


Historiana template for teaching strategies

<p>Title of the teaching strategy with: Thumbnail picture (must be copyright cleared and attributed)</p>	<p>Analyzing of historical audiovisual material: Newsreels from the Spanish Civil War</p>  <p>ESPAÑA AL DÍA, Nº 1 NOTICIARI DE LAYA FILMS, Nº 5 https://youtu.be/OHTJfunpmQI</p> <p>NOTICIARIO ESPAÑOL Nº 4 https://youtu.be/JPoAMARgt5s</p>
<p>Sub-title that refers to the 'learning block' this teaching strategy is addressing</p>	<p>Helping students to ...</p> <ul style="list-style-type: none"> • Understand in detail how audiences can be manipulated by propaganda material. • Reflect on the differences between documentary and propaganda. • Compare different perspectives on the war.
<p>Is there a link to one of the Historiana Teaching Methods? (If so, identify the method and provide a brief explanation of the link.)</p>	<ul style="list-style-type: none"> • Individual work on the questions posed. • <u>Debate and discussion.</u> Discussions are used to enable students to analyze in depth of the contents as well as the audiovisual strategies employed in their presentation. • <u>Compare and question</u> the contents of the two newsreels.
<p>Short description of the strategy in no more than 2 sentences</p>	<p>In-depth analysis of propaganda content in order to identify and be able to spot elsewhere the many ways in which viewers can be manipulated.</p>
<p>Description of the teaching strategy - of how it is used and how it helps learners to get better at historical thinking</p>	<p>The purpose of the strategy is to take time to look at newsreels produced during the Spanish Civil War by both conflicting sides.</p> <p>A close analysis of both productions allows students to focus on exactly how propaganda was/is used to manipulate audiences.</p>

	<p>Students may identify the methods of manipulation used and are then equipped to be able to spot these in similar types of propaganda.</p> <p>Students may first answer the questions given and engage in discussion: What are the main subjects? Which are rhetorical devices deployed? What is the tone and emphasis of the source?</p> <p>Class discussion then follows, enabling students to reflect upon their answers and encouraging them to identify how facts are presented, distorted, omitted.</p> <p>The more contextual historical knowledge students have, the more effective this strategy will be.</p>
<p>A specific example of the teaching strategy being applied.</p> <p>(This could be a description, or a reference to a learning activity on Historiana)</p>	<p>Comparative analysis of both newsreel based on following 4 levels. Students are expected to work on their own on the following questions. Their answers will be discussed in-group under the guidance of the teachers.</p> <p>DESCRIPTION OF NEWSREEL</p> <p>Which the subject/subjects of each newsreel?</p> <ol style="list-style-type: none"> 1. Prepare a list of the different news included in each newsreel (with timeline) 2. Compare the news dedicated to war actions and to actions in the rearguard. Are these also related to the war? 3. Which is their function? Informative, formative, entertaining, propagandist...? <p>On technical and aesthetical aspects:</p> <ol style="list-style-type: none"> 4. On the documentary nature of the images: are the images authentic or have they been staged? What is the function of staged contents? See for example BARCELONA: CONTROL OF THE ROAD in <i>Noticias de España</i> (5:12-6:35) regarding the staging, the simulation of accidents, the more elaborate shots... 5. Are there any live interviews? 6. Sound: Where does it come from? Is there any direct sound? 7. Music: what can of music is employed? Which is its function?

8. Which is the function of the commentaries? Do they come from people on screen or are they in *off*? How do they frame the message of the images? How would you describe their tone? See “Guerra en Levante” in Noticiario Español (2:57-6:12)
9. How is meaning created in on both the audio and visual level? See ZONA ROJA in Noticiario Español (6:13-6:45)

PRIMARY INTERPRETATION

1. Who (or which institution) produced the newsreels? How were they related to both sides battling in Spain?
2. Whom are they directed to? Where would you think that these films were originally watched? Under which circumstances?
3. Why were those subjects picked and not other? Is there any bad news?
4. How are the own troops portrayed? And the enemy's?
5. Please make a list of the attributes employed to describe the own side and the enemy.
6. How would you sum up the message?
7. Which are the opinions and moral, political, ideological positions defended in each newsreel? Are those arguments presented directly or indirectly?

