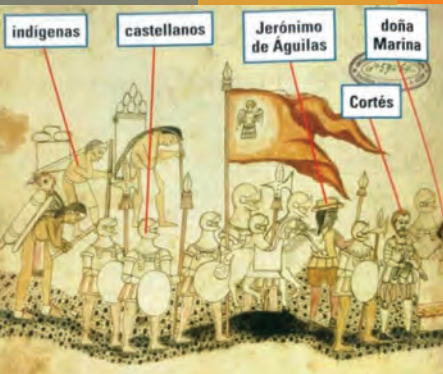
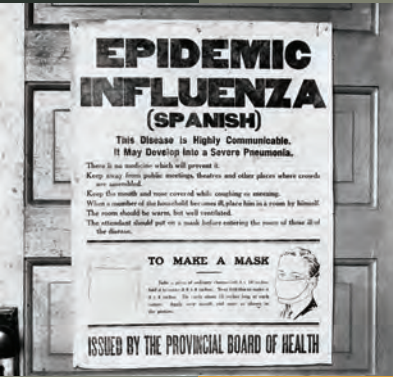


TOOLKIT FOR HISTORY CLASSES

Debunking fake news and fostering critical thinking



AMERICA'S FOREIGN RELATIONS
 BY WILLIS FLETCHER JOHNSON, A.M., L.H.D.,
 Honorary Professor of the History of American Diplomacy in the New York University, Author of "A History of Diplomacy," "Diplomacy and the World," "The Centralization of the American Canal," "The United States and the World," etc.

When the Spanish revolution, and elsewhere for vengeance.
 The "yellow" press was filled with denunciations of Spain, and with the most monstrous fabrications concerning the revolution. One went so far as to print a fabricated dispatch saying that a diver had been sent down to examine the sunken hull and had found a hole in its side caused by a torpedo. The paper with a photograph of that hole in the vessel, the picture thus used being the identical cut which had passed muster a year or two before in the same paper for a portrayal of a total eclipse of the sun! Madly astounded at these ravings were, they appealed to the publisher of the multitude to an extent which must be remembered with humiliation.

Happy the Government kept its head, and so did a large part of the nation. The captain of the ship, Sigston, told

LONDON:
 EVEREIGH SMITH COMPANY
 LIMITED
 1918



Co-funded by the European Union



COUNCIL OF EUROPE



Co-funded and implemented by the Council of Europe

TOOLKIT FOR HISTORY CLASSES

Debunking fake news
and fostering critical thinking

HISTOLAB Team
María Sabiote González
Marcos Rebollo Fidalgo
Alfonso Cebrián Rey
Félix González Chicote
Cosme J. Gómez Carrasco
Juan Ramón Moreno Vera
Jairo Rodríguez Medina
Pedro Miralles Martínez

Council of Europe

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

The reproduction of extracts (up to 500 words) is authorised, except for commercial purposes, as long as the integrity of the text is preserved, the excerpt is not used out of context, does not provide incomplete information or does not otherwise mislead the reader as to the nature, scope or content of the text.

The source text must always be acknowledged as follows: "© Council of Europe, year of the publication".

All other requests concerning the reproduction/translation of all or part of the document should be addressed to the Directorate of Communications, Council of Europe (F-67075 Strasbourg Cedex or publishing@coe.int).

Extracts of texts in Spanish have been translated into English using an automatic translation program.

Cover photos: © United States Holocaust Memorial Museum (Photo of Kristallnacht); © The Suffrage Postcard Project (Postcard of Suffragette); © VV.AA. (2017) (Picture from Spanish textbook); © University of Calgary (Poster about 1918 Flu Epidemic); © Tate Images (Photo of Stalin); © Bundesarchiv (Photo of deportation of Roma in 1940); Newspaper photo and article of the sinking of the *Maine*, public domain.

Cover design: Documents and Publications
Production Department (SPDP), Council of Europe
Layout: Pointillés

Photos: Council of Europe Publishing
F-67075 Strasbourg Cedex
<http://book.coe.int>

ISBN 978-92-871-9512-8 (PDF)
© Council of Europe, October 2024
Printed at the Council of Europe

Contents

Chapter 1 – Introduction	5
PART I – THE TOOLKIT	7
Chapter 2 – How to use the toolkit	9
Chapter 3 – Activities	23
1 – The debate on the role of Spain in the transatlantic slave trade	23
2 – War propaganda: the sinking of the <i>Maine</i> , 1898	32
3 – Spanish flu or 1918 flu? Information under the influence of the war effort	42
4 – Wartime propaganda: the German Corpse Factories during the First World War (1914-1918)	53
5 – Boycott of the 1936 Olympic Games	64
6 – Fake news about refugees: the reception of republican exiles in France in February 1939	74
7 – Fake news about the suffragette movement	83
8 – The role of disinformation in the consolidation of totalitarian states: the Soviet Union under Stalin	92
9 – Memory and history of the Holocaust: evidence and denial	101
10 – Roma Holocaust	112
11 – The use of disinformation against migrants during the UK referendum on leaving the EU (Brexit)	120
PART II – THEORETICAL FRAMEWORK AND METHODOLOGY	131
Chapter 4 – Theoretical framework: historical thinking competences and historical consciousness	133
Chapter 5 – Methodology: instruments, procedure and participants	137
Chapter 6 – Results from the implementation phase	139
Chapter 7 – Conclusions and discussion	147
PART III – REFERENCES	149

Chapter 1

Introduction

Over the past two decades, the use of the internet and social media has enabled wider and faster access to information around the world. In doing so, however, it has also opened the door to misinformation, manipulation, fake news and political propaganda, usually disguised as dispassionate analysis (Collins 2019).

Such has been the impact of this phenomenon that journalists, academics and politicians have routinely used the term post-truth over the past decade. The *Oxford Advanced Learner's Dictionary* defines the post-truth concept as “relating to circumstances in which people respond more to feelings and beliefs than to facts”. The debate surrounding this phenomenon began to take centre stage during Donald Trump’s campaign in the 2016 US presidential election, as well as in the UK referendum that led to Brexit. Eight years later, the process or trend is on the rise. *The Washington Post* reported that during his four years as president, Donald Trump tweeted or retweeted more than 20 false claims per day, much of it via social media. The Covid-19 pandemic or the attack on the Capitol in January 2021 demonstrated the dangers of what has been called infodemics in recent years (Gupta et al. 2022).

As Breakstone et al. (2021) point out, reliable information is key to healthy democratic societies, where citizens can access, evaluate and use truthful information to participate in public life (Hobbs 2010; Mihailidis and Thévenin 2013). Over the past decade, research has shown that young people are examining online political campaign material at a higher rate than adults (Kahne et al. 2012). This finding presents immense opportunities for democratic participation, as well as challenges for the correct use of this information. If young people consume information without being able to assess its credibility, without being able to find out who is behind a particular source and what that person’s motives might be, they can be easy targets for lobbies that use false information to achieve their political and electoral objectives (Breakstone et al. 2021).

It is essential for democratic functioning that students know how to evaluate the quality of the information on which they base their opinions and decisions (Castellví 2019; Castellví et al. 2021; Metzger 2007; Metzger et al. 2010). Civic education should, among other things, prepare students to analyse information in order to assess its veracity and to delve into its origins and possible hidden agendas (Kahne et al. 2016; Santisteban et al. 2020). For this reason, what the Stanford History Education Group calls civic online reasoning (COR) – which involves tasks with real sources for students to evaluate and helps them to develop their ability to effectively seek, evaluate and verify information – should be promoted in the classroom.

Curricula that teach students about the internet rarely include tasks that require them to evaluate real sources. Given the dearth of such evaluation opportunities, the Stanford History Group (recently renamed the Digital Inquiry Group) initiated research to identify experts in evaluating online sources. In the work of Wineburg (2018) and Wineburg and McGrew (2019), they asked three groups (Stanford students, history professors and reviewers) to evaluate websites. When they reached an unfamiliar website, the fact-checkers quickly abandoned it and opened new browser tabs to search for information about the trustworthiness of the original source. They maximised their time by assessing reliability based on three questions: 1) Who is behind the information? 2) What is the evidence? 3) What do other sources say? (McGrew et al. 2017; McGrew et al. 2018).

Technology can do many things, but it cannot teach discernment (Wineburg and McGrew 2019). Indeed, working in history classrooms should, among other things, enhance their familiarity with historians’ working methods, as historians are used to questioning historical facts and testimonies (Damico and Panos 2018). Thus, the use of historical sources must include, in addition to the activity of contrasting sources, the ability to question these same sources in the sense of understanding how, where, why and by whom they were produced (Magalhães and Martins 2019).

The aim of this project is to design, validate and evaluate a history education programme for students to learn how to deconstruct and question fake news through historical sources and topics that relate the past to the present. This programme will be developed in three phases: the design and validation of the activities in the toolkit, the training of secondary school teachers and, finally, the implementation and evaluation of the toolkit with students in secondary schools.

Part I
THE TOOLKIT

Chapter 2

How to use the toolkit

How can historical methodology help us to detect and stop fake news that also spreads hate?

Students live immersed in a saturated and complex world of information. Each pupil unconsciously builds their own information ecosystem. Their online searches, their past and present interests and their interactions on social networks make up this ecosystem and teachers do not have the knowledge, resources or time to explore each of them.

That is why it is necessary to have tools to help us build a civic citizenship that is capable of discerning true and valuable information from false or manipulated information, and is capable of detecting the hate speech that sometimes hides behind disinformation strategies.

History educators can and must do their part in the global fight against hate speech. To this end, the discipline of history has tools that can help in the detection of fake news by providing a methodology presented in this teaching resource, taking inspiration from Stanford University's Civic Online Reasoning project (now Digital Inquiry Group).

Description of the activities

The proposed methodology consists of the analysis of a historical news item using the historian's tools with the aim of enabling students to assess the reliability and veracity of the source presented and to transfer their learning of this methodology to the analysis of a current news item.

Thus, students are presented with a news item and are asked to analyse it in the following steps.

1. Assessment of the context or reliability of the source presented.
2. Analysis of the message conveyed by the source presented.
3. Evaluation of the source presented on the basis of the contrast provided by other sources of information.
4. Conclusions on the veracity and reliability of the source presented and on its possible motivation to promote hatred towards a specific group.
5. Transfer of the skills learned from the application of the methodology described above to a current (or more recent) source on a similar topic.

Materials

For teachers

- ▶ Explanatory videos on the concept of disinformation and on the treatment of sources from the historical discipline.
- ▶ Online material:
 - Pre-questionnaire on students' ability to detect fake news
 - Activities for detecting fake news on the following topics:
 - Slavery
 - The sinking of the *Maine*
 - Roma¹ Holocaust

1. The term "Roma and Travellers" is used at the Council of Europe to encompass the wide diversity of the groups covered by the work of the Council of Europe in this field: on the one hand a) Roma, Sinti/Manush, Calé, Kaale, Romanichals, Boyash/Rudari; b) Balkan Egyptians (Egyptians and Ashkali); c) Eastern groups (Dom, Lom and Abdal); and, on the other hand, groups such as Travellers, Yenish, and the populations designated under the administrative term "Gens du voyage", as well as persons who identify themselves as Gypsies. The present is an explanatory footnote, not a definition of Roma and/or Travellers.

- The suffragette movement
 - Propaganda in the First World War
 - The Spanish flu
 - The Berlin Olympics of 1936
 - Refugees after the Spanish Civil War
 - The Holocaust
 - The Moscow Trials
 - Brexit and immigration
- Discussion forum for students
- ▶ Final questionnaire to assess progress in students' ability to detect fake news.
 - ▶ Rubric for the evaluation of the activities.
 - ▶ Checklist for the assessment of competences for a democratic culture.²

For students

- ▶ Online material:
 - activities for detecting fake news
 - discussion forum
- ▶ Self-assessment dartboard (Figure 1).

Sequence of activities

Number of sessions

3-4 sessions

Session 1

Materials:

- ▶ computer and projector to present the activities
- ▶ a computer for each student

Introduction and presentation of the activities

Type of grouping: classroom group and individual

We will start by explaining the aim of the activities and brainstorming fake news:

- ▶ Do you know what fake news is?
- ▶ Do you encounter news that might be fake?
- ▶ How can we tell if a news item is fake?
- ▶ Do you think that news can spread hatred against groups? How can this happen, and do you know of any specific cases?

We can write down all the contributions on the board. Next, we will ask the students to open the website and start the first questionnaire. Once this is done, we will call the attention of the class again and move on to the next step.

2. Based on Council of Europe (2018b), *Reference Framework of Competences for Democratic Culture*, <https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d>.

Source analysis

Type of grouping: individual

The proposed activity is presented:

- ▶ How would you summarise the topic of this news item?
- ▶ Is it a current source or a source from the past?

We will then read the introduction. It is important that the teacher also finds out the students' previous or preconceived ideas about the proposed topic in order to better frame the activity. However, it should be noted that the main focus is not on the topic but on the ability of a fake news story to generate hate speech against a group, a country, an institution or a subject.

We will then briefly analyse the source and the accompanying text to ensure that students understand the message contained in the source.

