



Karolina Biedka¹

Monika Sobczak²

The International Red Cross in contemporary Polish history textbooks: An overview

Abstract

The main aim of the article is to present how the issues pertaining to the creation and activities of the International Red Cross and the figure of its originator and founder, Henry Dunant, are presented in Polish history textbooks. History lessons at school are a suitable platform to introduce issues related to the concept of humanitarianism. Lessons that mention the establishment and operations of the International Red Cross and its national branches make a valuable contribution to raising awareness of humanitarianism and human rights. It is worth looking at how these issues are treated in school textbooks, which are one of the main sources of students' knowledge of history. Primary and secondary school textbooks currently available on the publishing market and used by active teachers were analysed. Textual content and iconography were analysed, as well as the tasks proposed for classroom use. In order to answer the research questions, a critical textual analysis of the content of twenty-one textbooks was carried out. Textbooks published between 2017 and 2023, which are on the official list of textbooks approved for use in schools, were the subject of analysis. The article also reveals the presence of the Polish Red Cross on the pages of these textbooks.

Key words: textbooks, history education, didactics, International Red Cross

¹ Dr Karolina Biedka, Wydział Nauk Społecznych, Instytut Historii, Uniwersytet Opolski, ul. Strzelców Bytomskich 2, 45-084 Opole, e-mail: karolina.biedka@uni.opole.pl, ORCID: 0000-0002-4836-3383.

² Mgr Monika Sobczak, Szkoła Doktorska, Uniwersytet Opolski, ul. Strzelców Bytomskich 2, 45-084 Opole, e-mail: 115035@student.uni.opole.pl, ORCID: 0000-0003-4481-026X.

Foreword

The creation of the International Red Cross and the activities of its founders, especially H. Dunant, is an important educational topic. Discussing this topic in the history classroom should not only lead to the acquisition of factual knowledge, but also to a broader understanding of the idea of humanitarian aid from the 19th century to the present day. Although a contemporary teacher can use many modern teaching aids, such as mobile applications, quizzes, films and podcasts, textbooks remain a foundational source, which is why this study analyses their content.

The aim of this study is to answer the following research questions: How and in what context is the International Red Cross presented in recent Polish history textbooks? How much space is devoted to it in contemporary textbooks? How is the narrative conducted? Is iconography added to the description, and if so, what kind of iconography? Does the theme appear in exercises and repetitions? In a broader context, the paper is an attempt to draw attention to the way in which history is taught in Polish schools, not only about the origins and activities of the International Red Cross Movement, but also about respect for human dignity in conditions of war and peace. It should be added that Polish didactics researchers have yet to focus on this issue.

The history of the International Red Cross and its activities is an extremely relevant topic, especially today at a time of noticeable social polarisation and aggravation of the geopolitical situation in the world (full-scale invasion of Ukraine by Russia, intensification of the Israeli-Palestinian conflict). It is worth noting that social and civic competences are among the key competences for lifelong learning announced in the Recommendation of the European Parliament and of the Council of 18 December 2006. The important influence of all the competences listed in the document on building a successful life in the knowledge society was emphasised. It was also noted that societies in the age of globalisation are characterised by increasing diversity. Social skills include the ability to "communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy." (Recommendation... 2006) It is assumed herewithin that history lessons are an appropriate and convenient space not only to impart knowledge necessary for the completion of subsequent stages of education, but also to shape attitudes such as empathy or respect for others, regardless of their origin or religion. Strengthening empathy in students by teaching about humanitarian-

ism, the idea of helping the weak and even enemies, can counteract the radicalisation of attitudes and views. It should be noted that school history books are often the only history books that young people encounter. Thus, working with these textbooks can help assimilate the ideas of humanitarianism and charity in the broadest sense. This is important to prevent insensitivity to the harm of others in adulthood and to ensure that the ideas of H. Dunant are not overlooked.

It should be noted that the ICRC's activities in Polish education are also covered in social studies textbooks. However, the ICRC is usually presented only in the context of its current activities, as one of many institutions defending fundamental human rights (along with UNICEF, Amnesty International and the Panoptykon Foundation). The aim of this article is to examine the presence of issues relating to the ICRC's historical activities only in history textbooks, thus creating a space for further analysis and discussion.

Establishing the ICRC – historical background

The 19th century was a time of great social and economic change. European empires developed military capabilities, armed themselves and fought wars for global hegemony. Following the introduction of universal conscription, poorly trained recruits were often sent into battle. Developments in the technology of warfare and the emergence of new weapons led to an increase in the number and severity of injuries suffered by soldiers, which the poorly organised sanitary facilities of European armies could not cope with (Goniewicz, Goniewicz 2016: 63–64; Marcinko 2014: 95).

In 1859, war broke out between the French Empire, the Kingdom of Piedmont and Sardinia and the Austrian Empire for control of the Italian peninsula (Dziadzio 2002: 14). Swiss banker, philanthropist and entrepreneur – Henry Dunant³ followed the Emperor Napoleon III in an attempt to obtain tax relief for his declining farm in France. He failed to meet the Emperor, but became an incidental witness to the bloody Franco-Austrian conflict (Dunant 1983: 7–8). The battle of 24 June 1859 near

³ Henry Dunant – (1828–1910) Swiss businessman and philanthropist. Author of the shocking publication *A Memory of Solferino* and the idea of creating a neutral medical service to help the wounded in wars, the main initiator of the International Committee of the Red Cross. He spent the last years of his life in poverty and was awarded the Nobel Peace Prize in 1901 (Boissier 1974: 4–24; Steele 2028: 81–96). See more: Chaponniere 2022; Durand, 2011.

the town of Solferino, which he observed from a distance, held particular significance for Dunant's subsequent activities. The battle, which resulted in heavy casualties and was initially inconclusive, eventually led to the retreat of the Austrians and paved the way for the victory of the French army, supported by the Piedmontese troops (Karbowski 1969: 29). The brutality of the fighting and its tragic consequences for both sides, which could still be seen many days after the battle, had a profound effect on him (Dunant 1983: 7–8).

After the battle, Dunant selflessly organised medical aid with the help of the local population (mainly women and young people). Thanks to him, makeshift hospitals were set up to treat the wounded. Unfortunately, many could not be saved. They died not only from their wounds, but often from infection, from waiting too long for help, from lack of medicine, bandages or even clean water (Dunant 1983: 7–8).