SECONDARY INTERPRETATION

1. Is there any negative information on the own side? Why do you think this happens?
2. How does the newsreel try to (emotionally) engage its spectators? Which kind of emotions are addressed?
3. Which is the relation between the emotional and informational level? After watching these documentaries, can you tell which side is winning the war? How do you think people reacted to the documentary? Do you think they believed what they saw?
4. Is this a propaganda film? Can a film be both documentary and propaganda?
5. Please compare now both newsreels: Are they very different in their approaches? Please consider the sound, dialogues and music.

ON YOUR PERSONAL OPINION

	<ol style="list-style-type: none"> 1. Which is your personal reaction to this kind of productions? Do you feel addressed by their message? 2. Is there any contemporary audiovisual product similar to these newsreels? In which way? <p>COMPARE NOW two specific aspects in the newsreels</p> <p>a) Military actions</p> <ol style="list-style-type: none"> 1. Which is the main military action reflected in each documentary? Please search further information on other military actions in that period of time in order to determine the importance of the actions depicted in the documentary? 2. How is the enemy and its actions portrayed? <p>b) Prisoners</p> <ol style="list-style-type: none"> 1. Please describe the prisoners depicted in each newsreel (clothes, looks, movements...) and write down how they are described in the commentaries. 2. [Prisoners are generally positive portrayed] Which are the narrative and aesthetic strategies employed in the depiction of the prisoners? What is being showed/hidden? 3. Please reflect on informative and propagandist function of this kind of documentary film. <p>Resources needed:</p> <p>Your students need access to filmed version of both newsreels.</p> <p>These are currently located at: https://youtu.be/OHTJfunpmQI and https://youtu.be/JPoAMARgt5s</p>
<p>Any supporting material (you might post a 2-3 minute film clip to explain.) (optional)</p>	<p>Background information on the Spanish Civil War</p> <p>The Spanish Civil War started on July 17/18 1936 and finished officially on April 1 1939. For almost three years, the left-leaning republican government, in an alliance with anarchist groups, fought a military revolt comprising an important part of the army, the fascist Falange, monarchists, and other conservative elements. The revolt, commanded by General Francisco Franco, ultimately won the confrontation. As result, Franco then ruled</p>

	<p>Spain for the next 36 years, until his death in November 1975. Having finished just some months after the beginning of World War II, the Spanish Civil War is often considered its prelude.</p> <p>A well-planned military uprising began on July 17, 1936 and was rapidly supported by military units in the Spanish protectorate in North Africa, but also in provincial capitals such as Pamplona, Burgos, Zaragoza, Valladolid and Seville. Other important cities such as Madrid (besieged for most of the war), Barcelona (republican capital from October 1938 until the end of the conflict), Valencia (capital of the republican government for two years, from October 1936 until October 1938), Bilbao, and Málaga remained under the control of the government. After Catalonia was captured in 1938 and 1939, the war ended with the victory of the Nationalists. Thousands of leftist Spaniards, persecuted by the victorious Nationalist, were forced to leave the country and many of them fled to refugee camps in southern France.</p> <p>The war was also notable for the intervention of international powers. The Nationalists received armaments and soldiers from Nazi Germany and Fascist Italy, while the Republican side received support from the Communist Soviet Union and Mexico. Other major political actors of the era, such as the USA, United Kingdom and France, operated for most of the conflict a policy of non-intervention.</p> <p>Organized purges occurred in territory captured by Franco's army. A significant number of assassinations, especially during the first months, took place also in areas controlled by the Republicans. The extent to which Republican authorities took part in killings in Republican territory varied and is still today a much discussed topic.</p>
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