Students will then be asked to open the link to the chosen activity. It is recommended that teachers set a time limit for completing the activities. For example, students will be asked to complete the first step (assessing the context or reliability of the source presented), which consists of closed and semi-open questions. Once this is done, the students will be asked to complete the second step (analysis of the message conveyed by the source).

What have we learned?

Before the end of the session, it is important that the teacher asks a brief round of questions about what has been learned in this session as a way of closing.

Session 2

Type of grouping: individual

Materials:

- ▶ computer and projector to present the activities
- ▶ slides on types of sources
- ▶ a computer for each student

Recapitulation

We will begin this session with a recapitulation of what we have learned and recall the steps we have taken to analyse historical sources.

Source analysis

Students will then be asked to carry out the third proposed step (evaluating the source presented in contrast with other sources of information). To do this, the slides on the different types of sources will be projected, as the students will have to classify the proposed sources in a table for their analysis.

This step of reading sources can be difficult for some students. For this reason, we can use the same sources in an easy-to-read format if we have prepared them beforehand.

Once the students have completed the third step, they will be asked to move on to the final or fourth step. It is important for teachers to point out that there is no right answer, but that their critical thinking will be assessed on the basis of what they have learned.

What have we learned?

Before the end of the session, it is important that teachers ask a short round of questions about what students have learned in this session as a way of closing it.

Session 3

Type of grouping: groups of 3-4 students³

Materials:

- ▶ computer and projector to present the activities
- ▶ a computer for each student

Recapitulation

We will begin this session by recapitulating what we have learned and recalling the steps we have taken to analyse historical sources.

Analysis of the source by contrasting it with other sources of information or secondary reading

We will then present a current news item to the students by projecting it on the screen and providing the link for the analysis of this news item, which will take place in an online forum that we will also show to the students.

In the forum,⁴ each student will be assigned to a working group with which he or she will communicate. It will be suggested that they apply the methodology acquired in the previous sessions and reach a conclusion on the veracity and reliability of the source presented at the end of the session.

What have we learned?

Before the end of the session, it is important that the students complete the proposed self-assessment objective.

Session 4

Type of grouping: individual⁵

Material:

- ▶ computer and projector to present the activities
- ▶ one computer for each student

Recapitulation

We will begin this session with a recapitulation of what we have learned and recall the steps we have taken to analyse historical sources.

Final questionnaire to assess progress in students' ability to recognise fake news

We will ask students to complete the final questionnaire on fake news. This questionnaire is designed to assess whether students have developed new skills in recognising fake news after the activities.

What have we learned?

We share the students' conclusions about their ability to complete the quiz.

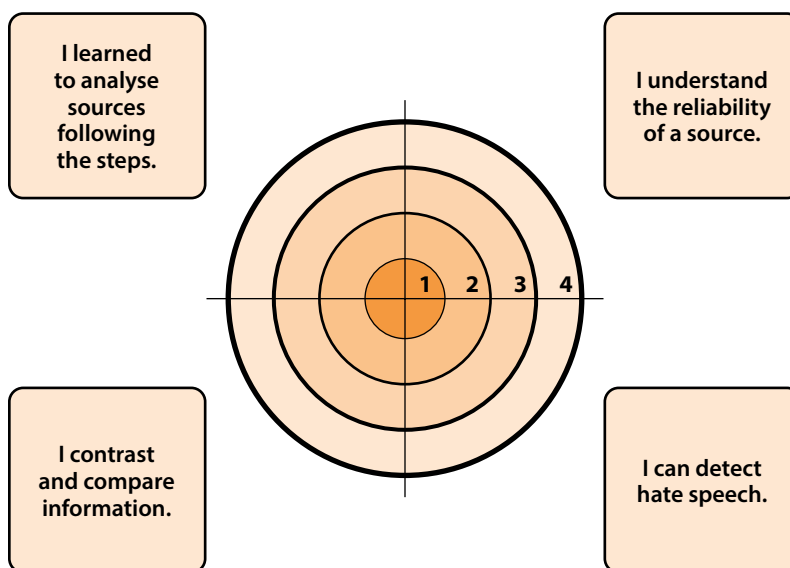
-
3. We can dedicate two sessions to this step or let students complete the activity during the week.
 4. The aim of the work in the forum is to provide qualitative information on students' historical thinking and on their ability to transfer the skills acquired by applying them to the analysis of a current news item.
 5. We can let students complete the post-questionnaire at home and discuss their impressions in the session.

Assessment for teachers

Table 1. Rubric to evaluate the activities

		Mastery	Emerging	Beginning
Step 1. Assessment of the context or reliability of the source presented	Basic facts	Recognises the basic facts and is able to classify the source presented. Provides additional and relevant data on the date of publication.	Acknowledges the basic facts and is able to classify the source presented.	Acknowledges the basic data but has difficulty in classifying the source.
	Additional information about the source	Identifies and understands the political leanings of the medium of the source.	Identifies the political leanings of the medium of the source.	Has difficulty in identifying the political leanings of the source medium.
Step 2. Analysis of the message conveyed by the source presented	Analysis of the message	Synthesises the message of the source and provides reasons to assess the credibility of the source.	Synthesises the basic message of the source.	Has difficulty in synthesising the message of the source.
	Connotative reading	Correctly identifies the presentation and motivation of the source and correlates these with the use of language and the emotions elicited.	Correctly identifies the presentation and motivation of the source. Has difficulty in identifying the type of language / emotion elicited.	Cannot identify the presentation and motivation of the source. Cannot correctly identify the use of language. Has difficulty identifying the emotion elicited.
Step 3. Evaluation of the source presented based on the contrast provided by other sources of information	Classification and synthesis	Summarises effectively and classifies information from lateral sources correctly.	Summarises information from lateral sources, although relevant information is missing. Classifies most sources correctly.	Has difficulties in summarising information and classifying side sources.
	Contrasting information	Is able to use sources of information provided to contrast initial information.	Can use some of the sources of information provided to cross-check initial information.	Has difficulties in using input sources to cross-check initial information.
Step 4. Conclusion	Evaluation	Can make a reasoned assessment of the initial source in terms of reliability and veracity using the information the sources provided and analysis of the message and medium.	Can make a succinct assessment of the initial source in terms of reliability and accuracy, but has difficulty in relating this assessment to previous work.	Has difficulty in making an assessment of the initial source.
	Detection of hate speech	Is able to recognise hate speech and identify the target and the mechanisms used.	Is able to recognise hate speech and identify the target.	Recognises the existence of hate speech but has difficulty in identifying the target and/or the mechanisms used for it.

Figure 1. Self-assessment for students



The key descriptors for the evaluation of competences for a democratic culture⁶

The proposed activities aim to develop competences for a democratic culture. It is important for the teacher to be familiar with these competences and their basic descriptors. This document lists the competences and the levels of their descriptors.

Before doing the activity

The chosen activity will allow students to work on the following competences.

Values

1. Valuing human dignity and human rights
2. Valuing cultural diversity
3. Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

4. Openness to cultural otherness
5. Respect
6. Civic-mindedness
7. Responsibility
8. Self-efficacy
9. Tolerance of ambiguity

Skills

10. Autonomous learning skills
11. Analytical and critical thinking skills
12. Skills of listening and observing
13. Empathy
14. Flexibility and adaptability

6. Based on Council of Europe (2018b), *Reference Framework of Competences for a Democratic Culture*, Vol. 2: Descriptors of competences for a democratic culture, <https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d>.

15. Linguistic, communicative and plurilingual skills
16. Co-operation skills
17. Conflict-resolution skills

Knowledge and critical understanding

18. Knowledge and critical understanding of the self
19. Knowledge and critical understanding of language and communication
20. Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

After carrying out the activity

Having identified the competences to be worked on, we will take into account the fundamental descriptors for evaluation.

Values

1. Valuing human dignity and human rights

Basic

1. Argues that human rights should always be protected and respected.
2. Argues that specific rights of children should be respected and protected by society.

Intermediate

3. Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment.
4. Argues that all public institutions should respect, protect and implement human rights.

Advanced

5. Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else.
6. Expresses the view that all laws should be consistent with international human rights norms and standards.

2. Valuing cultural diversity

Basic

7. Promotes the view that we should be tolerant of the different beliefs that are held by others in society.
8. Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be "different" from one another.

Intermediate

9. Expresses the view that the cultural diversity within a society should be positively valued and appreciated.
10. Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations.

Advanced

11. Argues that intercultural dialogue should be used to develop respect and a culture of "living together".

3. Valuing democracy, justice, fairness, equality and the rule of law

Basic

12. Argues that schools should teach students about democracy and how to act as a democratic citizen.
13. Expresses the view that all citizens should be treated equally and impartially under the law.

14. Argues that laws should always be fairly applied and enforced.

Intermediate

15. Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud.

16. Expresses the view that, whenever a public official exercises power, he or she should not misuse that power and cross the boundaries of their legal authority.

17. Expresses support for the view that courts of law should be accessible to everyone so that people are not denied the opportunity to take a case to court because it is too expensive, troublesome or complicated to do so.

Advanced

18. Expresses support for the view that those to whom legislative power is entrusted should be subject to the law and to appropriate constitutional oversight.

19. Expresses the view that information on public policies and their implementation should be made available to the public.

20. Argues that there should be effective remedies against the actions of public authorities which infringe civil rights.

Attitudes

4. Openness to cultural otherness

Basic

21. Shows interest in learning about people's beliefs, values, traditions and world views.

22. Expresses interest in travelling to other countries.

Intermediate

23. Expresses curiosity about other beliefs and interpretations and other cultural orientations and affiliations.

24. Expresses an appreciation of the opportunity to have experiences of other cultures.

Advanced

25. Seeks and welcomes opportunities for encountering people with different values, customs and behaviours.

26. Seeks contact with other people in order to learn about their culture.

5. Respect

Basic

27. Gives space to others to express themselves.

28. Expresses respect for other people as equal human beings.

Intermediate

29. Treats all people with respect regardless of their cultural background.

30. Expresses respect towards people who are of a different socio-economic status from himself/herself.

Advanced

31. Expresses respect for religious differences.

32. Expresses respect for people who hold different political opinions from himself/herself.

6. Civic-mindedness

Basic

33. Expresses a willingness to co-operate and work with others.

34. Collaborates with other people for common interest causes.

Intermediate

- 35. Expresses commitment to not being a bystander when the dignity and rights of others are violated.
- 36. Discusses what can be done to help make the community a better place.

Advanced

- 37. Exercises the obligations and responsibilities of active citizenship at either the local, national or global level.
- 38. Takes action to stay informed about civic issues.

7. Responsibility

Basic

- 39. Shows that he/she accepts responsibility for his/her actions.
- 40. If he/she hurts someone's feelings, he/she apologises.

Intermediate

- 41. Submits required work on time.
- 42. Shows that he/she takes responsibility for own mistakes.

Advanced

- 43. Consistently meets commitments to others.

8. Self-efficacy

Basic

- 44. Expresses a belief in his/her own ability to understand issues.
- 45. Expresses the belief that he/she can carry out activities that he/she has planned.

Intermediate

- 46. Expresses a belief in his/her own ability to navigate obstacles when pursuing a goal.
- 47. If he/she wants to change, he/she expresses confidence that he/she can do it.

Advanced

- 48. Shows that he/she feels secure in his/her abilities to meet life's challenges.
- 49. Shows confidence that he/she knows how to handle unforeseen situations due to his/her resourcefulness.

9. Tolerance of ambiguity

Basic

- 50. Engages well with other people who have a variety of different points of view.
- 51. Shows that he/she can suspend judgments about other people temporarily.

Intermediate

- 52. Is comfortable in unfamiliar situations.
- 53. Deals with uncertainty in a positive and constructive manner.
- 54. Works well in unpredictable circumstances.

Advanced

- 55. Expresses a desire to have his/her own ideas and values challenged.
- 56. Enjoys the challenge of tackling ambiguous problems.
- 57. Expresses enjoyment of tackling situations that are complicated.

Skills

10. Autonomous learning skills

Basic

- 58. Shows ability to identify resources for learning (e.g. people, books, internet).
- 59. Seeks clarification of new information from other people when needed.

Intermediate

- 60. Can learn about new topics with minimal supervision.
- 61. Can assess the quality of his/her own work.

Advanced

- 62. Can select the most reliable sources of information or advice from the range available.
- 63. Shows ability to monitor, define, prioritise and complete tasks without direct oversight.

11. Analytical and critical thinking skills

Basic

- 64. Can identify similarities and differences between new information and what is already known.
- 65. Uses evidence to support his/her opinions.

Intermediate

- 66. Can assess the risks associated with different options.
- 67. Shows that he/she thinks about whether the information he/she uses is correct.

Advanced

- 68. Can identify any discrepancies or inconsistencies or divergences in materials being analysed.
- 69. Can use explicit and specifiable criteria, principles or values to make judgments.

12. Skills of listening and observing

Basic

- 70. Listens carefully to differing opinions.
- 71. Listens carefully to other people.

Intermediate

- 72. Watches speakers' gestures and general body language to help himself/herself to figure out the meaning of what they are saying.
- 73. Can listen effectively in order to decipher another person's meanings and intentions.

Advanced

- 74. Pays attention to what other people imply but do not say.
- 75. Notices how people with other cultural affiliations react in different ways to the same situation.

