



1. Propaganda and culture of war before and during armed conflicts in the History of Europe

2. Knowledge and didactic objectives

- To define the concept of propaganda and culture of war
- To analyze the changes and continuities visible in propaganda through the ages
- To argument why propaganda is such an important weapon used by both sides of armed conflicts
- To use ICT tools
- To investigate in groups through historical sources
- To debate the consequences and the range of propaganda nowadays

3. Timing

5 sessions.

50 minutes each session.

4. Grouping of students

Six small groups (3-4 students)

5. Historical thinking skills

- Primary source evidence
- Historical significance
- Causes and consequences
- Historical perspectives

6. Development or sequence of the activity

Session 1: The teacher starts the session showing a video (video 1 of the Complementary resources) about propaganda and how it has been used through the times. After ten minutes of debate, the teacher divides the students



into groups of 4-5 people and, using the computers, the students research online and in the History Lab's digital library information about the use of propaganda since the Ancient Age until the present time.

Session 2: In this session, the teacher presents the template created on <https://www.wix.com/> to elaborate a website with the joined information collected by the students and explains how it works. The insertion of the contents should be done by the groups, in the page indicated by the teacher and related to the epoch investigated by the group.

Session 3: In this session, the students keep doing the insertion of the contents in the website.

Session 4: In this session, each group selects a student to give an oral presentation (approximately 5-10 minutes), allowing the group to respond to doubts, questions and comments raised by students from other groups.

Session 5: In this session, the teacher shows a video about propaganda nowadays (watch video 2). After watching the video, the teacher creates the necessary environment for a debate about the dangers and the limits about the use of war propaganda these days, and register in the class board the main ideas achieved by students. The students should write in their notebooks the final conceptual map as the result of their opinions and thoughts.

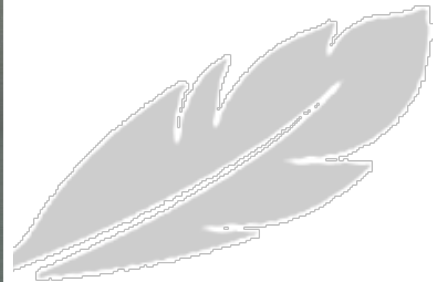
7. Assessment techniques and instruments

The evaluation is continuous and formative.

The teacher will prepare a rubric to evaluate the unit:

Item	A – Done	B - Regular	C – Not reached
Correct temporal and spatial location			

Careful selection of information			
Appropriate selection of historical sources to support the construction of the website			
Use of several potentialities of digital tools			
Effective communication of acquired knowledge			
Assertive debate of ideas, respecting other's opinion			
8. Complementary resources <ul style="list-style-type: none"> - Vídeo 1 https://www.youtube.com/watch?v=MDb2nFcsgTU - Vídeo 2 https://www.youtube.com/watch?v=67x66E6Kuo - https://www.wix.com/ 			
9. Annexes <p><i>Historical evidence: Greek vase (British Museum number 1836,0224.127)</i></p>			



Historical evidence: One of Julius Caesar's coins.





Secondary source: Garth S. Jowett and Victoria O'Donnell (2018). *Propaganda & Persuasion*. SAGE Publications, Inc.

After the ecclesiastical business had concluded, Urban moved outside to mount a large platform specially built for this occasion. According to the version (Freemantle, 1965, p. 54), he began by saying,

It is the imminent peril threatening you and all the faithful which has brought us hither. From the confines of Jerusalem and from the city of Constantinople a horrible tale has gone forth . . . an accursed race, a race utterly alienated from God . . . has invaded the lands of those Christians and has depopulated them by the sword, pillage and fire.

Urban then enumerated the atrocities the Moslems had supposedly committed, including the ravaging of churches and their use in Islamic rites, the rape of Christian women, and the defiling of Christian altars.

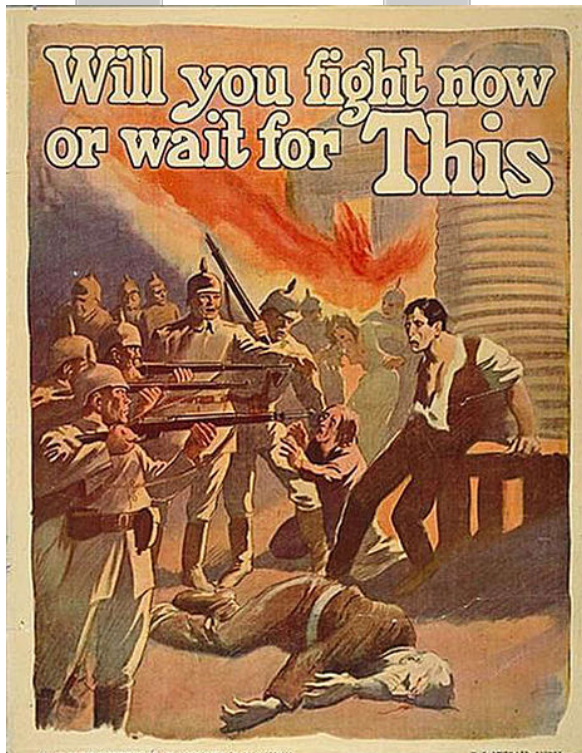
He was graphic in his details, reporting that one technique used by the Turkish with their victims was to “perforate their navels, and dragging out the extremity of the intestines, bind it to a stake; then with flogging they revolved the victim around until the viscera having gushed forth the victim falls prone upon the ground.” As the crowd stirred with emotion, Pope Urban asked, “On whom, therefore, is the labor of avenging these wrongs and of recovering this territory incumbent, if not upon you? . . . Enter upon this road to the Holy Sepulcher; wrest that land from the wicked race, and subject it to yourselves” (Freemantle, 1965, p. 55). Urban skillfully balanced his appeal to the emotions with these atrocity stories, with a practical vision of what he was offering to those who would undertake this holy Crusade. He reminded his audience that the land to which he was urging them to go “floweth with milk and honey . . . like another paradise of delight, whereas the land they would be leaving was “too narrow for your position” and notably poor in food production.

Chapter 2. Propaganda Through the Ages, pp. 63-64

Historical evidence: Jacques Louis David - Bonaparte franchissant le Grand Saint-Bernard, 20 mai 1800 - Google Art Project.jpg



Historical evidence: Will you fight now or wait for this, 1918



Historical evidence: WARNING - OUR HOMES ARE IN DANGER NOW



Historical evidence: WARNING - The Space Race was a 20th century competition between two Cold War rivals, the Soviet Union and the United States. Photo by Universal History Archive



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