After the experience of Solferino, it was Dunant's aim to organise a group of volunteers to look after the wounded in the wars being waged (Forsythe, Rieffer-Flanagan 2007: 18). In order to convince the leaders of the European powers of this idea and to arouse their interest, he wrote a memoir describing his stay in Solferino. *A Memory of Solferino* were published in 1862 and attracted the attention of political elites. Those in power understood that military progress should be followed by the development of a military health service and, to this end, a voluntary and benevolent social organisation should be set up (Dunant 1983: 72). As early as July 1863, the “Committee of the Five” was set up in Geneva as a permanent group to ensure that Dunant's ideas were put into practice.⁴ The organisation was first called the International Committee for Relief to the Wounded and was later renamed the International Committee of the Red Cross (ICRC), as it is known today (Uhma, Bliźniewski 1959: 11; Forsythe, Rieffer-Flanagan 2007: 18). The date of the ICRC's foundation should be taken as the date on which the organisation changed its name from the Committee of the Five to the International Committee for Relief to the Wounded, 9 November, 1863 (Abramek 2001: 33).

In August 1864, a diplomatic conference convened by the Swiss government in Geneva produced the Geneva Convention “for the Amelioration of the Condition of the Wounded in Armies in the Field”, known as the First Geneva Humanitarian Convention. The document

⁴ In addition to the originator, H. Dunant, the committee included General Guillaume-Henri Dufour, Gustave Moynier, the doctors Theodore Maunoiri and Louis Appia (Durand 1994: 542–563; *Guillaume-Henri-Dufour...; Louis Appia...*).

stated that wounded and sick military personnel should be evacuated from the battlefield and cared for regardless of nationality or army affiliation (Uhma, Bliźniewski 2007: 10; Dunant 1983: 74–79). According to the convention, each signatory state should set up a committee to help wounded and sick soldiers. In addition, both the military medical service and the above-mentioned voluntary sanitary Service, as well as the infirmaries and field hospitals run by them, were to have neutral status. The inverted Swiss national colours, a red cross on a white background,⁵ were chosen as the sign of the neutral medical personnel (Uhma, Bliźniewski 2007: 11). The Geneva Convention of 1864 provided a legal basis for the operation of neutral and inviolable medical units on the battlefield. The ICRC was the guardian of the Convention.⁶ Over the years, the ICRC has sought to widen the circle of people it protects and the scope of its activities (Forsythe, Rieffer-Flanagan 2007: 18; Dunant 1983: 74–79). The purpose of the Committee as an organisation was to assist European countries in establishing national humanitarian organisations (Owsiany 2002: 45–60; Banach-Gerlach 1984: 9–12),⁷ including countries such as Poland, which only regained its independence after the end of the First World War and the collapse of the great powers, having lost it at the end of the 18th century.⁸

⁵ The symbolism of the cross was dedicated to Christian countries and referred to Christian charity in the broadest sense. In Polish publications, especially those from the inter-war period, the historical or contemporary charitable activities of the International Red Cross and other charities were often referred to as 'Samaritan work', in reference to the Parable of the Good Samaritan from the New Testament. (Podolak 1929: 1; De Henning-Michaelis E. 1925: 9).

⁶ On 22 August, 1864, the Convention was signed by representatives of Baden, Belgium, Denmark, Spain, France, Hesse, Italy, the Netherlands, Portugal, Prussia, Switzerland and Württemberg. It was not until several years later that they were joined by Austria, Japan and the United States (Abramek 2001: 35; Gasser 1993: 11).

⁷ In addition to the many Red Cross societies that emerged, there was the Red Lion and Sun Society in Iran, the Red Crescent Societies in Muslim countries, and the Union of Red Cross and Red Crescent Societies in Russia (Owsiany 2002: 45–60; Banach-Gerlach 1984: 9–12); <https://www.ifrc.org/who-we-are/about-ifrc/our-history-and-archives> [access: 14.04.2024].

⁸ The Polish Red Cross Society (Polskie Towarzystwo Czerwonego Krzyża; PTCK) was founded in April 1919 and renamed the Polish Red Cross (Polski Czerwony Krzyż; PCK) in 1927. The organisation's charter from April 1919 is available online: <https://pcktorun.pl/sto-lat/statut1919.html> [access: 18.02.2023] (Abramek 2001: 76–79; Uhma, Bliźniewski 1959: 19–23; Szymoniczek 2008: 15–26; DzU 1927: 7/688; *Rozporządzenia...* 1930; Wawrzykowska-Wierciochowa 1965: 260–261; Ratyńska, 1974: 22–65; Podolak 1929: 12; Leś 2001: 80).

Methodology

Textbooks published following the educational reform that took place in Poland in 2017 were analysed. At that time, lower secondary schools, which had existed since the early 2000s, were gradually phased out, and their activities finally ended in 2019. Eight-class primary schools were introduced instead of six-class primary schools. Thus, the duration of secondary education was extended by introducing 3, 4 and 5 year secondary schools of different types: vocational, technical and comprehensive upper secondary schools (DzU 2017: 30/239).⁹ This research focuses on textbooks for primary and comprehensive secondary school.¹⁰ To answer the questions posed, a total of 21 textbooks published between 2017 and 2023 and included in the official list of currently approved textbooks were analysed:

– 7 primary school textbooks: 4 for grade seven and 3 for grade eight. These textbooks are used by students aged 13–15.

– 14 secondary school textbooks: general and technical secondary school, including 7 for grade three and 7 for grade four. These textbooks are used by students aged 15–20.

ICRC in primary school textbooks

Based on the content of the Polish core curriculum for the teaching of history in primary schools, grade 7 textbooks on 19th and early 20th century history (from the Congress of Vienna to 1939) and grade 8 textbooks on 20th century Polish and general history from the outbreak of World War II to the 1990s were analysed (DzU 2017: 98–103).

Seventh grade textbooks

The OPERON textbook for seventh-grade students, in its 2017 and 2019 editions, includes a unit titled 'The World, Europe and the Polish Nation since the mid-19th century.' Within this unit, there is a topic on 'Europe in the second half of the 19th century. The unification of Italy and Germany.' This topic covers the Battle of Solferino and the activities of H. Dunant:

⁹ The reform itself is controversial, with both opponents and supporters, and in some ways resembles the system that operated in Poland during the communist era.

¹⁰ The next stage of the research will analyse vocational school textbooks.

