

## Introduction:

The aim of this paper is to discuss the phenomenon of the Shoah from most angles and sides to avoid simplification and generalization. The result is the creation of activities for pupils outlining the Holocaust, the Shoah. I want to combine eyewitness testimony uměleckoliterárním rendition of the theme of the Shoah.

For greater expertise as a starting point of my work I choose:

- I. general characteristics of totalitarianism or the system that gave rise to the Shoah,
- II. insight into historical context, as my activity is usable in more subjects: literature, civics and history is necessary for me this season prepared and factually.
- III. The art of literature related to the topic of the Shoah affected by the "wine", I will try to demonstrate the immanence of the destruction of human society, which is also what should be heard even at the end of my activities.
- IV. The final activity will be articulated eyewitness testimony and artistic text (which process the same historical events) will be outlined their educational use in the subjects: civics, history and literature.

Target activity will be interdisciplinary, as it is mainly designed for the needs of secondary schools, for the interconnection of multiple information sources and their mutual confrontation, which leads to less distortion of historical facts, developing critical thinking and awareness of the literary text with which the work activity, was in a given space and time to respond to. It is about enhancing text using oral-historical evidence. It will be presented a possible way to work with a literary text, although there is rather the basis for targets that could be determined for other sectors.

The entire work should serve future teachers, or even my current colleagues, to facilitate the teaching of the Holocaust.

## Methodology

First I load the large number of literature themes of totalitarianism individual authors and their bases I then compared and eventually opted to Ivo aroused, whose concept is ideologically closest to me. This concept as a framework for my thesis.

The historical part I worked on publications that recommended me to historian Joseph Marz, whose professional qualifications are greatly appreciated. This part of me has served as the basis for the creation of educational activities.

Parts of treating art literature preceded by reading all reported results I was looking for the same points to demonstrate the banality of evil and even this part was used as a basis for creating activity.

For the purpose of mapping the phenomenon of Holocaust I finally watched over 150 testimonies of survivors according to criteria of place of birth, which is Prague. Reasons specifies in detail in the Description of activity. It was finally selected seven testimony. Specifics of oral history describes in chapter Notes to the activity.

The activities I connected the oral history of the art literature related to the same topic, didactic bases are described in the chapter Description of activity.

## Data collection:

The survivors were selected on the basis of place of birth (Praha) in Prague as I teach, I wanted to achieve more informative, witnesses talking about places that students know, or even live there. The only exception I did in the case of Mrs. Dagmar Lieblová and because of

that her testimony considered one of the strongest that I have had the opportunity to hear. Overall, I naposlouchala 150 testimony. The key to selecting individual components that match the artistic text in the plane of the topic narrative. There were situations when diverged some factual data, which always commented on in the footnotes.

#### Conclusion:

Still, I believe that the process issue, we chose netendenčně is difficult but important. Weil text I chose because it is both well structured and also retains spacing while maintaining degree of pathos, which in practice has proved to be functional and not the end in itself. I want to pay tribute to the author. Like when Jiri Suchy upgraded bouquet, to point out the fact that even after about 120 years ago, this contemporary text addressing the viewer. It was therefore even if the resulting activity of pointing out the errors and shortcomings that have text, but rather highlighting its artistic quality and with advanced technology text confront themselves with the testimony of the witness and continue to follow the thought processes of students, which caused the conflict, and last but not least, measure and the critical evaluation of both approaches. Forcing students to think as well of other books that focus on things hardly conceivable that a fiction can act only to a certain extent and to some extent the described events actually happening, as the author describes. It is the responsibility of each of us this peace / the border to find and discover and teachers should this responsibility should feel most strongly.

I'd like to see him once a thesis fell into the hands of teachers who possibly will not know tips on how to teach about something that common sense and common human emotion can not explain, let alone understand, that the Shoah. It's a controversial topic. Controversial issues are more problematic than just in the classroom. Paradoxically, there is a risk that their contentiousness will be generalized, thus simplified. Pupils then be forced to think and make connections, find signals of the past in the present time, in themselves. It is not just to know, and know the facts, that is to write a written work, but to some extent have respect for the possibilities that postmodern man today is when we Shoah serves as an example that the individual is able to forgive you and explain everything it commits for their own profit, whether economic or relational-power. We should keep this in mind when he pronounced sentence apology: "I could not otherwise." Because there is always a choice, some routes are very unattractive and difficult. Each different, each time for another reason, you do not have to be measured.

In this case we speak rather of those who participated in it, than of those who were imprisoned, because the impact animálního hunger, which had for several years, have really bathed away the deposition of humanity, that of reason, and lowered the strongest emotions, thus instincts. It's hard to blame the lion that ate antelope. Think of the story Edi Wiesel, who, when long after the war saw a wealthy woman throwing a few pennies to the poor, has already started fighting for alms Not knowing his brother and asked her to stop that, because he remembered how some "benefactors" throwing pieces bread prisoners into cattle cars, who were able to kill bite. Son of his father ...

About those situations is not my job. It is a situation in which a person is "human". It could be argued that fanaticism can be paralleled to animal starving man, but even if it does not seem so fanatic has a chance to think, I just do not, it is simply to go with the crowd, it is simply hate, then we become important potírači of that hated . Propaganda technique is still the same and the course of genocide in the world today is no different from during the Holocaust, but we do not have so much to see.

It is therefore important in the context of the Shoah talk about the banality of evil, the historical context, the instruments of power, which of us carry inside responsibility for their

misdeeds. Questions to mention in their activity, they are only indicative. The teacher should try to always curl discussion in this direction. And it should make you aware of himself, not only in the lesson, but in life. This is a matter of fact, that they learn the cost, but it is present in every moment of decision-making and often not visible. Often it is only a matter of conscience, which can demotivate silence. Existentialists words: who I am, I become every decision we make.

I do not dare to say that my tutorial substitutes all of the above, but with a clear conscience, I can say that it's trying.