stories and passages from literature pieces found in Czech geography textbooks and worksheets. These texts are assessed according to their school-based education involvement, as suggested in the textbook. Next, it is evaluated which cognitive processes are developed in pupils and students by these questions and tasks, which are included in respective texts.

This research is supported by the theoretical part which, while using literature resources, elaborates on integrated education in the Czech education system, information from abroad is added as well. This part discusses mainly assumptions for integrated education, its advantages, benefits, and inspiration or motivation to further student education. Special attention is given to the integration of Geography and Literature education. This thesis further elaborates on narrative pedagogy, where the benefits of using stories in education are summarized.