13. Empathy

Basic

- 76. Can recognise when a companion needs his/her help.
- 77. Expresses sympathy for the bad things that he/she has seen happen to other people.

Intermediate

- 78. Tries to understand his/her friends better by imagining how things look from their perspective.
- 79. Takes other people's feelings into account when making decisions.

Advanced

- 80. Expresses the view that, when he/she thinks about people in other countries, he/she shares their joys and sorrows.
- 81. Accurately identifies the feelings of others, even when they do not want to show them.

14. Flexibility and adaptability

Basic

- 82. Modifies his/her opinions if he/she is shown through rational argument that this is required.
- 83. Can change the decisions that he/she has made if the consequences of those decisions show that this is required.

Intermediate

- 84. Adapts to new situations by using a new skill.
- 85. Adapts to new situations by applying knowledge in a different way.

Advanced

- 86. Adopts the sociocultural conventions of other cultural target groups when interacting with members of those groups.
- 87. Can modify his/her own behaviour to make it appropriate to other cultures.

15. Linguistic, communicative and plurilingual skills

Basic

- 88. Can express his/her thoughts on a problem.
- 89. Asks speakers to repeat what they have said if it wasn't clear to him/her.

Intermediate

- 90. Asks questions that show his/her understanding of other people's positions.
- 91. Can adopt different ways of expressing politeness in another language.

Advanced

- 92. Can mediate linguistically in intercultural exchanges by translating, interpreting or explaining.
- 93. Can successfully avoid intercultural misunderstandings.

16. Co-operation skills

Basic

- 94. Builds positive relationships with other people in a group.
- 95. When working as a member of a group, does his/her share of the group's work.

Intermediate

- 96. Works to build consensus to achieve group goals.
- 97. When working as a member of a group, keeps others informed about any relevant or useful information.

Advanced

- 98. Generates enthusiasm among group members for accomplishing shared goals.
- 99. When working with others, supports other people despite differences in points of view.

17. Conflict-resolution skills

Basic

- 100. Can communicate with conflicting parties in a respectful manner.
- 101. Can identify options for resolving conflicts.

Intermediate

- 102. Can assist others to resolve conflicts by enhancing their understanding of the available options.
- 103. Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns.

Advanced

- 104. Regularly initiates communication to help solve interpersonal conflicts.
- 105. Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict.

Knowledge and critical understanding

18. Knowledge and critical understanding of the self

Basic

- 106. Can describe his/her own motivations.
- 107. Can describe the ways in which his/her thoughts and emotions influence his/her behaviour.

Intermediate

- 108. Can reflect critically on his/her own values and beliefs.
- 109. Can reflect critically on himself/herself from a number of different perspectives.

Advanced

- 110. Can reflect critically on his/her own prejudices and stereotypes and what lies behind them.
- 111. Can reflect critically on his/her own emotions and feelings in a wide range of situations.

19. Knowledge and critical understanding of language and communication

Basic

- 112. Can explain how tone of voice, eye contact and body language can aid communication.

Intermediate

- 113. Can describe the social impact and effects on others of different communication styles.
- 114. Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives).

Advanced

- 115. Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective.
- 116. Can reflect critically on the different communicative conventions that are employed in at least one other social group or culture.

20. Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

Basic

- 117. Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities.
- 118. Can explain why everybody has a responsibility to respect the human rights of others.
- 119. Can describe basic cultural practices (e.g. eating habits, greeting practices, ways of addressing people, politeness) in one other culture.
- 120. Can reflect critically on how his/her own world view is just one of many world views.
- 121. Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption.
- 122. Can reflect critically on the risks associated with environmental damage.

Intermediate

123. Can explain the universal, inalienable and indivisible nature of human rights.
124. Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world.
125. Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses.
126. Can explain the dangers of generalising from individual behaviours to an entire culture.
127. Can reflect critically on religious symbols, religious rituals and the religious uses of language.
128. Can describe the effects that propaganda has in the contemporary world.
129. Can explain how people can guard and protect themselves against propaganda.

Advanced

130. Can describe the diverse ways in which citizens can influence policy.
131. Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world.
132. Can explain why there are no cultural groups that have fixed inherent characteristics.
133. Can explain why all religious groups are constantly evolving and changing.
134. Can reflect critically on how histories are often presented and taught from an ethnocentric point of view.
135. Can explain national economies and how economic and financial processes affect the functioning of society.

Chapter 3

Activities

1 – The debate on the role of Spain in the transatlantic slave trade

Introduction

Slavery has been present in Europe since ancient times.⁷ It was a widespread practice in Africa, known in the medieval Islamic world as *bilād as-sūdān*, “the country of the blacks”. The west and centre of Africa offered to Muslim merchants an extensive market where they could acquire slaves.⁸

However, at the beginning of the Early Modern period, slavery received a new impetus due to the emergence of capitalism and the European “exploration” of the African coasts and the Americas. These factors provided an impulse for the beginning of the large-scale development of the transatlantic slave trade. According to Eltis and Richardson,⁹ this era is generally considered to have begun in 1501, when vessels crossing the Atlantic from Spain began to carry some African captives for sale in the Greater Antilles.

From 1513, the Spanish monarchy introduced a system of licences for the importation of African slaves into the New World.¹⁰ This was a consequence of the growing demand for workers in the new colonies, caused by the heavy losses incurred by the native population due to wars of conquest and epidemics, and was meant to provide the royal government with other sources of revenue from licence fees. The New Laws of 1542,¹¹ which limited the practice of slavery for Indigenous people, had the consequence of a growth in demand for African slaves.

The system of licensing, location and monopoly of the slave trade gave rise in the modern era to what is known as the triangular trade. The products of plantations in the colonies (timber, cotton, cocoa, tea, sugar, etc.) were sold in Europe in exchange for the export of wines, spirits, fabrics and various tools, which were in turn exchanged in Africa for slaves. This trade generated large profits, which were later used to finance the beginnings of the Industrial Revolution in Britain.

According to the database of Slave Voyages (www.slavevoyages.org), at least 12.5 million African captives (men, women, girls and boys) were transported against their will to some point in the Americas to be sold as slaves in the New World. In addition, Marcus Rediker¹² has pointed out that a further 2 million Africans probably died as a direct result of the slave trade: at the time of capture, while being transported overland to the coastal factories, while awaiting their forced embarkation in those factories or at the moment of embarkation itself.

The phenomenon of the slave trade was a global one involving shipowners and traders from different European countries, including Britain, France, the Netherlands, Denmark or Sweden. In the case of Spain, the issue of slavery is usually omitted or minimised in history textbooks. The debates about the Spanish colonisation in the Americas focus on the legal status of Indigenous peoples. The New Laws of 1542, which were intended to improve the treatment of Indigenous peoples, are assessed as a positive development, even while the reality of slavery in the Spanish colonies is marginalised in the historical debates.¹³ Spain was the last European country to abolish slavery, in Cuba in 1886, and during the 19th century it preserved and promoted the so-called “second slavery”, maintaining an illegal slave trade in Cuba that brought great profits to Cuban and Spanish planters and traders.

7. Bradley 2014.

8. Heers 2003.

9. Eltis and Richardson 2010.

10. Fernández 2011.

11. Masters 2022.

12. Rediker 2022.

13. Piqueras 2021a.

We invite you to analyse the information or disinformation reflected in the following news items or historical sources with a triple objective: to assess their veracity, to determine whether a news item can convey a message of hatred towards a group and, above all, to learn how to detect fake news today.

Analysis of documents

Document 1 – Press article that uses a fragment of “Political essay on the island of Cuba” (1826) by Alexander von Humboldt

Despite his firm anti-slavery stance, Alexander von Humboldt had to concede to the evidence of the statistics collected during his voyage to the Old Continent regarding the number of Africans subjugated by the Spanish Crown. According to “Political essay on the island of Cuba” (1826):

- ▶ Between 1800 and 1820, of the 6 443 000 blacks (slaves and free) in the whole of the Americas, there were only 776 000 in Spanish America. The number of slaves represented only 4% of the total population of Spanish America and not 8% as they claim. That is to say, between 500 000 and 550 000 slaves in a population of 15 million, a little more or less, while in the French and English West Indies the proportion was 80% to 90% and in the United States 16%.
- ▶ The slaves transported to Spanish America represent only one fifteenth of the total number of slaves transported by European countries during three centuries.
- ▶ In the Spanish colonies, the number of freed slaves was much higher than elsewhere: 18% in Cuba, 3% in North America, 10% in the English West Indies. This was due to the custom of Spanish slave owners freeing their slaves.
- ▶ In Cuba, the free population, including whites, blacks and mulattos, represented 64% of the island's population in 1820.
- ▶ And if we examine the Spanish legislation on slaves, especially the Carolinian Code of 1789, we notice that it is far from the atrocious catalogue of torments, tortures and mutilations foreseen in the French and English codes of the same period. Of course, we know that not all the laws enacted in the colonies were often applied there. “But let us acknowledge, with Humboldt, that the moderation of the texts, the customs and the influence of religion allowed for a more humane treatment. And that all these elements contradicted the European prejudices that attributed to the Spaniards the abuses and crimes committed by others.”



Source: Israel Viana, “The ignored study of 1826 that overturned the black legend that Spain exterminated slaves in America”, *Diario ABC*, 2 February 2021: www.abc.es/historia/abci-ignorado-estudio-sobre-esclavitud-america-tumbo-leyenda-negra-contra-espana-hace-siglos-202102021846_noticia.html, accessed 14 July 2024.

Step 1 – The context or the reliability of the source (Who is behind the information?)¹⁴

Context is fundamental to understanding a document or source and assessing its reliability. In 2007, the United Nations General Assembly, through Resolution 62/122, adopted the Outreach Programme on the Transatlantic Slave Trade and Slavery, which aims to raise awareness and understanding of slavery's impact on the modern world and its racist legacy, in order to combat racism and build a just world in which we can all live in dignity and peace. In 2007, the United Nations General Assembly designated 25 March as the International Day of Remembrance for the Victims of Slavery and the Transatlantic Slave Trade. Many European countries now recognise the role that the slave trade played in the development of their economies in modern and contemporary times. France passed the Taubira Law in 2001, recognising the African slave trade and slavery as a crime against humanity, and Britain opened the International Slavery Museum in 2008. In Spain the response has been different and the debate is still open. In recent years, bills to condemn slavery have been presented by different political parties.

To understand this source, we need to analyse the following aspects:

- ▶ Complete these basic facts for Document 1.
 - a. Name of the source:
 -
 -
- b. Authorship:
 - unknown
 - known:
- ▶ Look at the medium where Document 1 was published and indicate the type of source.
 - It is an article in a print medium.
 - It is a political pamphlet.
 - It is an advertising leaflet.
 - It is an article in a cultural journal.
 - I don't know what it is.
- ▶ Identify the section of the media in which the news item falls.
 - Politics
 - Economics
 - History
 - Not identified
- ▶ Do a search on this media outlet and indicate its political leaning.
 - It is an example of a conservative media outlet.
 - It is an example of a progressive media outlet.
 - It is an example of a tabloid media outlet.
 - I don't know what it is.

Step 2 – Analysis of the article or message (What is the evidence?)

- ▶ Visual support: is the article in Document 1 accompanied by visual support?
 - yes
 - no

14. This analysis is inspired by the proposal of the Stanford Digital Enquiry Group and the project “Ms. W (Misinformation Widget)” of the TRESCA project (Trustworthy, Reliable and Engaging Science Communication Approaches) of the Spanish National Research Centre (CSIC).

Document 2 – Spain’s role in the transatlantic trade of enslaved Africans

“Although the two continents most directly involved in the slave trade were Africa and the Americas, the European continent also played an important role in the Atlantic slave trade. Shipowners and traders from various European countries (such as Britain, France, the Netherlands, Denmark and Sweden) were active in the trade. Many Spanish sailors and businessmen were also involved. Spain was undoubtedly one of the main players in the transatlantic trade in enslaved Africans. According to the calculations of Alex Borucki, David Eltis and David Wheat (2020), a total of 2 072 300 African captives arrived in Spanish possessions in the Americas between 1525 and 1867. This makes Spain the second most important player in the Atlantic slave trade, behind Brazil (where 4 703 000 Africans arrived), but slightly ahead of the British Caribbean (2 051 800) and well ahead of the French Caribbean (1 101 200), the United States (388 700), the Dutch Caribbean (328 800) and the Danish Caribbean islands (61 200). The three authors also note that 1 026 100 of these African captives were transported on Spanish-flagged vessels. In other words, Spain was a relevant actor not only because more than two million Africans were enslaved in its American dominions, but also because 10 per cent of all African captives who suffered in the Atlantic slave trade between the 16th and 19th centuries did so on Spanish ships”.

Source: Martin Rodrigo y Alharilla (ed.) (2022), *Del olvido a la memoria. La esclavitud en la España contemporánea [From oblivion to memory – Slavery in contemporary Spain]*, Icaria, Barcelona, p. 8.

