

## **ABSTRACT**

This thesis is focused on the issue of the anniversary of November 17, specifically from the point of view of teaching at the primary school in Kunratice. In the first part, the reader is briefly acquainted with the school curriculum and its development, the anchoring of project teaching and support of this method of teaching at Kunratice Elementary School. The next part of the work consists of an analysis of the events of November 17, 1939 and 1989, scrutinizing these events from the present perspective, and subsequent generalization of the topic with concepts and facts from a didactic perspective. The main part of the work deals with the preparation of project teaching on the mentioned topic with applying methods of self-teaching and evaluation of the impact of the project. The result of this work are two cases of project teaching, including the process of preparation and development of methodology from the perspective of a member of the preparatory team, team leader and then from the perspective of a class teacher who implements the teaching in his class. Both the cases of project teaching are implemented in successive school years 2020 and 2021, while in the first case it is an implementation in the form of an online project teaching in only one day and in the second case two-day full-time project teaching.

## **KEYWORDS**

17 November 1989, civil society, democracy, elementary school, methodology of teaching, project-based learning, totalitarianism, Velvet revolution, elementary school, school curriculum, literacy nests, Padlet, pupils, online teaching, preparatory team, expert pedagogical group