“One of the bloodiest battles of the war took place at Solferino (1859). Some 40,000 soldiers died there, of whom only more than 4,000 died in battle. The remainder died after the battle as a result of their wounds, lack of water and any professional assistance. These events shocked the Swiss entrepreneur Henri Dunant, who was present there by chance, and he immediately organised a field hospital. Dunant became a co-organiser of the Red Cross five years later and was instrumental in the enactment in 1864, of the Geneva Convention, which aimed to humanise warfare” (Ustrzycki, Ustrzycki 2019: 50–51).

The factual description is noteworthy. However, it lacks iconography or a photograph of Dunant in the textbook. Additionally, there are no activating exercises that refer to the creation of the ICRC. The OPERON textbook includes no repetition or summary topics for the whole section (Ustrzycki, Ustrzycki 2019: 50–51).

The second textbook analysed, which was published in 2017 by Wydawnictwa Szkolne i Pedagogiczne and dedicated to seventh-grade students, contains a considerable amount of information about the genesis of the ICRC and the activities of Dunant. This information can be found in Unit II, titled 'The second half of the 19th century', specifically in the topic entitled 'The unification of Italy'. The description provided is as follows:

“The Franco-Sardinian army defeated the Austrian army at the Battle of Solferino on 24 June 1859. The battle was bloody, costing the lives of thousands of soldiers. The Swiss financier Henry Dunant drove past the battlefield where the wounded lay. The sight was so harrowing that Dunant decided to rush to their aid. He organised local people to come to the battlefield with bandages and water. This event gave him the idea of creating an international organisation to help soldiers injured in the fighting. On his initiative, the International Red Cross was founded in 1863.” (Kąkolewski, Kowalewski, Plumińska-Mieloch 2017: 58)

Below the text is a stamp issued in Africa in 1985 to commemorate the 125th anniversary of the Battle of Solferino. It shows the portrait of Dunant, a red cross and, in the background, the battle of Solferino, during which Dunant tends to the wounded. In addition to the description of the iconography, there are two exercises for the students. One is directly related to the stamp presented: “Postage stamp with the image of H. Dunant referring to the Battle of Solferino and the creation of the Red Cross. Point out the elements in the picture that refer to these events.” The second can be done as an additional homework: “Find out from the sources available to you what the International Red Cross does.” (Kąkolewski, Kowalewski, Plumińska-Mieloch 2017: 58) In the repeti-

tion lesson following the entire section, the ICRC and H. Dunant are not mentioned, nor is there any task referring to this topic.

In the third of the seventh grade textbooks examined, titled *Wczoraj i dziś. Podręcznik do historii dla klasy siódmej szkoły podstawowej*, published by Nowa Era publishing house in 2017, information on the creation of the ICRC and the activities of Dunant can be found in the unit: "Europe and the world after the Spring of Nations", under the topic: "The unification of Italy and Germany", in the sub-section: "The Rise of the Kingdom of Italy", and it is almost identical to the information contained in the textbook mentioned above (Kłaczkow, Łaszkiwicz, Roszak 2020: 84). It should be noted that in this textbook the information is illustrated with a photograph of Dunant, unfortunately the authors offer no exercise related to him. The summary of the whole unit does not mention the Battle of Solferino as the cause of the foundation of the ICRC (Kłaczkow, Łaszkiwicz, Roszak 2020: 90–92).

In the fourth textbook examined, for the seventh year of primary school, titled *Historia 7. Podręcznik dla klasy siódmej szkoły podstawowej*, published by Gdańskie Wydawnictwo Oświatowe in 2017, in the section "The world in the second half of the 19th century", in the topic "The unification of Italy and Germany", the Battle of Solferino was mentioned and a painting by an unknown 19th century author depicting the invasion of French troops into Solferino, defended by the Austrians. Unfortunately, no mention was made of the activities of H. Dunant and the importance of the battle as a cause for the ICRC (Małkowski et al. 2017: 73).

Eighth grade textbooks

As already mentioned, in line with the core curriculum introduced in 2017, the eighth grade textbooks begin their narrative with the outbreak of the Second World War. While it is in vain to find information about Dunant or the Battle of Solferino, it is worth noting whether the ICRC's role during the war is sufficiently emphasised in these textbooks.

In the first of the textbooks analysed, dedicated to the eighth grade of primary school, titled *Historia. Podręcznik. Szkoła podstawowa. Klasa 8*, published by Wydawnictwa Szkolne i Pedagogiczne in 2018, the activities of the ICRC (and the Polish Red Cross) are not mentioned, although it seems that they could be mentioned in the context of the Second World War and the role played by the Red Cross movement in helping victims of armed actions, concentration camps or soldiers detained in prisoner of war camps (See more: Bednorz 1989). There is a lack of at-

tention to the role of the ICRC, not only in the individual topics, but also in the summary of the whole section (Kalwat, Szlanta, Zawistowski 2018). In the second analysed textbook for the eighth grade, titled *Wczoraj i dziś. Podręcznik do historii dla klasy ósmej szkoły podstawowej*, published by Nowa Era in 2021, the ICRC's role during and after the Second World War is not mentioned at all.¹¹ In the third textbook analysed, for the eighth grade of primary schools, titled *Historia 8. Podręcznik dla klasy ósmej szkoły podstawowej*, published by Gdańskie Wydawnictwo Oświatowe in 2022, the ICRC is mentioned in connection with the Katyn massacre (See more: Kisielewski 2008: 4-16; Łojek 1988; Swianiewicz 1990; Zawodny 1989; Jaczyński 2012) and the political repercussions of its (partial) discovery in 1943:

“[Stalin] needed an excuse to break off relations with the London government. The opportunity came in April 1943 when the Germans reported the discovery in Katyn of the graves of Polish officers murdered by the NKVD, which the Soviet authorities immediately denied and blamed on the Germans. The London government demanded that an International Red Cross delegation be sent to Katyn to examine the graves.” (Małkowski 2022: 69)

Stalin treated the Polish appeal to the ICRC as collaboration with the Third Reich, an absurd accusation. The textbook gives no further information about the role of the PCK in the whole affair (See more: Sadowska, *Tajemnica...*). Although the attention given to the issue of the Katyn massacre should be noted as a distinct plus, the textbook in question does not mention the important role of the ICRC in the context of aid to civilians and soldiers during the Second World War (Małkowski 2022: 69).