Document 3 – Economic boom and the slave population in Cuba

“Cuba’s economic boom was made possible by the exceptionally rapid growth of its population, which doubled in the forty years following the introduction of free trade. In the transition from 630 980 inhabitants in 1818 to 1 358 238 in 1862, the introduction of African slaves (*bozales*), despite legal prohibitions, played a decisive role in bringing in more than 200 000 new settlers. The result of this process was to encourage the Africanisation of the island, which came to be seen as a secret plan of the Spanish government ... The economic development of the island required a constant renewal of the labour force, to the tune of eight thousand slaves a year, but the continuation of the purchases could, on the other hand, raise the problem of the end of white supremacy, an eventuality that the Cardenas uprising in 1843 and the Escalera conspiracy made seem possible”.

Source: Miguel Artola (1981), *La burguesía revolucionaria (1808-1874) [The revolutionary bourgeoisie (1808-1874)]*, Alianza, Madrid, p. 317.

Document 4 – Response of the Royal Consulate of Havana on disciplinary measures in the Cuban sugar mills

In their reply to the king in 1790, the mill owners warned that they were already careful not to exaggerate the lashes, because if they gave too many they would render the slave “useless for work for many days”, but the lashes prescribed by law, they added, would make them lose their fear, “they will free themselves from subordination to their masters and lords ... they will abandon the haciendas” ... In a representation of the Royal Consulate of Havana to the Minister of Finance in 1799, the Cuban tax authorities owners again rejected any restrictions: “In the solitude of a sugar mill, there is no magistrate other than the master,” they said. “His distance from the government, the size of his fortune and the political considerations that must always remain between the master and his slave, enable him to exercise absolute authority with impunity ... The Consulate, without lowering its hand, was in favour of “diminishing the serfs’ interest in changing their unhappy lot” and making them “love property”.

Source: José Antonio Piqueras (2011), *Slave in Spain*, Los Libros de la Catarata, Madrid, pp. 155-56.

Document 5 – Regulations of slaves promulgated by Captain General don Jerónimo Valdés, Cuba, 1842

Article 12. In ordinary times the slaves shall work from nine to ten hours a day, as the master thinks best. In the sugar-mills, during the time of the harvest, they shall work sixteen hours a day, distributed in such a way as to give them two breaks during the day and six hours at night to sleep.

Source: Reglamento de Esclavos promulgado por el capitán general don Jerónimo Valdés, Cuba, 1842.

🔍 Document 6 – Print from the 16th century that appears in a school textbook for Spanish secondary schools (15- and 16-year-old students) where Jerónimo de Aguilar¹⁵ is confused with one of the black slaves owned by the conquistadores



Source: VV.AA. (2017), Geografía e Historia, 4º ESO, Vicens Vives, p. 97, available at <https://caleidoscopio.cloud>.

► Reflect and write down what information the sources include and, then, compare with Document 1.

	Type of source	Information provided
Document 2		
Document 3		
Document 4		
Document 5		
Document 6		

Step 4 – Conclusions

- Let's go back to Document 1. After your analysis and cross-checking of sources, what do you think?
 - The news item is completely false.
 - The article is partly false. It may use true data or facts that, when taken out of context, distorted or exaggerated, take on a different meaning or even the opposite of the true meaning.
 - I can't tell if it's true or false.
- Would you say that this message encourages hate speech?
 - Yes, against people who are critical of slavery in the Spanish Empire.
 - I do not see any hate speech.

15. Jerónimo de Aguilar was a Spanish cleric who arrived in the Indies with Juan de Valdivia and was taken prisoner by the Mayans in 1511. In 1519, he was rescued by Hernán Cortés, whom he served as interpreter and with whom he participated in the conquest of Mexico.

For qualitative analysis via discussion forum

After the previous analysis, we are going to analyse some current news. Our aim will be to check the veracity and reliability of the following news item. You can do this by following the steps below and sharing your conclusions in the forum.

- ▶ What do you think you have learned about source analysis?
- ▶ Could you apply the methodology you have learned and follow the steps above for the next document?



Source: *Diario de Sesiones del Congreso de los Diputados*, 26 April 2022, No. 655, p. 26.

Translation: Diary of sessions of the Spanish Parliament, 26 April 2022

Title: On historical memory of slavery and its relationship with Spain and reparation measures. Presented by the political party Unidas Podemos (file number 161/004060).

Mr MENA ARCA:

According to UN data, for more than four hundred years, 15 million men, women and children were victims of the transatlantic slave trade, writing one of the darkest chapters in human history. The World Conference against Racism in 2021 also declared slavery and the slave trade a crime against humanity. To commemorate the memory of the victims, the UN General Assembly, in its resolution of December 2007, declared 25 March as the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade and, in 1997, UNESCO had set 23 August as the International Day of Remembrance of the Slave Trade and its Abolition. Spain, unfortunately, has never commemorated either of these two dates, nor has it felt directly challenged to highlight its role in this history, when we claim to be the fourth largest slave power in the world, not far from the third place that is close to France. Furthermore, Spain has been the last European country to abolish slavery in its American colonies, for Puerto Rico did so in 1873 and Cuba in 1886, many years after the United Kingdom, France, the Netherlands or even the United States.

Mr CASERO ÁVILA:

(...) Lessons from the British, the French, the Portuguese, the Dutch, or any of the others mentioned in the petition of this proposal are of no use to me, since the only country that approved the protection of the indigenous laws that have existed in America are the laws that the Spanish wrote and it is true that the problems of slavery began fundamentally after the abandonment of the Spanish Crown in these territories.

Step 1 – We check the context and reliability of the source

- ▶ Is it a newspaper article or a parliamentary speech?
- ▶ Who are the authors? Can we find out their political ideologies?
- ▶ Do the authors' political leanings influence their assessment of historical facts and actions to commemorate them?

Step 2 – We analyse the content or the message

- ▶ What claims are being made?
- ▶ Are they supported by solid, verifiable evidence?
- ▶ What kind of language is used to persuade the audience?
- ▶ How is the source presented to us – factual information or personal opinion?
- ▶ Does it evoke any kind of emotion or identification?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - journalistic information about Spain's role in the transatlantic slave trade.
 - in the case of social networks, we can check the impact of the issue.
 - academic articles on the subject that will help us understand the context better.

Step 4 – We conclude by assessing the veracity of the news item

After your analysis and cross-checking of sources

- ▶ Do you think that this historical issue is being treated objectively?
- ▶ Would you say that these discourses are conducive to hate speech? If so, against whom? How does it do this?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Borucki A., Eltis D. and Wheat D. (eds) (2020), *From galleons to the highlands: slave trade routes in the Spanish Americas*, University of New Mexico Press, Albuquerque.

Bradley K. (2014), *Slavery and society at Rome*, Cambridge University Press.

Eltis D. and Richardson D. (2010), *Atlas of the transatlantic slave trade* (The Lewis Walpole Series in Eighteenth-Century Culture and History), Yale University Press.

Fernández R. (2011), *La corona española y el tráfico de negros*, Editorial del Economista.

Heers J. (2003), *Les négriers en terre d'Islam: la première traite des Noirs (VIIe-XVIe siècle)*, Editions Perrin.

Linebaugh P. and Rediker M. (2005), *La Hidra de la Revolución. Marineros, esclavos y campesinos en la historia oculta del Atlántico*, Crítica, Barcelona.

Mannix D. P. and Cowley M. (1968), *Historia de la trata de negros*, Alianza.

Martínez Carreras J. U. (1985), *La trata de negros*, Historia 16, Madrid.

Masters A. (2022), "¿Por qué se decretaron las Leyes Nuevas de 1542? Nuevas luces sobre conquistadores peruleros, mujeres palaciegas y Bartolomé de las Casas en las reformas de Indias", *Revista De Indias* Vol. 82, No. 285, pp. 293-327, available at <https://doi.org/10.3989/revindias.2022.009>, accessed 15 July 2024.

Naranjo C. (2017), *Historia mínima de las Antillas*, Turner.

Pérez de la Riva, J. (1975), *El barracón. Esclavitud y capitalismo en Cuba*, Crítica.

- Piketty T. (2021), *Una breve historia de la igualdad*, Deusto.
- Piqueras J. A. (2004), "La reina, los esclavos y Cuba", in Pérez Garzón J. S. (ed.), *Los espejos de la reina*, Marcial Pons, Madrid.
- Piqueras J. A. (2011), *La esclavitud en las Españas. Un lazo transatlántico*, La Catarata.
- Piqueras J. A. (2016), *Orden político y gobierno de esclavos*, Fundación Instituto de Historia Social.
- Piqueras J. A. (2021a), *Esclavitud y capitalismo histórico en el siglo XIX. Brasil, Cuba y Estados Unidos*, Fundación Instituto de Historia Social.
- Piqueras J. A. (2021b), *Negreros. Españoles en el tráfico y en los capitales esclavistas*, La Catarata.
- Piqueras J. A. and Sebastián E. (1991), *Agiotistas, Negreros y partisanos*, Edicions Alfons el Margànim, Valencia.
- Rediker M. (2022), *Barco de esclavos. La trata a través del Atlántico*, Capitán Swing.
- Rodrigo y Alharilla M. (2022), *Del olvido a la memoria. La esclavitud en la España contemporánea*, Icaria.
- Rodrigo M. and Chaviano L. (2017), *Negreros y esclavos. Barcelona y la esclavitud atlántica (siglos XVI-XIX)*, Icaria.
- Thomas H. (2000), *La trata de esclavos. Historia del tráfico de seres humanos de 1440 a 1870*, Planeta.
- William D. P. (1990), *Historia de la esclavitud en España*, Playor.
- Williams E. (2011), *Capitalismo y esclavitud*, Traficantes de sueños.
- Wolf E. (1997), *Europa y la gente sin historia*, Fondo de Cultura Económica.

2 – War propaganda: the sinking of the *Maine*, 1898

Introduction

The 19th century represented a period of clear decline for the Spanish Empire, while the United States went from a newly founded country to being a great power. In the Spanish case, the decline, which had already started in previous centuries, was accelerated first with the Napoleonic invasion (1808), which in turn led to the independence of a large part of Spain's American colonies. On the other hand, throughout the 19th century the United States expanded by purchasing territories (Louisiana and Alaska) and engaging in wars against Mexico or Native Americans. The United States offered to buy the island of Cuba from Spain on several occasions, but this was in vain, so tensions grew between the two countries. If the Spanish Government had sold Cuba, this would have been seen as a betrayal by a part of Spanish society, so "they preferred to fight a war that had been lost beforehand rather than risk a revolution at home".¹⁶

Meanwhile, Cuba confronted Spain three times to achieve its independence. The last of the confrontations (the Cuban War of Independence, 1895-1898) culminated with the entry of the United States into the conflict, in support of the Cuban rebels (the Spanish-American War, 1898). This war has been considered an important event in the history of propaganda via the medium of newspapers, as it was a conflict "created" by two prominent New York publishers, Randolph Hearst and Joseph Pulitzer, who had been trying to influence American public opinion for years. These techniques were also used by the Spanish press, which claimed that the American army trained with broomsticks or that the Spanish navy would easily defeat the American navy. Here we are analysing the treatment by Hearst's *New York Journal* (which blamed the Spanish army) of the controversial sinking of the battleship *Maine* on 15 February 1898, which led to the death of 261 American sailors. This was eventually the *casus belli* of the conflict, which broke out after the US imposed a naval blockade on Cuba and Spain declared war on the US.

- ▶ How do you think this news was reported in two of the editions – there were about 20 in total – that the *New York Journal* published a day and a half after the sinking?
- ▶ Do you think the truth was reflected in this article about what was happening in the war between the Spanish and Cuban insurgents and about the *Maine* incident?
- ▶ What image does it give of Spain?

We invite you to analyse the information or disinformation reflected in the following news items or historical sources with a triple objective: to assess their veracity, to determine whether a news item can convey a message of hatred towards a group and, above all, to learn how to detect fake news today.

Analysis of documents

- 🔍 Document 1 – Front page of the *New York Journal* about the torpedo hole discovered in the *Maine* (last evening edition, No. 6)



Source: *New York Journal* (evening edition, No. 6), 17 February 1898, p. 1. Hosted at US Library of Congress, Washington DC, available at www.loc.gov/item/sn86071545/1898-02-17/ed-1/, accessed 14 July 2024.

16. Suarez Cortina 2006.

Headline: "Torpedo hole discovered by government divers in the *Maine*".

Cue: Startling evidence of Spanish treachery revealed. The battleship and hundreds of American lives sacrificed in Havana harbour.

Author: George Eugene Bryson.

Date: Havana, 17 February 1898.

"Divers who descended to inspect the hull of the sunken battleship *Maine* discovered an 8-inch percussion hole in one side. This indicates that the *Maine* was destroyed by a torpedo. It makes it clear that the destruction of the *Maine* was not caused by an accidental explosion. It is quite clear that a Spanish fanatic or secret emissary of the Spanish government placed the torpedo below the waterline against the bow of the *Maine*, giving her time to escape. The danger is that the evidence of the torpedo explosion could be removed by secret agents of the Spanish government before the arrival of the US investigators."

 **Document 2 – Cover page on the graphic evidence of the torpedo hole in the battleship *Maine* (evening edition, No. 15)**



Source: *New York Journal* (evening edition no. 15), 17 February 1898, p. 1. Hosted at New York Public Library, available at <https://digitalcollections.nyppl.org/items/84ead4d2-a179-9ad1-e040-e00a18066e9f>, accessed 14 July 2024.

