



WHY WERE THEY DISPLACED?

Educational aim: In working with the photographs, students engage with the perspectives of period actors. With the help of sources, they understand the different political contexts of the displacements in 1938 and 1945.

Keywords: *The Munich Agreement, World War II, displacement, causes and consequences, changing perspectives*

Instructions for individual slides:

Notes:

1 EXPLORING THE FIRST PHOTOGRAPH (3 minutes)

Viewing the photograph using a magnifier and reading the caption.

2 EXPLORING THE SECOND PHOTOGRAPH (3 minutes)

Viewing the photograph using a magnifier and reading the caption.

3 ANALYSIS OF THE FIRST PHOTOGRAPH (5 minutes)

Marking figures and features, describing the situation captured in the image.

Students mark the figures (a boy and a soldier) as well as the individual items (cabinets, chairs, a washtub, bed linen, a carpet) on the platform of the lorry. They can think about the presence of the soldier and comment on the expression of the boy revealing emotions. The caption from the first slide can help them understand the historical context (the evacuation of Czech residents from the borderlands being seized by German troops).

4 ANALYSIS OF THE SECOND PHOTO (5 minutes)

Marking figures and features, describing the situation captured in the image.

Students mark the figures (women, girls, an older man and children), the individual items (suitcases, clothes, trolleys, blankets) as well as the symbols (the swastika). They can think about the role of symbols. We can draw their attention to the young woman in the middle of the photograph and encourage the comparison with the first picture. Students may notice that Germans have less luggage and are mockingly marked with Nazi symbols, and there are no soldiers. The second slide caption can help them understand the historical context.

5 EMPATHY WITH THE PARTICIPANTS (9 minutes)

Adopting the perspective of the historical participants and empathizing with their situation. Writing possible thoughts and utterances of the participants into the pre-marked fields in the photographs.

The application enables students to distinguish between thought and speech. They can therefore reflect that in certain situations we do not say what we think. Let us imagine an example, a young woman who may have been comforting her elderly parents: "Don't worry, we'll definitely come back here. The situation will calm down soon"

while she may have felt the fear and doubts herself: "I hope my parents will survive. I wonder where they're taking us." Of course, the sources do not provide us with such detailed information. We use historical imagination so that students can better understand the situation of the period. However, it is necessary to perceive the boundary between facts and assumptions.

6 READING HISTORICAL DOCUMENTS (5 minutes)

Examining the period documents that influenced the situation in the borderlands in 1938 and 1945 – the Munich Agreement and President Beneš' Decree on the Citizenship of Czechoslovak Germans and Hungarians. Searching for the causes of the displacement of the Czech boy and the young German woman.

7 PUTTING IN CONTEXT (5 minutes)

Reading the text of the historian Matěj Spurný, who explains the historical context of the situation in the borderlands in 1938 and 1945. It provides important information for students to compare the causes of the departure of Czechs and the displacement of Germans.

8 SUMMARY OF THE RESULTS (5 minutes)

Answering questions: ? Why was the boy displaced? ? Why was the young woman displaced?

Students should notice the distinctness of the situation from the documents. In 1938 Czechs were facing the choice between leaving and staying and accepting German Reich citizenship, whereas in 1945 Germans did not have such a choice in the vast majority of cases. The extent of violence was also different. In 1938, Czech inhabitants of the borderlands were often physically attacked, which could have affected their decision to leave. However, in the post-war period, the extent of violence was much larger. The departure of Czechs from the borderlands is surrounded by a number of myths; in fact, most Czechs remained in the borderlands.