Primary school – conclusion

Three of the four 7th grade textbooks analysed contain descriptions of the battle and Dunant's activities at Solferino. Moreover, in these three cases, they are placed in the wider context of the later creation of the ICRC. The Battle of Solferino is thus presented as a key historical event that gave birth to the Red Cross movement. In addition, in two cases the information on the battle is accompanied by iconographic material and in one case (WSiP) by student exercises. In one textbook, the humanitarian

¹¹ It contains information about the PCK only in unit 2, “Poles during the Second World War”, in connection with the question of Katyn (Śniegocki, Zielińska 2021: 63).

context of the battle was completely omitted. Unfortunately, the role of the ICRC in the context of the First World War was not mentioned. It is noteworthy that the information on Dunant and the creation of the ICRC in the textbooks for the seventh grade is presented in an accessible way, mostly accompanied by iconographic material.

It should be noted that textbooks for the eighth grade should at least mention the role played by the Red Cross movement during the Second World War in helping victims of armed actions, prisoners of concentration camps or soldiers held in prisoner of war camps. Unfortunately, there is a lack of information on this subject in the textbooks analysed. Of the three eighth grade textbooks analysed, only one mentions the ICRC in the context of the Second World War. This textbook mentions only the role of the ICRC in the context of the Katyn massacre, which is important for Poles. The issue of the ICRC's humanitarian activities is also not presented in the parts of the textbooks dealing with post-war issues. This should be seen as a clear shortcoming.

Secondary schools

According to the core curriculum for secondary schools (DzU 2018: 110–137), the teaching of history begins in the first year with a discussion of ancient civilisations. Therefore, only textbooks for the third and fourth year of general secondary schools and technical secondary schools that cover the 19th and 20th centuries were analysed.

Third grade textbooks

In the first researched textbook for the third grade of secondary and technical schools titled *Historia 3. Ślady czasu. Podręcznik dla klasy 3 liceum i technikum. Zakres podstawowy i rozszerzony* published by Gdańskie Wydawnictwo Oświatowe in 2022, in the topic 'The Crimean War', the material for the extended level presents the figure of Florence Nightingale as “British social activist and founder of modern nursing”. A photograph of her from 1860 was also presented: but her connection to the ICRC¹² was not indicated (Chwalba, Kępski 2022: 136). In the same textbook, under the topic 'Unification

¹² Since 1920 The ICRC honours the most deserving nurses with the Florence Nightingale Award, named after the pioneer of nursing who was active before the ICRC was officially founded (Abramek 2005: 16–18; Bostridge 2008).

of Italy' in the basic level, we find information about Dunant and his activities during the Battle of Solferino:

“In June 1859, the Swiss philanthropist Jean Henri Dunant was passing through the town of Solferino, where one of the bloodiest battles in the history of the 19th century had just taken place. It claimed some 40,000 victims on both sides - including the wounded, missing and captured. Dunant was deeply moved by the sight of the corpses left on the battlefield and the thousands of wounded soldiers who could not be helped by the few and poorly organised medical services. Thanks to his efforts, the Red Cross was founded in Geneva in 1863, an international organisation that today continues to help the wounded, the missing and the families of the dead.” (Chwalba, Kępski 2022: 158)

The information is accompanied by a painting by Jules Alfred Vincent Rigo, *Episode from the Battle of Solferino, June 24, 1859*, painted in 1860. There is also an exercise for students: “Explain what the consequences of the Battle of Solferino were. Refer to the description above [m2] and to extra-source knowledge”. Furthermore, in the topic titled “The Great War”, the role of the Red Cross in alleviating the fate of war victims – the invalids – was mentioned. The information is accompanied by a photograph with the caption: “A wounded German soldier and a Red Cross nurse caring for him”. The photo was taken between 1914 and 1918 (Chwalba, Kępski 2022: 344).

In the second textbook analysed, *Historia 3. Zakres podstawowy. Podręcznik dla szkoły ponadpodstawowej. Część 1*, published by OPERON in 2021, in the subsection “The process of Italian unification”, information on the founding of the Red Cross is included as an addendum to the published painting “Battle of Solferino” by Adolphe Yvon below the main text. The description is very similar to that in the 7th grade textbook by the same publisher mentioned above. The ICRC sign is mentioned, but no illustration of it is included (Ustrzycki, Ustrzycki 2021: 119). The third secondary school textbook analysed is *Historia 3. Zakres podstawowy. Podręcznik dla szkoły ponadpodstawowej. Część 2*, also published by Wydawnictwo Pedagogiczne OPERON in 2022. In the extensive section on the First World War, there is no information on the role of the ICRC, nor in the next section on “The aftermath of the First World War and the birth of the Versailles Order”. It should be noted that in the subsection titled “The balance and the aftermath of the First World War”, there is information on the Spanish flu and photographs of sick people in hospitals, but no mention of the fact that they were cared for by nurses or orderlies from the ICRC's national structures (Ustrzycki, Ustrzycki 2022: 54–55).

The above remarks can also be applied to the fourth analysed textbook for the third grade, but at the extended level – *Historia 3. Zakres rozszerzony. Podręcznik dla szkół ponadpodstawowych. Część 2* also published by OPERON. As in the textbook presenting knowledge at the basic level, the role of the ICRC during the First World War was not mentioned (Ustrzycki, Ustrzycki 2022).

The fifth secondary school textbook under review *Historia. Podręcznik. Liceum i technikum. Klasa 3. Zakres rozszerzony*, published by Wydawnictwa Szkolne i Pedagogiczne in 2021, has 591 pages and contains material at the extended level. In the topic titled. "The Unification of Italy and the Unification of Germany", we find a remarkable painting from the 1860s, signed: "Henri Dunant near Solferino", and a description of the activities of Dunant and the origins of the ICRC:

"The sight of thousands of dying or seriously wounded soldiers from both sides waiting in vain for help on the battlefield of Solferino, fought on 24 June 1859, shocked the Swiss entrepreneur and social activist Henri Dunant (read: ąrim dinątem), who was there. He spontaneously tried to help the wounded by involving the local population. On his return to Geneva, he and several others founded the International Committee for Relief to the Wounded. This group led to the convening of an international conference in Geneva in 1863 to work out methods of effectively helping wounded soldiers during armed conflicts (...)." (Choińska-Mika, Szlanta, Zielińska 2021: 185) Despite the reference to Dunant's activities in the textbook, it is worth noting that the same textbook does not mention the role of the Red Cross movement during the First World War.

