

ABSTRACT

The aim of this work is to prove that even among works of fantastic literature, it is possible to find texts that can be used in literature classes (not only) in secondary school, and that, through their interpretation, we can relate to our current world and its problems. The theoretical part focuses on the definition of fantastic literature as such (especially in relation to the terms fantasy and sci-fi) and on attempts to define the extension of this concept as a genre. The reader will also find a chapter focusing on arguments disproving the underestimation of this genre. This chapter is followed by an explanation on how to use fantastic literature in school practice, where we present primarily many readership studies that confirm the popularity of this genre among readers, but also with some literary awards that demonstrate the quality of some works of fantastic literature. The practical part uses content analysis to select several specific works in which it is possible to identify moments that relate to individual cross-curricular themes of the Curriculum Framework for grammar school and their expected outcomes. On their basis, five model teaching lessons, which were taught at an unnamed Prague secondary school, are subsequently proposed here. Each lesson is followed by a reflection on the lesson(s) taught and their possible alterations. The result of the work is, in addition to the proposed lessons, which can be further used, also the proof that even among works of fantastic literature it is really possible to find such texts through which we can see current problems and challenges of our world or support the growth of the personal and social development of their readers.

KEYWORDS

Fantastic literature, Fantasy, Science-Fiction literature, Curriculum Framework, Cross-curricular Theme