

pramenem, přičemž si uvědomí, že kolem něj žijí lidé, kteří mohou svým vyprávěním obohatit i jeho život. Konfrontace se zkušeností někoho jiného pro něj také může být dobrým vzorem pro vlastní jednání. Výhodou je také možnost zapojení rodiny žáka do výuky nebo jeho seznámení s osobnostmi, s nimiž by se jinak nesetkal.

Oral History in Czech Elementary Schools / Orální historie v českém základním školství (Lucie Böhmová)

Abstrakt

Ve svém příspěvku popisuji využití orální historie v hodinách dějepisu v České republice. Zaměřuji se v něm na základní školství a konkrétní realizaci projektů. Hlavním přispěním orální historie do školství je možnost propojení rodiny a školy. V článku je představeno české základní školství, propojení orální historie s dějepisem, tématické oblasti a návrhy tří konkrétních projektů. První se zabývá každodenností a tedy životem v době tzv. normalizace. Druhý s názvem *Staň se průzkumníkem* popisuje zaznamenání historických změn prostřednictvím proměny názvů ulic. Třetí se zabývá listopadovými událostmi roku 1989 a jeho výstupem je tzv. živé muzeum. Žáci zde prezentují své znalosti a dovednosti, které získali prostřednictvím výuky. Svými výtvary pak zdobí stěny ve třídě i chodbu školy.

Klíčová slova: české školství, demokracie, každodennost, listopad 1989, normalizace, orální historie, primární orálně-historické prameny, sekundární orálně historické prameny.

Abstract

In my work I present possibilities of oral history usage in history lessons in the Czech Republic. I focus on primary schools and present tasks and realization of concrete projects. Main task is communication among the children and narrators, and cooperation among the families and the school. In my paper is introduced Czech elementary education, connection of oral history and history lessons, thematic areas and proposals of three concrete projects. First project is about daily life in normalization. The second one named "Become an explorer" describes record of historical changes through the street name changes. The third one deals November's events in the 1989 and its output is "living museum". Students present here their knowledge and skills, which they gained at the school. With their creations they decorated walls of the classes and corridors of school.

Keywords: Czech education, democracy, everyday life, November 1989, oral history, oral-historical primary sources, secondary oral-historical sources.

1.1 Elementary schools and Oral history

Czech elementary schools are divided into two stages. In the first are children about 6 to 11 years, the second one most pupils attend 12 to 15 years. History is taught only in the second stage that means 4 years. In the first one students learn history in subject „Vlastivěda“ (subject about homeland), where they learn only about their own nation.

Currently is in the Czech Republic an education reform in progress, which allows teachers to have more freedom in management of teaching and in selection of themes. Oral history can best be used in teaching in the 9th year of elementary school (means in the last year), where is usually taught the period from the beginning of World War II to the present. In Czech contemporary history there are many topics where eyewitnesses can be used.

A new trend, not only in history classes, is called project days or project weeks which take place at the end of semester or around holidays. We can apply Oral history to everyday lessons as well as to projects. The students' work can be divided into two parts.

1. Use of primary sources – i.e., students work directly with the narrator
 - a) Witness can attend the lessons
 - b) The interview with witness is done outside the school (e.g. parents, grandparents, teachers or friends)

Students learn principles of interview and how to work with it and use it.

2. Use of secondary sources

In lessons can be used already recorded interviews with witnesses, either through video, audio or text transcript, eventually published book.

In Czech contemporary history there are many topics where we can work with narrators. There may be topics that are commonly taught or the topics which extend the normal subject matter.

- World War II (concentration camps, extermination of Lidice .)
- Life in socialism (food, coal holidays, life without phones, computers and big cinemas)
- Communistic fairs (1st of May, Spartakiada....)
- The “octal years” important for Czech history – 1938, 1948, 1968 (Munich agreement, getting communist to power, Prague Spring)
- The Velvet revolution
- Disintegration of Czechoslovakia
- The cultural life (music, TV, theaters, sport)
- Personalities of second half of 20th century

- Events after disintegration of Czechoslovakia (entry to NATO, EU)

Emphasis is placed also on regional history, means a history of the place where students come from (the history of school and cities, towns...). Specific example may be regional history of the West Bohemian city Pilsen which was liberated by the US Army in 1945. As well as in other cities the political changes were reflected in the change of street names and building settlements. Also there was a big company Skoda which significantly influenced life in the city. For these topics we can find witnesses easily but mostly we work with student families.