The sixth textbook analysed, for the third year of secondary school, *Poznać przeszłość 3. Podręcznik do historii dla liceum ogólnokształcącego i technikum. Zakres podstawowy*, published by Nowa Era in 2021, presents ICRC-related content in the topic "From the Crimean War to the Unification of Italy". It contains the most important information on the background to the creation of the ICRC, as well as a painting from 1880 showing Dunant personally helping a wounded soldier on the battlefield of Solferino. In addition, this textbook was the only one among those analysed to include a map on which Geneva and the date of the signing of the First Geneva Convention were marked.

The last of the analysed textbooks for the third grade of secondary school, *Zrozumieć przeszłość 3. Podręcznik do historii dla liceum ogólnokształcącego i technikum. Zakres rozszerzony*, was also published by Nowa Era in 2021, but for the extended level. ICRC-related content is presented in the topic 'The Crimean War and its Aftermath', which in-

cludes a short biography of Florence Nightingale. In addition, the textbook is the only one to mention that it was in honour of Florence Nightingale that the ICRC established a medal for outstanding nurses at the beginning of the 20th century (Krzemiński, Niewęgłowska 2021: 83). The same textbook also contains an extensive section on the origins of the Red Cross. It recalls Dunant, his *A Memory of Solferino*, the circumstances of the creation of the Red Cross and the establishment of the Geneva Convention. It is also pointed out that World Red Cross and Red Crescent Day is celebrated on Dunant's birthday, 8 May. A photograph of Dunant is included with the information that his role model was Florence Nightingale. The students are also asked a question: "Why was the Red Cross founded?" (Krzemiński, Niewęgłowska 2021: 195)

Fourth grade textbooks

The first of the examined textbooks for the fourth year of secondary school titled *Historia 4. Zakres podstawowy. Podręcznik dla szkoły ponadpodstawowej. Część 1* (basic level), published by OPERON in 2022, covers thematically the Second World War.¹³ It draws attention to the ICRC in the Polish context in two aspects: in presenting the case of the Katyn massacre and the so-called "Katyn lie": after the discovery of the mass graves, the Government of the Republic of Poland asked the ICRC to investigate Katyń (Ustrzycki, Ustrzycki 2022: 69). This is the second of the textbooks analysed to refer to the Katyn massacre in such detail, but it too does not mention the role of the Polish Red Cross. However, in the section discussing the attitude of Polish society towards the occupiers, we can find information: "The Poles, with the consent of the Germans, also set up the Central Welfare Council, which distributed donations from the International Red Cross" (Ustrzycki, Ustrzycki 2022: 69). This is true, although one gets the impression that the activities of the ICRC and the Polish Red Cross are not presented in the wider context of the Second World War, which has already been mentioned in this study.

¹³ It is also worth pointing out that in the subsection 'The General Government' of the topic 'The Third Reich's policy towards Polish society under occupation' (pp. 51-56), it is stated that the Germans allowed the PCK to operate during the Second World War. However, it should be noted that the PCK was dependent on the German Red Cross at that time and also cooperated with the Central Welfare Council. The organisation did not have complete autonomy of action. Additionally, numerous PCK activists were associated with the Home Army, which resulted in repression by the occupation authorities (Ustrzycki, Ustrzycki 2022: 54; Tarnowska 2012: 158-170; Szymoniczek 2008: 15-26).

The second textbook examined for grade 4 of secondary school, titled *Historia 4. Zakres podstawowy. Podręcznik dla szkoły ponadpodstawowej. Część 2* (basic level), published by Wydawnictwo Pedagogiczne OPERON in 2022, is the second part of the previous textbook and contains no information on the role of the ICRC during and after the Second World War (Ustrzycki, Ustrzycki 2022: 8–16). For example, a mention of the ICRC might appear in unit 1 – “The aftermath of the Second World War”.

The third textbook analysed for the fourth grade, titled *Historia 4. Zakres rozszerzony. Podręcznik dla szkół ponadpodstawowych. Część 1* (extended level), also published by OPERON in 2022, contains only one section on the Second World War (Ustrzycki, Ustrzycki 2022: 105). Questions relating to the ICRC appear several times. For the first time, when discussing the discovery of the Katyn massacre and its aftermath:

“The Polish government asked the International Red Cross to investigate. Germany had already done so. This fact served as a pretext for Stalin to accuse the Polish government of collaboration with the Germans and [...] to break off diplomatic relations.” (Ustrzycki, Ustrzycki 2022: 86)

There is also a true/false question on the ICRC and the Katyn massacre (Ustrzycki, Ustrzycki 2022: 164). Furthermore, the ICRC is mentioned when characterising the activities of the Central Welfare Council, it was noted that it distributed donations made by the ICRC (Ustrzycki, Ustrzycki 2022: 105). In addition, this textbook contains references to the PCK. In unit 5: “The Third Reich's policy towards Polish society under occupation” we find information that the Germans allowed the Polish Red Cross to operate and the Central Welfare Council to be set up, which were responsible for organising and distributing social aid (Ustrzycki, Ustrzycki 2022: 68). Unfortunately, as in the other textbooks analysed, there was no mention of the ICRC's role in relation to society, e.g. in the topic on the end and balance of the Second World War, or in the section on women's participation in the war (e.g. nurses) (Ustrzycki, Ustrzycki 2022: 113–128).

In the fourth textbook – the latest, published by Gdańskie Wydawnictwo Oświatowe in 2023, *Historia 4. Ślady czasu. Podręcznik dla klasy 4 liceum i technikum. Zakres podstawowy i rozszerzony* (basic and extended level), the authors have included basic information about the ICRC and the PCK. As in some of the above-mentioned textbooks, there is information on the permission granted by the Germans to the PCK and Central Welfare Council to operate on the territory of the General Government (Dudek, Kępski 2023: 83), as well as on the efforts made to

have the case of the Katyn massacre dealt with by the ICRC and the final appointment of an international commission to investigate the crime (Dudek, Kępski 2023: 99). It is noteworthy that in describing the course of the investigation, mention was also made of the PCK delegation to the site of the crime and its role in establishing the time of the crime (spring 1940) and in passing on information to the Polish authorities in exile (Dudek, Kępski 2023: 111–112).

In the fifth textbook for the fourth grade titled *Historia 4. Część 2. Zakres rozszerzony. Podręcznik dla szkół ponadpodstawowych* (extended level), which covers the second half of the 20th century and was published by OPERON in 2022, there is no mention of the ICRC's post-war and peacetime activities, which are just as important as its wartime activities (Ustrzycki, Ustrzycki 2022).