Headline: "War! Sure!" *Maine* destroyed by Spanish; this proved absolutely by discovery of the torpedo hole".

Information next to the headline: "Fortune offered by the journal". "Reward of 50 000 dollars for criminal".

Reward: "50 000 dollars! 50 000 dollars reward! For the Detection of the Perpetrator of the *Maine* Outrage!"

Caption: "Torpedo hole discovered in battleship *Maine*. Divers involved in the salvage operation claim there was a torpedo hole in one side of the *Maine*. Above is the graphic evidence".

Step 1 – The context or reliability of the source (Who is behind the information?)

Context is essential for understanding a document or source and assessing its reliability. To understand the sources above, we need to look at some of their basic characteristics. Go through the steps below for each of the documents.

- ▶ Complete this basic information.

a. Name of the source:.....
.....
.....

b. Authorship:

unknown

known:

c. How long has it been between the sinking and the date of publication?

2 days

4 days

1 week

- ▶ Look at the medium in which Documents 1 and 2 were published and indicate what media type it is.

It is an example of a written form of media.

It is a political pamphlet.

It is an article in a military newspaper.

I don't know what it is.

- ▶ Look at the rest of the information on the two front pages and choose the correct option.

They deal with other news even though the main piece is about the *Maine*.

No other news is covered.

- ▶ Research this media outlet and indicate its political leanings (multiple choices are possible).

It is an example of a conservative-leaning media outlet.

It is an example of a progressive-leaning media outlet.

It is an example of a sensationalist media outlet.

- ▶ With which historical moment does the date of publication coincide during the Cuban war?

one year after it started

two years after it started

three years after it started and months before the USA entered the war

when Cuba had signed a peace agreement with Spain

Step 2 – Analysis of the article or message (What is the evidence?)

- ▶ Visual support

a. Is the source accompanied by visual support?

yes

no

b. What does the visual support (the photograph) suggest to you about the message it wants to convey?

It looks like a fake photograph.

It is sensationalist but you don't know if it is fake or not.

It looks like a real photograph.

► Message and evidence

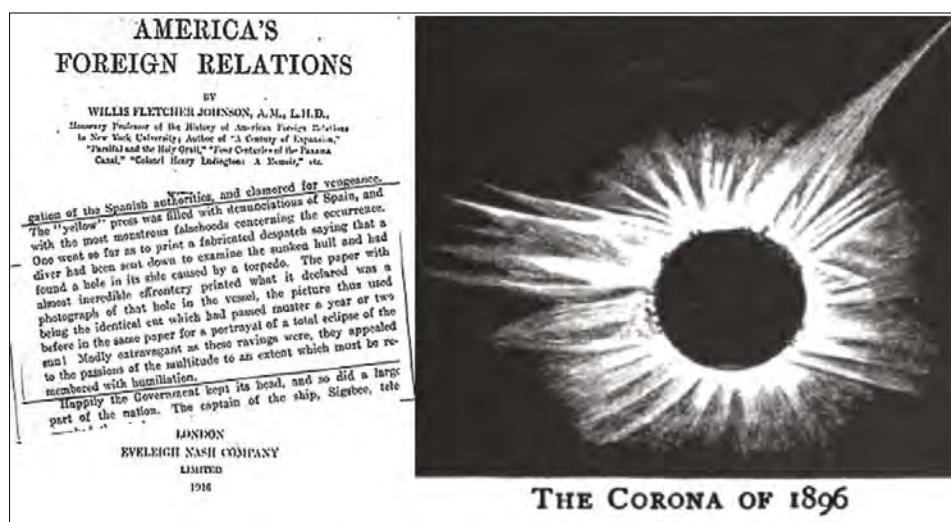
- a. What statement/s is/are made in both documents (you can tick more than one option)?
- Suggests that the explosion may have been deliberate.
 - Insists that the explosion was not an accident.
 - Suggests that the perpetrator may be Spanish.
 - Asserts unequivocally that the perpetrator was Spanish.
 - Shows visual evidence to support the bombing theory.
 - Offers a reward to anyone who helps find the perpetrators.
 - Cites a source that appears to be reliable in support of the information.
- b. How do you rate the sources of information used in the story?
- The information is supported by solid evidence.
 - Not supported by solid evidence.
 - I don't know.
- c. How is the source presented to us?
- It is presented as factual information.
 - It is presented as personal opinion.
 - It is presented as properly identified.
 - It is presented as satirical content.
 - I don't know.
- d. What kind of language do they use to persuade the audience?
- a calm, informative tone
 - an aggressive tone
 - a joking tone
 - I don't know
- e. Do you notice any typographical devices used to make the article's message more effective? (You can tick more than one option.)
- the large size of the headlines
 - the use of exclamation marks
 - the absence of exclamation marks
 - information is repeated
 - no repetition of information
- f. Do you think the author has a motivation for publishing this document? If so, please indicate what that motivation might be.
- Political motivation:
 - Economic motivation:
 - I don't know
 - Other:
- g. Which emotion do you think it wants to elicit to reinforce the message of the article (you can tick more than one option):
- outrage among readers at the deaths of soldiers on the ship
 - anger at the US Government for going to war
 - sympathy for the dead soldiers
 - no attempt to evoke any emotion

Step 3 – Contrast or side reading: other sources of information (What do other sources say?)

In order to verify a source, whether past or present, it is essential to turn to other sources of information, both primary and secondary. We call this exercise “side reading” because we open new tabs in our browser to look for other sources of information. We can consult books or articles that have been edited and reviewed, as well as other primary sources that share a date and/or topic with the source we want to check.

To contrast the information provided by Documents 1 and 2, we provide you with these other sources of information to allow you to do this side reading.

Document 3 – Excerpt from an essay identifying the photograph showing the torpedo hole as fake



“The tabloids got tired of blaming Spain for what had happened, and came up with the most outrageous lies. The *New York Journal* went so far as to publish a fabricated story that a diver had gone down to inspect the sunken hull and found a hole caused by a torpedo. With unbelievable audacity, the paper published a photograph of the hole, which turned out to be identical to an engraving published by the same paper a year and a half earlier as a total eclipse of the sun. Such extravagant follies as this nonsense were made to appeal to the passions of the multitude in such a manner as must be remembered with humiliation”.

Source: Willis Fletcher Johnson (1916), *America's foreign relations*, The Century Company, New York (excerpt). Image: “Engraving of the solar eclipse published by the *New York Journal* on 9 August 1896”.

Document 4 – Conclusions of the Spanish commission of enquiry into the sinking of the *Maine*, 15 March 1898, by naval officers Del Peral and De Salas (source: the Spanish Navy website)

We believe that the sinking of the *Maine* was an accident (by internal explosion) due to the following 5 factors:

- ▶ 1. If a mine had been the cause of the explosion, a column of water would have been observed, and this was not observed in Havana harbour at the time of the explosion.
- ▶ 2. The water was calm, so a mine could not have reached the hull of the ship and detonated on contact.
- ▶ 3. No dead fish were found in the water, which normally occurs after an external explosion.
- ▶ 4. It is unusual for ammunition magazines to explode when a ship sinks after hitting a mine. Normally the explosion opens a breach in the ship, allowing water to enter, and if the damage is extensive, the water ingress will sink the ship.
- ▶ 5. The Spanish ships anchored near the *Maine*, which were immediately involved in the rescue operation, would have suffered various damages, which was not the case.

Source: Antonio Barro Ordovás, Spanish Navy website, available at <https://armada.defensa.gob.es/archivo/rgm/2019/06/cap05.pdf>, accessed 15 July 2024.

 **Document 5 – Editorial cartoon published by the American magazine *Judge* before the Spanish-American War**



Source: *Judge*, 2 February 1897, public domain, available at <https://es.m.wikipedia.org/wiki/Archivo:Judge-2-6-1897.jpg>, accessed 15 July 2024.

This satirical cartoon (published as a double-page spread in the American weekly satirical magazine *Judge* a year before the sinking of the *Maine*) depicts Cuba as an injured girl in chains, standing on a Spanish castle with the words “Spain’s 16th century methods” and under a banner reading “Spain’s motto: barbarism, cruelty, manslaughter, murder”. The girl tries to run into the arms of freedom (symbolised by a woman in white wearing a Phrygian cap). Uncle Sam (an allegorical representation of the USA) sits beside her, wearing a blindfold with his hands and feet bound.

 **Document 6 – Caricature on the cover of the American magazine *Judge* during the Spanish-American War**



Source: *Judge*, 9 July 1898, public domain, available at https://es.m.wikipedia.org/wiki/Archivo:El_bruto_espaa%C3%B1ol_a%C3%B1ade_la_mutilaci%C3%B3n_al_asesinato.jpg, accessed 15 July 2024.

Title: “The Spanish brute adds mutilation to murder”.

Spain, depicted as a hairy gorilla-like beast with a blood-stained knife, leans on a tombstone reading “*Maine* sailors murdered by Spain”, surrounded by dead enemies next to signs reading “US soldiers mutilated by Spain”.

 **Document 7 – Thomas Edison’s short film entitled “Shooting Captured Insurgents, August 5, 1898” (30 seconds)**

The first war films in history are American patriotic short films about the conflict with Spain in Cuba and the Philippines. Made in late 1898, the film served as a propaganda tool to glorify American nationalism and demonise the Spanish enemy. This short film, probably made by Edison’s company in New Jersey, shows a supposed line of Spanish soldiers shooting Cuban rebels against a wall. It belongs to the sub-genre of mock-war documentaries or re-enactments, recreations of war situations that the public often took for real.

Source: https://es.wikipedia.org/wiki/Archivo:Shooting_Captured_Insurgents_-_Spanish-American_War.ogv

 **Document 8 – Extract from *Citizen Hearst*, a biography of William Randolph Hearst, newspaper magnate and publisher of the *New York Journal***

“For two years, while the rebellion gained momentum, the New York newspapers published accounts of battles that never occurred, while remaining ignorant of real battles. They narrated a succession of Spanish atrocities entirely unauthenticated. They dealt in the feeblest of rumor ... Most of the New York papers were guilty of these fabrications, but the greatest offenders were the Cuba-loving *Sun*, the *World*, and the *Journal*. Hearst’s *Journal*, vigorously following the hero-villain line, led all the rest. The *Journal* said, ‘Spanish troops have resumed the inhuman practice of beating Cuban prisoners to death.’ The *Journal* said it was ‘the daily practice of the Spanish jailers to take several prisoners from the forts and prisons and shoot them’. Under the heading, FEEDING PRISONERS TO SHARKS, the *Journal* told how the Spaniards drowned their prisoners at night ...

It was an unnecessary war. It was the newspapers’ war. Above all, it was Hearst’s war. It is safe to say that had not Hearst, with his magnificently tawdry flair for publicity and agitation, enlisted the women of America in a crusade they misunderstood, made a national heroine of the jail-breaking Miss Cisneros, made a national abomination of Dupuy de Lome, made the *Maine* a mistaken symbol of Spanish treachery, caused thousands of citizens to write their Congressmen, and dragged the powerful *World* along with him into journalistic ill-fame, the public would have kept its sanity, McKinley would have shown more spunk, at least four more Senators would have taken counsel with reason, and there would have been no war ... Hearst was accustomed to refer to the war, in company with his staff, as ‘our war’.”

Source: W. A. Swanberg (1967), *Citizen Hearst*, Bantam Books, New York/Toronto/Tokyo, pp. 130-31 and 172.

- Reflect and write down what information we can derive from these sources that can be used to contrast Documents 1 and 2.

	Type of source	Information provided
Document 3		
Document 4		
Document 5		
Document 6		
Document 7		
Document 8		

Step 4. Conclusions

Let's go back to Documents 1 and 2.

- ▶ After your analysis and cross-checking of sources, do you believe that:
 - the news is completely false;
 - the news is partly false. They may use true data or facts which, when taken out of context, distorted or exaggerated, take on a different or even opposite meaning to the real one;
 - I can't tell if it is true or false.
- ▶ Would you say that this message is hate speech?
 - Yes, against the Spanish.
 - I do not see hate speech.
- ▶ How is this hate speech constructed in the eight documents presented? Give examples.

For qualitative analysis via discussion forum

Having completed the previous analysis, we will now analyse a similar but more recent news item. Our aim will be to verify the veracity and reliability of the following news item. You can do this by following the steps below and sharing your conclusions in the forum.

- ▶ Could you apply this methodology and follow the steps above for the following source, an editorial from *The Washington Post* newspaper about the invasion of Iraq in 2003? (Open this paper in the forum).

Invasion of Iraq by a US-led coalition of countries in 2003

First, it is useful to situate the editorial (an article on a relevant current issue that represents the opinion of the media, regardless of the people who write it) in its context and discuss its impact. *The Washington Post* is one of the largest and oldest newspapers in the US (founded in 1877). Admired for the sobriety and rigour of its general reporting and international coverage, it used this editorial to support the evidence presented by Colin Powell to the UN, according to which the Bush administration prepared for the US invasion of Iraq, then under the dictatorship of Saddam Hussein, whom the Republican administration accused of being behind the al Qaeda attacks on the Twin Towers in New York on 11 September 2001, and of possessing weapons of mass destruction. After failing to persuade the UN to approve the attack, the US invaded Iraq on 20 March 2003 together with a coalition of countries. The war, which did not end until 2011, left 1 million dead and a country in turmoil, with parts of it occupied by Islamist guerrillas and the so-called Islamic State.