1.2 Specific projects proposals

In this part I will present concrete project proposals. This is a brief outline of the course not detailed elaboration. In all following examples is used cooperation of school and family, not just commonly used meetings with witnesses.

1.2.1 How could I live in the normalization

This is a long term project which is designed for students of 9th year. Students are divided into 4 groups and each group has the task to describe one area of human life in the period of normalization. Students in group will prepare questions according to what they are interested in that field. Theme suggestions may be teacher proposals for each area and students' witnesses can be parents, grandparents, another relative or person from their surrounding (e.g. football coach). In the group students allocate their roles: editor in chief (team leader), editor, photographer/cameraman, reporter..... Each student interviews his narrator (parents, grandparents) and then shares the best memories with others. Outcome of the project is a report which students perform in the specified date. It depends on students how they will present their report; they can use Power Point presentation or Movie Maker. Evaluation of project will be done by students themselves, they will vote and the best team will receive award "Best Retro Team". The main aim of this project is to teach students to work in group, to recognize the difference between the recent past and present and to teach them the basics of oral historian through a role in the journalist team and bring the students environment to the school.

The fields:

1. Fashion (clothes, shopping centers, prices, fashion magazines .)
2. Culture (cinema, theater, films that were played, prices, description of how the theater looked like .)
3. Entertainment (pubs, clubs, food, drink, discos, price, fun in the clubs)
4. Sport (the sports sectors which were developed regionally, halls, playgrounds, training method, races, personalities in sport)

1.2.2 Become an explorer

This long-term project is intended for all years of second stage of elementary school. Students are divided into groups, whose task is to map one street in the city through the ages. The task is to take the role of a journalist who describes the key moments of city history in connection with changes of street names. Concrete key moments applied to Pilsen: arrival of the U.S. Army to Pilsen in 1945 and restoration of Czechoslovakia (protectorate street names to Czech names), getting Communist party to

the power in 1948 (names according to important communistic ideologists and events) and the Velvet revolution 1989 (current names).

Student should ask their grandparents and parents if they remember the change of street names and if there was something significant in the street what caught their attention (monument, stores....)

Students will verify memories by maps of that time and by using picture books of the city history. Then they will write memories as a newspaper article where will describe visible changes of streets. The project can be completed by a survey among schoolmates, friends or inhabitants inspired by entertaining television game „Nobody’s perfect“. The essence of this game is to ask random passers-by for their knowledge. The main aim is to acquaint student with the native land and encourage family to cooperate with school as well as teach students the basics of Oral history.

1.2.3 Year 1989 the democracy in which we were born

This project is focused on the students of 8th and 9th year. The theme of the whole project is event of Velvet revolution means Czechoslovakia transition to democracy. This project will be realized within one day. First will students learn about events in November 1989 through the work sheet and video clips. Subsequently will interview one person from the school staff, how he remembers these events (teacher, school porter, char, cook, etc.). The output of the project is to process all the information that students learned during the project to so-called “Living museum”. That means children themselves will present their gained experiences and knowledge to their school environment. Students will record the witness memories at their discretion, for example in the form of leaflets, posters or banners with slogans. In already finished project was Living museum placed to the school corridor and contented just these creations, the state flag (before 1989 and thereafter) and on the floor in the direction of exhibition were marked human footprints which show the transition from communism to democracy.

Summary

The Oral history is in my opinion very important for current world. Children who were born in democracy have no idea about the communist regime in Czechoslovakia. Oral history can help them to learn about the period in which their parents live. Moreover, through the Oral history we can lead the family to the cooperation with the school.