In the penultimate textbook analysed, *Poznać przeszłość 4. Podręcznik do historii dla liceum ogólnokształcącego i technikum. Zakres podstawowy* (basic level), published by Nowa Era, as in other textbooks, information about the ICRC appears on the subject of the Katyn massacre (Kłaczko, Roszak 2022: 87), and the Third Reich's policy towards Poles - the fact that they did not abolish the Polish Red Cross, which helped the poorest people during the war (Kłaczko, Roszak 2022: 84).

In exactly the same context, information about the ICRC and the PCK appears in the last of the analysed textbooks of the New Era publishing house for the advanced level – *Zrozumieć przeszłość 4. Podręcznik do historii dla liceum ogólnokształcącego i technikum. Zakres rozszerzony* (Śniegocki, Zielińska 2022: 115, 121).

Secondary schools – conclusions

Of the seven textbooks for the third grade of secondary school, the Geneva I Humanitarian Convention was mentioned in two, including one that discussed it in more detail. Two highlighted Florence Nightingale, but only one linked her to the award given by the ICRC. Three textbooks highlighted the work of Dunant and the ICRC as a result of the Battle of Solferino. Only one textbook mentioned the role of the ICRC during the First World War. As for the five textbooks for the fourth grade of secondary school, three of them mention the ICRC in the context of the Katyn massacre and the breakdown of diplomatic relations between Poland and the USSR. Two of them also mention the Central Welfare Council, and one only mentions the Central Welfare Council in the context of the Second World War, omitting the case of Katyn. One textbook

mentions the role of the PCK in the investigation of the Katyn massacre. One textbook that deals with post-1945 issues does not mention the activities of the ICRC at all, which should be considered a shortcoming.

Summary

In the course of the research, it was found that the ICRC usually appears in primary and secondary school textbooks in four contexts, each of which requires comment:

1. The work of Florence Nightingale – a British nursing pioneer who set up the first field hospitals during the Crimean War. Unfortunately, she appears in only two secondary school textbooks. And only one of them links her work to what became the ICRC and the particularly significant fact that the ICRC established the Florence Nightingale Medal in her honour as an international award for outstanding nurses.¹⁴
2. The Franco-Austrian war and the bloody battle of Solferino (1859), which is mentioned in every textbook, always in the context of the unification of Italy. Unfortunately, it is not sufficiently indicated in all textbooks that one of the consequences of the battle and the activities of Dunant was the creation of the International Red Cross movement.
3. The First World War and the role of nurses appear in only one textbook for secondary school and only as a caption to the iconography.
4. The fourth context in which the ICRC (or PCK) is mentioned in textbooks is the Second World War, more specifically:
 - the role of the Central Welfare Council (distribution of donations from the ICRC) appears in two secondary school textbooks.
 - the case of the Katyn massacre appears in one of the three textbooks analysed for the eighth grade of primary school and in six textbooks for the fourth grade of secondary school.

The research findings indicate that most textbooks do not provide detailed information on the origins and activities of global humanitarian organizations. This topic is often given limited coverage. The text presents a detailed account of the formation and beginnings of the ICRC and Dunant. However, it lacks information on the broader manifestations of the ICRC's activities during the First and Second World Wars (care for wounded and sick soldiers, prisoners of war, civilians), with the ex-

¹⁴ In the inter-war period alone, fourteen Polish nurses and activists of the PCK were awarded the Florence Nightingale Medal (Abramek 2005: 33–45).

ception of the Polish context of the Katyn massacre. Even in this case, the role of the PCK in uncovering mass graves and revealing the truth about who committed the crime should be explained in greater detail.

In relation to the presentation of ICRC-related content, it is worth noting that in almost all of the analysed textbooks, it is engaging and visually appealing to students. The use of iconography, particularly of the Battle of Solferino, is a positive feature. However, the proposed student assignments on ICRC issues lack innovation. For example, the exercises do not encourage reflection on the concept of humanitarianism itself, nor do they inspire group work by highlighting the personal stories of those involved in the ICRC movement or the project method. It is noteworthy that only one primary school textbook features a map.

Regrettably, the textbooks do not include broader reflections on humanitarianism beyond topics related to the founding and activities of the International Red Cross. Additionally, there are few exercises related to this topic, which is a significant drawback. Another major shortcoming is the absence of information on the activities of the ICRC and national branches, including the PCK, during peacetime. For instance, even years after World War II, information offices at headquarters in Geneva or in other countries belonging to the League of Red Cross Societies continued to search for missing persons, prisoners, captives, and soldiers. The role of the ICRC and its subordinate national associations did not end with the cessation of wars. They also worked intensively in peacetime. Unfortunately, based on the textbooks analysed, one might get the impression that the ICRC (and the national branches) were only active during periods of conflict. Additionally, it is worth noting that the textbooks provide limited information on the role of women, including nurses, orderlies, and ICRC activists. Furthermore, the examined textbooks lack attention to the broader humanitarian context, including the principles of the Red Cross movement and the importance of respecting the dignity of every human being. This is crucial for the development of a harmonious society, both in times of war and peace. Young people should be able to recognise the ICRC sign, which is an informative and recognisable symbol that provides protection for those entitled to help those in need during times of conflict. Additionally, it is necessary to raise awareness among young people that international and national regulations prohibit the use of the red cross sign by unauthorised individuals and any form of imitation of the sign. In March 2022, after Russian troops invaded Ukraine, the PCK issued an appeal. The organization warned that “if individuals, companies, businesses, or other entities abuse the red cross symbol to ‘authenticate’ their willingness to help, the symbol will lose its

power and will not be respected by the parties involved in the conflict. This could have disastrous consequences, as the symbol will not protect the wounded and the defenceless who need immediate help.” (Apel... 2022) In our view, it is necessary for young people to learn about the existence of humanitarian organisations and their activities (not only in the past) while they are in school. Textbooks could include references to the wide-ranging activities of the The International Federation of Red Cross and Red Crescent Societies (IFRC), which is not only aid to victims of armed conflict, but also providing help for vulnerable communities, education or support for the socially excluded. This could be done with just the simplest task of having students search the internet for information on the subject themselves. The study aims to draw attention to this issue and initiate further debate among educators.