Source: Editorial, "Irrefutable", *The Washington Post*, 6 February 2003, available at www.washingtonpost.com/archive/opinions/2003/02/06/irrefutable/e598b1be-a78a-4a42-8e1a-c336f7a217f4/, accessed 15 July 2024.

“After Secretary of State Colin L. Powell’s presentation to the United Nations Security Council yesterday, it is hard to imagine how anyone could doubt that Iraq possesses weapons of mass destruction. Mr. Powell left no room to argue seriously that Iraq has accepted the Security Council’s offer of a ‘final opportunity’ to disarm...”

Whether Iraq is disarmed through the authority of the United Nations or whether the United States effectively assumes responsibility depends on how the Security Council responds. Though much of Mr. Powell’s report was new to many Americans and Europeans, it probably did not surprise the governments that have most strongly opposed action in Iraq, including France and Germany. Diplomats from these nations do not dispute Defense Secretary Donald H. Rumsfeld’s assertion that ‘any country on the face of the Earth with an active intelligence program knows that Iraq has weapons of mass destruction’. All supported Security Council Resolution 1441, which said a false statement by Iraq about its weapons, coupled with failure ‘at any time’ to ‘cooperate fully’ in disarmament, would be a ‘material breach’ leading to ‘serious consequences’. None say Iraq has complied. Until now, however, they have cynically argued that the inspectors must uncover evidence proving what they already know, or that it’s too early to judge Saddam Hussein’s cooperation. Mr. Powell’s presentation stripped all credibility from that dodge.

France was ready with a fallback position yesterday. Foreign Minister Dominique de Villepin acknowledged Iraq’s defiance of the Security Council and the consequent failure of inspections and then argued that the world should respond by... dispatching more inspectors. This hardly qualifies as the ‘serious consequences’ Paris formally endorsed on Nov. 8, but Mr. de Villepin argued, in effect, that a climb down is preferable to war. Indeed, war must always be a last resort, but the French solution offers no credible path to Iraqi disarmament. Twelve years of experience have demonstrated that it is impossible to strip an unwilling totalitarian government of its weapons by such means. As Mr. Powell asked, how could inspections ever determine which 18 of Iraq’s tens of thousands of trucks carry mobile biological weapons labs? By choosing such a course, the Security Council would send Saddam Hussein the message that it remains the ineffectual body that shrank from enforcing 16 previous resolutions. By proposing it, France and those who support it are setting the stage for another momentous development they claim to oppose: the transfer of responsibility for countering the most serious threats to international security from multilateral institutions to the world’s sole superpower”.

Step 1 – We check the context and reliability of the source

- ▶ What is the name of the source hosting the article or text?
- ▶ Do we know the authorship?
- ▶ What type of media outlet or author published the article, and what conclusions can we draw from reviewing other content from that media outlet or author?
- ▶ What can we find out about the media outlet and the author; can we find out their political leanings?

Step 2 – We analyse the content or message

- ▶ Is it accompanied by visual support? If so, what does this support look like, is it a photograph or illustration, does it support the message, is the author of the photograph or illustration referenced?
- ▶ What claims do they make?
- ▶ Are these claims supported by solid, verifiable evidence?
- ▶ What kind of language do they use to persuade the audience?
- ▶ How is the source presented to us: as factual information, as personal opinion, as satirical content?
- ▶ Can the author’s motivation be inferred?
- ▶ What emotion does it want to elicit?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - the same news item in other media at the same time and later;
 - media dedicated to verification tasks;
 - in the case of social networks, we can check whether context has been added by other users;
 - academic articles on the topic to help us better understand the context.

Step 4 – We assess the veracity of the news item

▶ After analysis and cross-checking of sources, we conclude that:

- the news item is totally false because:
- the news is partially false because:
- we cannot know whether it is true or false because:

- ▶ Would you say that this news is conducive to hate speech? If so, against whom, and how does it do so?
- ▶ What do you think you have learned about source analysis?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Fletcher Johnson W. (1916), *America's foreign relations*, The Century Company, New York.

Leguineche M. (2017), *Yo pondré la guerra: Cuba, 1898. La primera guerra que se inventó la prensa*, Ediciones B, Madrid.

Remesal A. (1998), *El enigma del Maine: el suceso que provocó la guerra de Cuba, ¿accidente o sabotaje?*, Plaza y Janés, Barcelona.

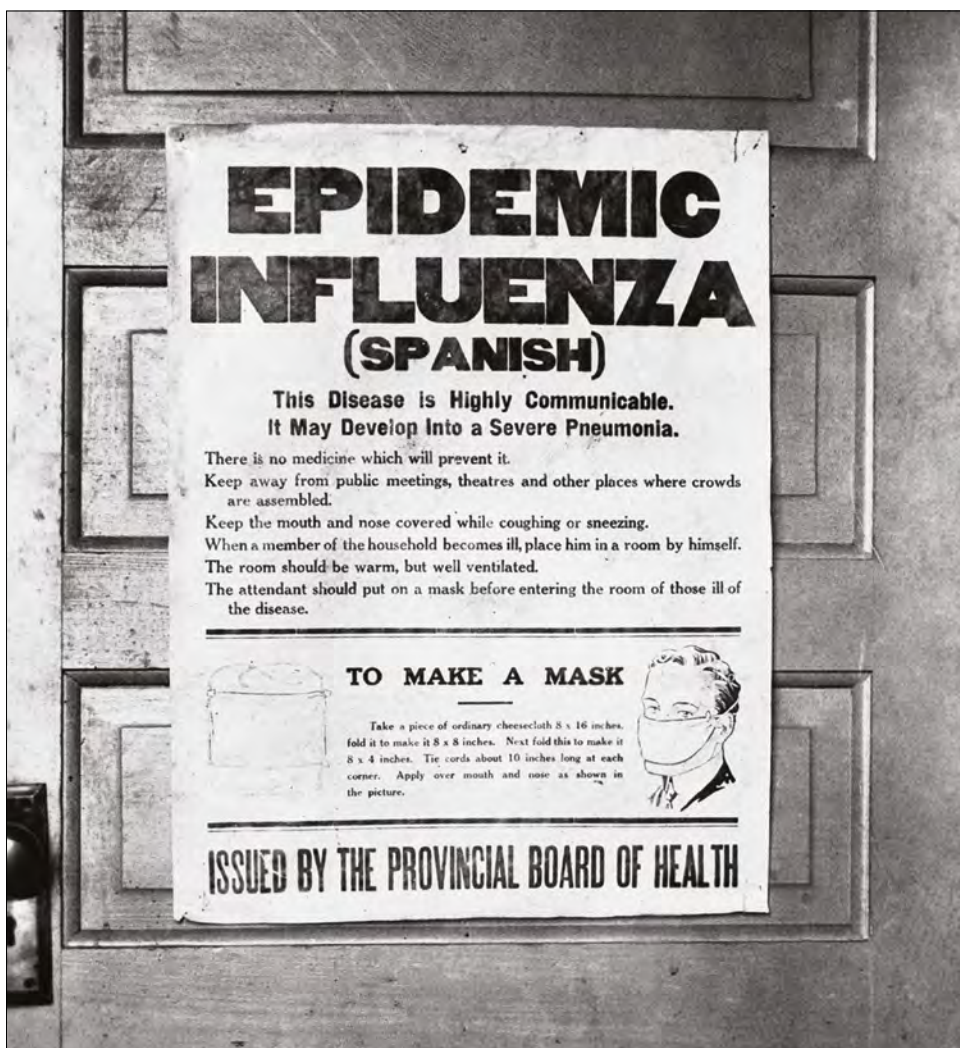
Suárez-Cortina M. (2006), *La España liberal (1868-1917)*, Editorial Síntesis, Madrid.

Swanberg W. A. (1967), *Citizen Hearst*, Bantam Books, New York/Toronto/Tokyo.

- ▶ The 1918-1920 flu was also known as the Spanish flu. What were the reasons for this?
 - The disease originated in Spain.
 - Because of the First World War, the disease was only openly reported about in Spain.
 - It was called so because of the condescension of other European countries towards Spain, which was seen by some as a backward country.
- ▶ Have you heard of the “Chinese flu”?
 - Yes
 - No
- ▶ If yes, which pandemic do you associate it with?
 - Covid-19
 - Avian influenza or bird flu
 - I don't know.

Analysis of documents

- 🔍 Document 1 – Poster of the Provincial Board of Health with advice on how to prevent “Spanish flu”, in Alberta (Canada), circa 1918



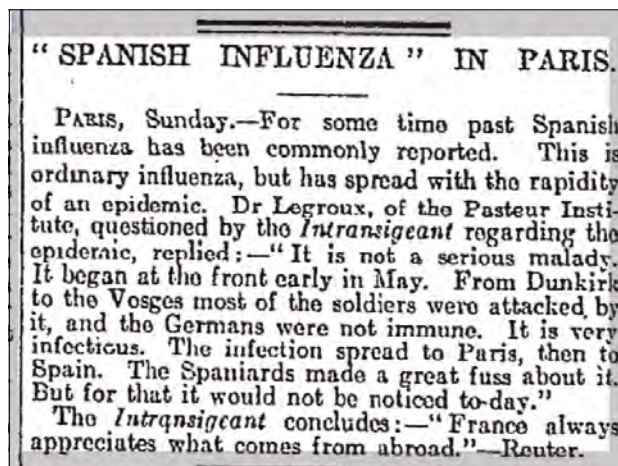
Source: Photograph from Glenbow Library and Archives, Archives and Special Collections, University of Calgary. Museum of Health Care at Kingston, available at <https://museumofhealthcare.blog/image-1-2/>, accessed 15 July 2024.

🔍 Document 2 – News item in the *Hull Daily Mail* (English regional newspaper), 29 May 1918



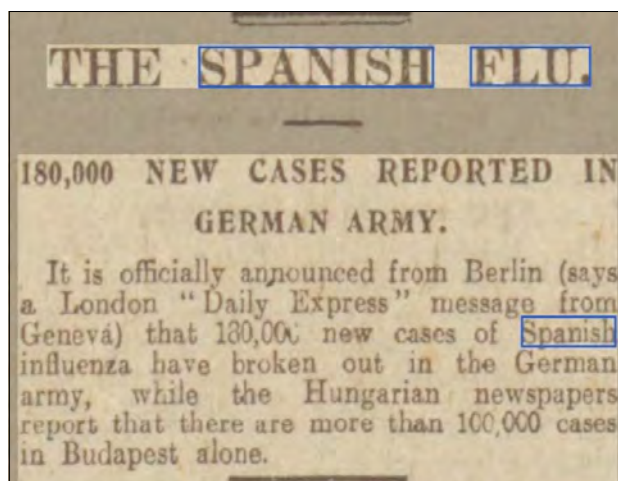
Source: "The Spanish 'Plague'", *Hull Daily Mail*, 29 May 1918, p. 3, available at the British Newspaper Archive, www.britishnewspaperarchive.co.uk/ (charges apply), accessed 15 July 2024.

🔍 Document 3 – News item in *The Scotsman* (Scottish newspaper), 24 June 1918



Source: "Spanish Influenza' in Paris", *The Scotsman*, 24 June 1918, p. 3, available at the British Newspaper Archive, www.britishnewspaperarchive.co.uk/ (charges apply), accessed 15 July 2024.

🔍 Document 4 – News item in the *Liverpool Echo*, 8 October 1918



Source: "The Spanish Flu", *Liverpool Echo*, 8 October 1918, available at the British Newspaper Archive, www.britishnewspaperarchive.co.uk/ (charges apply), accessed 15 July 2024.

 **Document 5 – Advertisement on the protective effects of peppermint tablets against influenza in *The Illustrated London News*, 9 November 1918**



Source: Advertisement for Formamint, throat lozenges, titled “Why catch their influenza?”, in *The Illustrated London News*, 9 November 1918. Source owned by The National Archives, catalogue reference: ZPER 34/153.

Step 1 – The context or reliability of the source (Who is behind the information?)

In order to assess the reliability of the documents presented above, it is essential to know the context in which they were written. In this case, we are starting from different sources: a Canadian source, as well as sources from one of the belligerent countries, the United Kingdom, in 1918, in which it is stated that an epidemic (a disease that spreads in a specific time and place) becomes a pandemic (when the disease spreads over large areas, even several continents). When analysing these sources, the origin of the sources must be taken into account in order to be able to assess the different interests that might have been involved.

- ▶ Do the documents presented belong to the period under analysis?
 - Yes
 - No
 - I don't know.

