

ABSTRACT

The thesis deals with how to use poetry in German classes for non-German students. Its objective is with the help of theory to create tentative didactic material which will introduce to upper primary school pupils selected works of poets of the German language, arouse in them interest in reading and writing poetry and show them various ways of reception and comprehension. From the viewpoint of literary theory, the focus is on the poetry of Terezín ghetto and concrete poetry of the 20th and 21st century. From the perspective of literature didactics, the concern is with utilising poetry in German classes. The methods used are primary and secondary sources research, critical assessment and comparison of the sources, text selection, content assessment in terms of length and demandiness followed by didactic adaptation of the texts. The thesis is divided into five chapters. The first chapter explains the role of literature in teaching foreign languages, special stress being on poetry and examples from literature written in German. The second chapter is built around poetry written by child and adult authors from Terezín ghetto. The third chapter deals with concrete poetry (and its authors). The fourth chapter focuses on didactic possibilities brought to German teaching by poetry. The last, fifth chapter contains didactic plans of seven teaching units targeting mainly upper primary students of German and represents thus the practical output of the work.

KEYWORDS

Poetry of the 20th and 21st century, concrete poetry, poetry of World War II, didactic adaptation, teaching German as a foreign language, elementary school.