Literature

Textbooks

- Choińska-Mika J., Szlanta P., Zielińska K., 2021, *Historia. Podręcznik. Liceum i technikum. Klasa 3. Zakres rozszerzony*, Warszawa.
- Chwalba A., Kępski Ł., 2022, *Historia 3. Ślady czasu. Podręcznik dla klasy 3 liceum i technikum. Zakres podstawowy i rozszerzony*, Gdańsk.
- Dudek A., Kępski Ł., Polit J., 2023, *Historia 4. Ślady czasu. Podręcznik dla klasy 4 liceum i technikum. Zakres podstawowy i rozszerzony*, Gdańsk.
- Kalwat W., Szlanta P., Zawistowski A., 2018, *Historia. Podręcznik. Szkoła podstawowa. Klasa 8*, Warszawa.
- Kąkolewski I., Kowalewski K., Plumińska-Mieloch A., 2017, *Historia. Podręcznik. Szkoła podstawowa. Klasa 7*, Warszawa.
- Kłaczek J., Łaszkiwicz A., Roszak S., 2020, *Wczoraj i dziś. Podręcznik do historii dla klasy siódmej szkoły podstawowej*, Warszawa.
- Kłaczek J., Łaszkiwicz A., Roszak S., 2021, *Poznać przeszłość 3. Podręcznik do historii dla liceum ogólnokształcącego i technikum. Zakres podstawowy*, Warszawa.
- Kłaczek J., Roszak S., 2022, *Poznać przeszłość 4. Podręcznik do historii dla liceum ogólnokształcącego i technikum. Zakres podstawowy*, Warszawa.
- Krzemiński T., Niewęglowska A., 2021, *Zrozumieć przeszłość 3. Podręcznik do historii dla liceum ogólnokształcącego i technikum. Zakres rozszerzony*, Warszawa.
- Małkowski T., 2022, *Historia 8. Podręcznik dla klasy ósmej szkoły podstawowej*, Gdańsk.
- Małkowski T., Golecka-Mazur A., Korewo R., Szkudlarek D., 2017, *Historia 7. Podręcznik dla klasy siódmej szkoły podstawowej*, Gdańsk.
- Śniegocki R., Zielińska A., 2021, *Wczoraj i dziś. Podręcznik do historii dla klasy ósmej szkoły podstawowej*, Warszawa.
- Śniegocki R., Zielińska A., 2022, *Zrozumieć przeszłość 4. Podręcznik do historii dla liceum ogólnokształcącego i technikum. Zakres rozszerzony*, Warszawa.
- Ustrzycki J., Ustrzycki M., 2019, *Historia 7. Podręcznik dla szkoły podstawowej*, Gdynia.

- Ustrzycki M., Ustrzycki J., 2022, *Historia 3. Zakres rozszerzony. Podręcznik dla szkół ponadpodstawowych. Część 2*, Gdynia.
- Ustrzycki M., Ustrzycki J., 2022, *Historia 3. Zakres podstawowy. Podręcznik dla szkoły ponadpodstawowej. Część 1*, Gdynia.
- Ustrzycki M., Ustrzycki J., 2022, *Historia 3. Zakres podstawowy. Podręcznik dla szkoły ponadpodstawowej. Część 2*, Gdynia.
- Ustrzycki M., Ustrzycki J., 2022, *Historia 4. Zakres podstawowy. Podręcznik dla szkoły ponadpodstawowej. Część 1*, Gdynia.
- Ustrzycki M., Ustrzycki J., 2022, *Historia 4. Zakres podstawowy. Podręcznik dla szkoły ponadpodstawowej. Część 2*, Gdynia.
- Ustrzycki M., Ustrzycki J., 2022, *Historia 4. Zakres rozszerzony. Podręcznik dla szkół ponadpodstawowych. Część 1*, Gdynia.
- Ustrzycki M., Ustrzycki J., 2022, *Historia 4. Zakres rozszerzony. Podręcznik dla szkół ponadpodstawowych. Część 2*, Gdynia.

References

- Abramek Z., 2001, *Powstanie i działalność Polskiego Czerwonego Krzyża (1912–1951)*, Warszawa.
- Abramek Z., 2005, *Pielęgniarki Polskiego Czerwonego Krzyża wyróżnione Medalem im. Florence Nightingale*, Warszawa.
- Banach-Gerlach Z., 1984, *Ogólne wiadomości o Czerwonym Krzyżu. Cele i zadania PCK*, Olsztyn.
- Bednorz R., 1989, *Aby mogli przetrwać. Pomoc dla polskich jeńców wojennych w niewoli Wehrmachtu*, Opole.
- Białokur F., 1926, *Praca samarytańska i społeczna Kobiet polskich w powstaniu styczniowym 1863–1864*, cz. I, „Polski Czerwony Krzyż” nr 4–5.
- Boissier P., 1974, *Henry Dunant*, Genewa.
- Bostridge M., 2008, *Florence Nightingale. The making of an icon*, New York.
- Chaponniere C., 2022, *Henry Dunant. The Man of the Red Cross*, Lodon – New York – New Dehli – Sydney.
- De Henning-Michaelis E., 1925, *Od Zast. Szefa Departamentu Sanitarnego M S. Wojsk*, „Czerwony Krzyż”, R. 1, nr 1.
- Dunant H., 1983, *Wspomnienie Solferino*, red. R. Bielecki [no place of issue].
- Durand A., 1994, *The role of Gustave Moynier in the founding of the Institute of International Law (1873) – The War in the Balkans (1857–1878) The Manual of the Laws of War (1880)*, “International Review of the Red Cross”, no. 34(303).
- Durand R., 2011, *Henry Dunant 1828–1910*, Geneva.
- Dziadzio A., 2002, *Monarchia konstytucyjna w Austrii 1876–1914. Władza – obywatel – prawo*, Kraków.
- Forsythe D.P., Rieffer-Flanagan B.A.J., 2007, *The International Committee of the Red Cross. A neutral humanitarian actor*, New York.
- Gasser H.P., 1993, *Międzynarodowe prawo humanitarne. Wprowadzenie*, Warszawa.
- Goniewicz M., Goniewicz K., 2016, *Ewolucja systemu ratownictwa medycznego – od starożytności do czasów współczesnych*, „Emergency Medical Service”, no. 3.
- Grodziski S., 2006, *Franciszek Józef I*, Wrocław.
- Jaczyński S., 2012, *Ocaleni od zagłady. Losy oficerów polskich ocalałych z masakry katyńskiej*, Warszawa.
- Karbowski J., 1969, *Tęcza nad Solferino*, Warszawa.