- ▶ Indicate the types of documents provided above.
 - Document 1:
 - Document 2:
 - Document 3:
 - Document 4:
 - Document 5:

- ▶ Do you find any kind of intentionality in dealing with the information?
 - Yes, in all documents.
 - No, they are all objective.
 - In one or more documents. Specify the answer:
 -
 -

- ▶ The 1918-1920 influenza occurred in the final moments of the First World War (1914-1918). How might this context have influenced its impact?
 - It was decisive in the final outcome of the war.
 - It had a notable influence but was not decisive in the final outcome of the conflict.
 - It hardly had any influence on the final outcome of the conflict.
 - I don't know.
- ▶ According to the sources consulted, where can we place the origin of the pandemic?
 - Spain
 - The USA
 - France
- ▶ What role did the media play in the idea that the flu originated in Spain?
 - They played a key role in propagating this idea.
 - They were influential, but not decisive.
 - They hardly had any influence on the spread of this idea.
 - I don't know.
- ▶ Can this be considered an example of fake news?
 - Yes
 - No
 - I don't know.
- ▶ Do you consider the documents provided to be reliable sources?
 - Yes
 - No
 - I don't know.

Step 2 – Analysis of the article or message (What is the evidence?)

- ▶ After completing the previous analysis, we are going to analyse current news. Our aim will be to check the veracity and reliability of the following news item.

Document 6 – Article questioning the effectiveness of vaccines as a means of fighting a pandemic

“Only those vaccinated died: the macabre deception of the 1918 Spanish flu”



Source: “Only the vaccinated died: the macabre hoax of the 1918 Spanish flu”, *Omnia*, 11 April 2021, available at <https://www.omnia.com.mx/noticia/179430#.Yf7bNXXOZRU.whatsapp>, accessed 15 July 2024.

Document 7 – Example of the impact of the article under analysis on social networks



Source: “El macabro engaño de la gripe de 1918”, X, 25 June 2022, available at <https://twitter.com/ElContrafuerte/status/1540731616460476417>, accessed 31 July 2024.

Translation: “The macabre hoax of the 1918 flu: It was neither flu nor Spanish flu, only vaccinated people died”.

Post-war autopsies showed that the 1918 flu was caused by an experimental bacterial meningitis vaccine that mimics flu symptoms”.

► How would you rate the reliability of this text?

- High
- Medium
- Low

► Message and evidence:

a. Do you think the claims made in the text serve to give greater truth to the argument?

- Yes
- No
- I don't know.

b. What is the purpose of using the data presented in the text?

- To provide scientific data to support the main idea in the text.
- To generate a state of opinion favourable to the main idea in the text.
- I cannot distinguish the intentionality of the text.

c. How do you assess the sources of information used in the news item?

- They are supported by solid evidence.
- They are not supported by solid evidence.
- I don't know.

► What do you think was the author's motivation?

- Political motivation:
- Informational motivation:
- I don't know.

Step 3 – Contrast or side reading: other sources of information (What do other sources say?)

In order to verify a source, whether past or present, it is essential to look at other sources of information, both primary and secondary. We call this exercise “side reading” because we open new tabs in our browser to look for other sources of information. We can consult books or articles that have been edited and reviewed, as well as other primary sources that have the same date and subject matter as the source we want to check.

In order to contrast the information provided in Document 6, we provide you with these other sources of information to enable you to carry out this side reading. These are articles that appeared in the press on the centenary of the 1918 influenza pandemic or that compared this pandemic with Covid-19.

Document 8 – Current article on the 1918-1920 flu

“The deadly pandemic that killed more than 50 million people worldwide between 1918 and 1920 has gone down in history as the ‘Spanish flu’. Scientists have not been able to pinpoint the source of the virus. However, researchers agree that the most plausible hypothesis is that the virus originated in the United States, in the remote county of Haskell, Kansas. None of the experts’ theories suggest that the devastating epidemic originated in Spain. However, even today, when looking for historical parallels to the new coronavirus pandemic that has struck a third of humanity, the misnamed ‘Spanish flu of 1918’ remains one of the most recurring examples. Spain’s neutrality during the First World War is responsible for this undeserved baptism.

‘Epidemiological evidence suggests that a new influenza virus originated in Haskell County in early 1918 and travelled to ... a huge army base and from there to Europe’, explains John M. Barry in *The Great Flu: The Epic Story of History’s Deadliest Plague* (Penguin Group, 2004). According to Barry, author of perhaps the most comprehensive recent historical study of the devastating virus of 1918, reissued in 2018 to mark the centenary of the pandemic, the disease ‘spread across North America to Europe, South America, Asia and Africa.’...

[...] So why did this virulent pandemic go down in history as the ‘Spanish flu’? With large numbers of soldiers infected, the epidemic disrupted the military strategies of the countries involved in the First World War. ‘These were changes that it was important to conceal from the enemy, so the belligerent countries censored news of the epidemic’, explains Echeverri Dávila. On the other hand, historians agree that Spain’s neutrality during the First World War allowed the country’s press to report freely on the influenza affecting the population, the first cases of which began to appear in May 1918, ‘which is why’, the sociologist concludes, ‘the disease was undeservedly christened the Spanish flu’, a name that history has not only failed to erase, despite the evidence, but has also revived.”

Source: Patricia R. Blanco, “La injustamente apodada gripe española de 1918”, *El País*, 31 March 2020.

Document 9 – Repository of information on the 1918-1920 flu



The screenshot shows a webpage from the National Archives. At the top, it says "National Archives News" in a dark blue header. Below that, a breadcrumb trail reads "Home > National Archives News > Special Topics Pages > The Flu Pandemic of 1918". The main title of the page is "The Flu Pandemic of 1918". Below the title is a large black and white photograph showing a group of Red Cross workers in white protective suits and masks, working at a table to make anti-influenza masks. In the bottom right corner of the photo, there are social media icons for Facebook and Twitter. Below the photo, a caption reads: "Red Cross workers make anti-influenza masks for soldiers, Boston, Massachusetts. (National Archives Identifier 45499341)".

Source: United States of America National Archives, “The Flu Pandemic of 1918”, available at www.archives.gov/news/topics/flu-pandemic-1918, accessed 15 July 2024.

 Document 10 – 1918 press advertisements on influenza prevention



Source: Suyin Haynes, "You Must Wash Properly". Newspaper ads from the 1918 flu pandemic show some things never change", *Time*, 27 March 2020, available at <https://time.com/5810695/spanish-flu-pandemic-coronavirus-ads/>, accessed 15 July 2024.

 Document 11 – News in the *Nassau County Leader*, 18 October 1918, already questioning the Spanish origin of the flu



Source: *Nassau County leader*, 18 October 1918, available at <https://chroniclingamerica.loc.gov/lccn/sn95026701/1918-10-18/ed-1/seq-1/#words=Influenza+Service+FLU+influenza+Health+Spanish+Public>, accessed 15 July 2024.

► Reflect and write down the information provided by the sources to contrast with Document 1.

	Type of source	Information provided
Document 8		
Document 9		
Document 10		
Document 11		

Step 4 – Conclusions

- ▶ After your analysis and cross-checking Document 1 with the information contained in Documents 8, 9 and 10, do you think that:
 - the sources are reliable;
 - the sources are partly reliable. They may use true data or facts which, when taken out of context, distorted or exaggerated, take on a different or even opposite meaning to the true meaning;
 - I cannot know whether they are reliable or unreliable;
 - I can't tell if the information is true or false.
- ▶ Would you say that the sources demonstrate a process of disinformation?
 - Yes
 - No
 - I don't know.

For qualitative analysis via forum

After completing the analysis above, we are going to analyse some current news. Our objective will be to verify the veracity and reliability of the following news item. To do this, you can follow the steps indicated and share your conclusions in the forum.

- ▶ What do you think you have learned about source analysis?
- ▶ Could you apply the methodology you have learned and follow the above steps for the following news item?



Source: *Alerta Digital*, 1 March 2023.

Translation: US Supreme Court confirms that the damage caused by Covid mRNA gene therapies is irreparable and that “anti-Covid vaccines are not vaccines”

Step 1 – We check the context and reliability of the source

- ▶ What is the name of the source hosting the article or text?
- ▶ Do we know the authorship?
- ▶ What type of media outlet or author published the text or photograph; what conclusions can we draw from reviewing other content from that media outlet or author?
- ▶ What can we find out about the media outlet and the author; can we find out their political leanings?

Step 2 – We analyse the content or message

- ▶ Is it accompanied by visual support? If so, what does it look like, is it a photograph or an illustration, does it support the message, is the authorship of the photograph or illustration referenced?
- ▶ What claims do they make?
- ▶ Are these claims supported by solid, verifiable evidence?
- ▶ What kind of language does it use to persuade readers of the message?
- ▶ How is the source presented to us: as factual information, as personal opinion, as satirical content?
- ▶ Can we deduce the author’s motivation?
- ▶ What emotion is the message intended to evoke?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - the same news item in other media;
 - media dedicated to verification tasks;
 - in the case of social networks, we can check if context has been added by other users. These references can give us a clue as to their veracity, which we then need to check;
 - academic articles on the topic to help us better understand the context.

Step 4 – We assess the veracity of the news item

- ▶ After your analysis and cross-checking of sources, we come to the conclusion that:
 - the news item is totally false because:
.....
.....
.....
 - the news is partially false because:
.....
.....
 - we cannot know whether it is true or false because:
.....
.....
- ▶ Would you say that this news item is provoking hate speech? If so, against whom; how does it do so?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Echeverri Dávila B. (1993), *La Gripe Española. La pandemia de 1918-1919*, Centro de Investigaciones Sociológicas, Madrid.

Fuentes Codera M. (2023), *La gripe de 1918. Una aproximación política y cultural tras la pandemia de Covid*, Prensas de la Universidad de Zaragoza, Zaragoza.

Gil J. A. (2022), *La pandemia de gripe de 1918 en la prensa española*, Sociedad Española de Microbiología.

Porrás Gallo M. I. (2020), *La Gripe Española, 1918-1919*, Los libros de la Catarata, Madrid.

VV.AA. (2019), *100 años de la Gripe Española*, Academia Alfonso X El Sabio, Toledo.

4 – Wartime propaganda: the German Corpse Factories during the First World War (1914-1918)

Introduction

It is often said (to paraphrase the Greek playwright Aeschylus) that truth is the first casualty of war. In the case of the First World War, this was certainly the case. Great armies were raised and enormous sacrifices were demanded of them. This titanic task was supported by lies about the enemy, censorship of events and the exaltation of patriotic values. Both the Entente and the Central Powers (the two opposing sides) set in motion veritable machines of fabricating lies about the enemy. At the time, this was not called “fake news”, but rather propaganda. Whereas German propaganda, according to the historian Stephen Badsey (2020), “played for the flag and was aimed at the enemy to make him realise, in triumphalist tones, that he was going to lose the war”. By contrast, Badsey argues that “British propaganda was more subtle and sophisticated, and ultimately more effective, because it was aimed at its own civilian population, distorting the truth with euphemisms and behaving like a lawyer trying to win the case for his client”. To this end, the War Propaganda Bureau (WPB) spread stories that dehumanised the enemy, such as the one we propose to analyse, which claimed that the Germans, faced with a shortage of fat and ammunition, were processing the corpses of their own soldiers in factories hidden in forests, far from the trenches.

How do you think this story was reported in the British news media? Do you think its coverage reflected the truth about what was happening on the western front? How did such news portray the Germans?

We invite you to analyse the information or disinformation reflected in the following news items or historical sources with a triple objective: to assess their veracity, to determine whether a news item can convey a message of hatred towards a group and, above all, to learn how to detect fake news today.

Analysis of documents

Document 1 – News item on the processing of soldiers’ corpses by the German army

During the First World War, in the English-speaking context, the term “the Huns” was popularised to refer to Germany and the Austro-Hungarian Empire, thus attributing to them the characteristics of “barbarian peoples”. This association of “Huns” and “barbarians” goes back to the time of the Roman Empire, when the Huns were seen as “barbarians”.

Transcription:

“We pass through Everguicourt. There is a dull smell in the air, as if lime were being burnt. We are passing the great corpse exploitation establishment (Kadaververwertungsanstalt) of this army group. The fat that is won here is turned into lubricating oils, and everything else is ground down in the bones mill into a powder, which is used for mixing with pigs’ food and as manure”.

This description of the German Corpse Exploitation Establishment behind their lines north of Reims is furnished by Herr Karl Rosner, special correspondent of the Berlin Lokalanzeiger on the Western Front. The statement corroborates an account of this new and horrible German industry which appeared in the *Indépendance Belge* for 10th April ... Moreover, it will be recalled that one of the American consuls, on leaving Germany in February, stated in Switzerland that the Germans were distilling glycerine for nitro-glycerine from the bodies of their dead, and this were obtaining some of their explosives.

The Belgian account referred to (omitting the more repulsive details) states: ‘We have known for long that the Germans stripped their dead behind the firing line, fastened them into bundles of three or four bodies with iron wire, and then dispatched these ghastly bundles to the rear. Until recently trains loaded with the dead were sent to Leraing, near Liege, and a point north of Brussels ... it was noted that on each wagon was written: ‘D.A.V.G; an acronym of German Offal Utilization Company [referring to a company in charge of processing corpses] from the West front ... If the results are as good as the company expects, another will be established to deal with corpses on the East front’.