- Kisielewski, T.A., 2008, *Katyń. Zbrodnia i kłamstwo*, Poznań.
- Leś E., 2001, *Zarys historii dobroczynności i filantropii w Polsce*, Warszawa.
- Łojek J., 1988, *Dzieje sprawy Katynia*, Warszawa.
- Marcinko M., 2014, *Międzynarodowy Ruch Czerwonego Krzyża i Czerwonego Półksiężycy* [w:] *Międzynarodowe Prawo Humanitarne Konfliktów Zbrojnych*, red. Z. Falkowski, M. Marcinko, Warszawa.
- Owsiany H., 2002, *Z pomocą w czasie wojen i zniewolenia* [w:] „Bez sądu świadków i prawa...” *Listy z łagrów i zesłania do Delegatury PCK w Moskwie 1924–1937*, red. R. Dzwonkowski, Lublin.
- Podolak S., 1929, *Polski Czerwony Krzyż 1919–1929. Wydawnictwo jubileuszowe na dziesięciolecie istnienia Polskiego Czerwonego Krzyża*, Warszawa.
- Ratyńska B., 1974, *Pół wieku w służbie narodu i idei*, Warszawa.
- Steele P.E., 2018, *Henry Dunant: Christian Activist, Humanitarian Visionary, and Zionist*, “Israel Journal of Foreign Affairs”, no. 12(1).
- Swianiewicz S., 1990, *W cieniu Katynia*, Warszawa.
- Szymoniczek J., 2008, *Dwa Zarządy Główne Polskiego Czerwonego Krzyża w latach 1939–1945: wyjątek od zasad Międzynarodowego Ruchu Czerwonego Krzyża i Czerwonego Półksiężycy*, „Dzieje Najnowsze”, no. 3.
- Tarnowska M., 2012, *Przyszłość pokaże... Wspomnienia*, Łomianki.
- Uhma S., Bliźniewski R., 1959, *Polski Czerwony Krzyż 1919–1959*, Warszawa.
- Wawrzykowska-Wierciochowa D., 1965, *W kręgu miłości i bohaterstwa*, Warszawa.
- Zawodny J.K., 1989, *Katyń*, Lublin–Paryż.

Netography

- Apel Polskiego Czerwonego Krzyża o nieużywanie znaku czerwonego krzyża na samochodach/transportach osób prywatnych*, 12 March 2022, <https://pck.pl/apel-polskiego-czerwonego-krzyza-o-nieuzywanie-znaku-czerwonego-krzyza/> [access: 19.08.2024].
- Guillaume-Henri-Dufour*, <https://www.britannica.com/biography/Guillaume-Henri-Dufour> [access: 03.06.2023].
- Henry Dunant (1828–1910)*, https://www.icrc.org/en/doc/resources/documents/misc/57jn_vq.htm [access: 29.08.2023].
- Louis Appia*, <https://museeprotestant.org/en/notice/louis-appia-1818-1898-pionnier-de-lhumanitaire/> [access: 03.06.2023].
- Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, Official Journal of the European Union, 30 December 2006, <https://eur-lex.europa.eu/legal-content/PL/TXT/?uri=celex%3A32006H0962> [access: 10.01.2024].
- Sadowska K., *Tajemnica skrzyń katyńskich*, <https://pck.malopolska.pl/tajemnica-skrzyn-katynskich/> [access: 27.12.2023].
- Wykaz podręczników dopuszczonych do użytku przez Ministerstwo Edukacji Narodowej <https://podreczniki.men.gov.pl/podreczniki/1> [access: 28.12.2023].

Legal acts

- Rozporządzenie Prezydenta Rzeczypospolitej z dnia 1 września 1927 r. o Stowarzyszeniu "Polski Czerwony Krzyż", DzU 1927, nr 79, poz. 688.
- Ustawa z dnia 14 grudnia 2016 r. Prawo oświatowe, DzU 2017, poz. 59 z późn. zm.
- Statut Polskiego Towarzystwo Czerwonego Krzyża (PTCK) z kwietnia 1919 r., <https://pcktorun.pl/sto-lat/statut1919.html> [access: 18.02.2023].

Rozporządzenia Prezydenta Rzeczypospolitej i statut Polskiego Czerwonego Krzyża, 1930, National Library in Warsaw, ref. DŹS ID (leaflet).

Rozporządzenie Ministra Edukacji Narodowej z dnia 14 lutego 1017 r. w sprawie podstawy programowej wychowania przedszkolnego oraz podstawy programowej kształcenia ogólnego dla szkoły podstawowej, w tym dla uczniów z niepełnosprawnością intelektualną w stopniu umiarkowanym lub znacznym, kształcenia ogólnego dla branżowej szkoły I stopnia, kształcenia ogólnego dla szkoły specjalnej przysposabiającej do pracy oraz kształcenia ogólnego dla szkoły policealnej, DzU 2017, poz. 356.

Rozporządzenie Ministra Edukacji Narodowej z dnia 30 stycznia 2018 r. w sprawie podstawy programowej kształcenia ogólnego dla liceum ogólnokształcącego, technikum oraz branżowej szkoły II stopnia, DzU 2018, poz. 467.

Międzynarodowy Czerwony Krzyż we współczesnych polskich podręcznikach do historii. Rys ogólny

Abstrakt

Głównym celem artykułu jest przedstawienie sposobu, w jaki zagadnienia powstania i działalności Międzynarodowego Czerwonego Krzyża oraz postać pomysłodawcy i założyciela tej organizacji – Henry Dunanta prezentowane są w polskich podręcznikach do historii. Lekcje historii w szkole stanowią odpowiednią platformę do wprowadzania zagadnień związanych z koncepcją humanitaryzmu. Lekcje, na których wspomina się o działalności Międzynarodowego Czerwonego Krzyża, a także jego krajowych oddziałów przyczyniają się do podnoszenia świadomości na temat humanitaryzmu i praw człowieka. Warto przyjrzeć się, w jaki sposób kwestie te są traktowane w podręcznikach szkolnych, jednym z głównych źródeł uczniowskiej wiedzy na temat historii. Analizie poddano podręczniki dla szkół podstawowych i ponadpodstawowych dostępne obecnie na rynku wydawniczym i wykorzystywane przez czynnych zawodowo nauczycieli. Zbadano zawarte w nich treści tekstowe i ikonografie, a także zadania, które są proponowane do realizacji podczas lekcji. Aby odpowiedzieć na pytania badawcze, przeprowadzono krytyczną analizę tekstową treści siedemnastu podręczników.

Słowa kluczowe: podręczniki, edukacja historyczna, dydaktyka, Międzynarodowy Czerwony Krzyż