'The factory is invisible from the railway. It is placed deep in forest country, with a specially thick growth of trees about it. Live [electricity] wires surround it. A special double track leads to it. The works are about 700 feet long and 110 feet broad, and the railway runs completely round them. In the north-west corner of the works the discharge of the trains takes place. The trains arrive full of bare bodies, which are unloaded by the workers who live at the works. The men wear oilskin overalls and masks with mica eyepieces. They are equipped with long, hooked poles, and push the bundles of bodies to an endless chain, which picks them with big hooks, attached at intervals of 2 feet. The bodies are transported on this endless chain into a long, narrow compartment where they pass through a bath which disinfects them. They then go through a drying chamber and finally are automatically carried into a digester or great cauldron ... where they remain from six to eight hours and are treated by steam, which breaks them up while they are slowly stirred by machinery. From this treatment result several products. The fats are broken down into stearine, a form of tallow, and oils, which require to be redistilled before they can be used. The process of distillation is carried out by boiling the oil with carbonate of soda, and some part of the by-products resulting from this is used by German soapmakers ...

There is also a laboratory, and in charge of the works is a chief chemist, with two assistants and 78 men. All the employees are soldiers ... and under no pretext is any man permitted to leave the premises. They are guarded as prisoners at their appalling work."

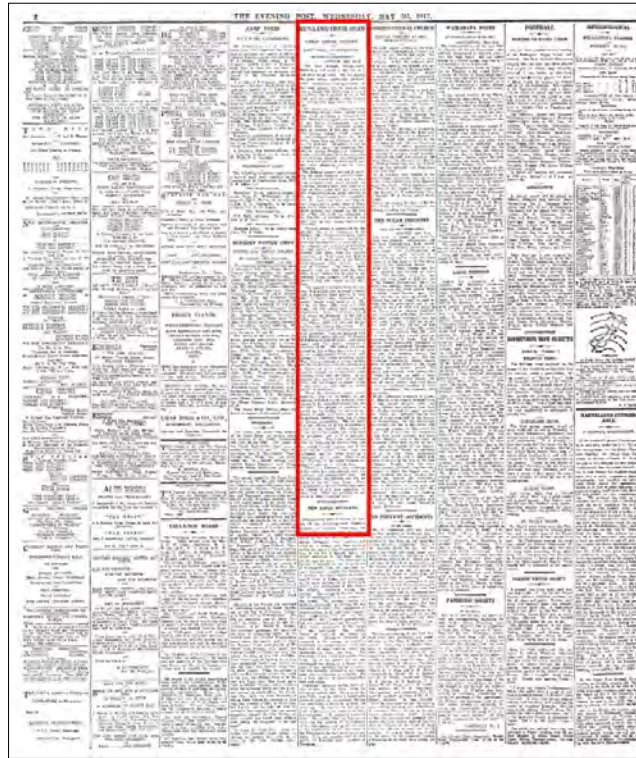


Source: "Huns and their dead", *The Evening Post*, 30 May 1917, p. 2.

Step 1 – The context or reliability of the source (Who is behind the information?)

Context is essential to understanding a document or source and assessing its reliability. To understand this source, we need to look at where it was published. The second page, where the article was found, looked as follows.

Document 2 – Page 2 of *The Evening Post*, 30 May 1917



- ▶ Complete this basic information.
 - a. Name of the source:
 - b. Authorship:
 - unknown
 - known:

- ▶ Look at the medium in which Document 1 was published and indicate what type it is.
 - It is an item of written media.
 - It is a pamphlet.
 - It is a military newspaper.
 - I don't know what it is.

- ▶ Look at the rest of the information on the page. What do the items suggest to you?
 - I think the news is presented in a hierarchical manner, with this one being the most important.
 - I think the news is all equally important because it is not presented in a hierarchical manner.
 - I don't know.

- ▶ Do a search on this media outlet and indicate its political leanings.
 - It is an example of a conservative-leaning media outlet.
 - It is an example of a progressive media outlet.
 - It is an example of a sensationalist (tabloid) media outlet.

Step 2 – Analysis of the article or message (What is the evidence?)

- ▶ Visual support: is the article accompanied by visual support?
 - Yes
 - No

- ▶ Message and evidence:
 - a. What statement/s is/are made (more than one option can be ticked)?
 - The Germans make different products from animal carcasses.
 - The Germans make different products from the corpses of enemy soldiers.
 - The Germans make different products from the corpses of their own soldiers.
 - The processing factory is located on the western front.
 - The processing factory is located on the eastern front.
 - Specific facts are given about the factory hidden in the forest.

 - b. How do you rate the sources of information used in the story?
 - They are supported by solid evidence.
 - They are not supported by strong evidence.
 - I don't know.

 - c. How is the source presented to us?
 - It is presented as factual information.
 - It is presented as a personal opinion.
 - It is presented as satirical content.
 - I don't know.

 - d. What tone is used to persuade the audience of the document?
 - A calm, informative tone.
 - An aggressive tone.
 - A joking tone.
 - I don't know.

 - e. Do you think the author has a motivation for publishing this document? If so, please indicate what that motivation might be.
 - Political motivation:
.....
.....
 - Economic motivation:
.....
.....
 - Other:
.....
.....
 - I don't know.

 - f. What emotion do you think the article was intended to evoke?
 - Outrage at the actions of the Germans.
 - Sympathy for the dead German soldiers.
 - Not intended to evoke any emotion.

Step 3 – Contrast or side reading: what do other sources of information say?

In order to verify a source, whether past or present, it is essential to turn to other sources of information, both primary and secondary. We call this exercise “side reading” because we open new tabs in our browser to look for other sources of information. We can consult books or articles that have been edited and reviewed, as well as other primary sources that share a date and topic with the source we want to check.

In order to contrast the information provided by Document 1, we provide you with these other sources of information to enable you to do this side reading.

Document 3 – Article on an online portal dedicated to the First World War.

Title: The *Kadaververwertungsanstalt*, or the art of making bars of soap from the corpses of German soldiers

Text: Soap and tallow made from the bodies of German soldiers killed at the front. Incredible, but true. This “horror story” was one of the best “gems” that the British War Propaganda Bureau (WPB) managed to invent and, worse still, sell to the British and world press.

The lurid story of the *Kadaververwertungsanstalt* appeared in *The Times* and *Daily Mail* in mid-April 1917. Both media were used by the WPB, and especially by Lloyd George’s British government, to further punish the already reviled Germany in the news. The news echoed a brief report in the Belgian newspaper *L’Indépendance belge* (published in the UK), which in turn had picked up a story from another Belgian newspaper, *La Belgique*, published in Holland, which had “transcribed” a report from the German newspaper *Berliner Lokal-Anzeiger*, referring to the use of carcasses for the manufacture and production of animal fats.

The point (and here lies part of the “mystery”) is that while the German newspaper report was only 50 words long, the Belgian article was more than 500 words long. More importantly, while the German report referred to pack animals (horses, mules, etc.), the Belgians turned them into “human flesh’ ... for the production of animal fats ... to make bars of soap, explosives and glycerine ...” The chronicle made sense given the growing shortage of these materials due to the British blockade of the Central Powers.

The “horror story” spread like wildfire. Weeklies, illustrated magazines and satirical publications made their own “splash” with the story of the “soldiers-turned-soap”. Even *The New York Times* picked up on the macabre news... shortly after the US declared war on Germany ...

Source: F. Xavier González Cuadra, “La *Kadaververwertungsanstalt*, o el arte de hacer pastillas con cadáveres de soldados alemanes”, *The Great War 1914-1918*. Blog dedicated to the First World War, 15 August 2011, available at <https://lagranguerra1914-1918.blogspot.com/2011/08/la-kadaververwertungsanstalt-o-el-arte.html>, accessed 15 July 2024.

Document 4 – Graphic evidence that helped build this story provided by historian Stephen Badsey (2019; 2020)



Photo: Western front, 1915. German soldiers carry their dead in wagons, tied in bags. Unknown British author. Stephen Badsey (2019), *The German Corpse Factory: a study in First World War propaganda*, Helion & Company, Amherst.

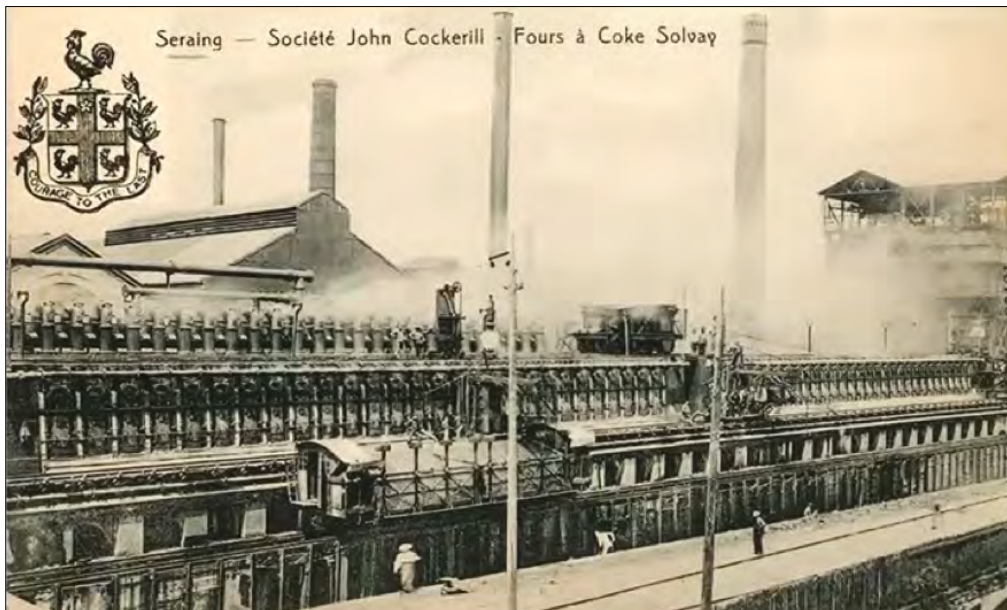


Photo: Blast furnaces in Seraing, Belgium, 1915. Photographer unknown. Stephen Badsey (2019), *The German Corpse Factory: a study in First World War propaganda*, Helion & Company, Amherst. The company Société John Cockerill was founded in Belgium in 1817 and produced industrial machinery from iron.

▶ **Document 5 – Comments by Stephen Badsey in an online lecture about his book *The German Corpse Factory***

“While the British and French buried their dead in makeshift cemeteries next to the trenches where they had died, the Germans took them further away in wagons to be buried in large cemeteries, in bags tied in bundles of four or six [see Document 4]. When the British and Belgians discovered this method, they asked themselves: where are they taking them? ... It is said that at the beginning of 1915 they took them by train to the furnaces of the Seraing steelworks in Belgium and burned them there. Why? Belgian propagandists claim that it was to hide the extent of their losses on the Western Front. And that in itself demonises the Germans, because the cremation of corpses at that time was like a desecration, a practice abhorrent to Christians ... So it was soon rumoured that perhaps they were not burning them, but processing them into fat and other products. Before the War Propaganda Bureau built up this hoax, it became an after-dinner joke at parties and dinners that year”.

Source: Excerpt from Stephen Badsey’s online lecture about his book, *The German Corpse Factory*, 27 December 2020, available at <https://youtu.be/lsgfk9BxsbE>, accessed 15 July 2024.

Document 6 – Graphic example of British anti-German propaganda



Source: *Punch* satirical magazine, 25 April 1917.

Title: "Cannon fodder – and after".

Text: The Kaiser, to a conscript in 1917 [pointing to a building with a sign reading *Kadaververwertungsanstalt*, German for "Corpse Disposal Factory"]: "And don't forget that your Kaiser will find a use for you – alive or dead" (At the enemy's "Establishment for the Utilisation of Corpses" the dead bodies of German soldiers are treated chemically, the chief commercial products being lubricant oils and pigs' food).

 Document 7 – Another graphic example of British anti-German propaganda



Source: Front page of the British satirical weekly *The Bystander*, 2 May 1917.

Title: "Alas! My poor brother!"

Image: A German worker pours glycerine into a howitzer shell from a jug bearing the imperial coat of arms, sighing for his dead "brother". The spread of the rumour was helped by the fact that grease and ammunition were in short supply in Germany because of the British naval blockade.

Author: Captain Bruce Bairnsfather.

- ▶ Reflect and write down what we can learn from each source to contrast with Document 1.

	Type of source	Information provided
Document 3		
Document 4		
Document 5		
Document 6		
Document 7		

Step 4 – Conclusions

- ▶ Let's go back to Document 1. After your analysis and cross-checking of sources, what do you think?
 - The news item is totally false.
 - The news item is partially false. It may use truthful data or facts which, when decontextualised, distorted or exaggerated, take on a different or even opposite meaning to the real one.
 - I can't tell whether it is true or false.

- ▶ What is the relationship between this news story and the social and political context? (You can choose more than one option).
 - The British propaganda office is trying to spread a hoax to get the civilian population to support the war against Germany.
 - The British propaganda office is trying to spread a hoax to make its soldiers fight harder.
 - The British propaganda office is trying to spread a hoax to demoralise the German enemy population.
- ▶ Would you say this news could generate hate speech?
 - Yes
 - I do not perceive hate speech.

For qualitative analysis via forum

After having completed the above analysis, we are going to analyse more recent news. Our aim will be to verify the veracity and reliability of the following news item. To do this, you can follow the steps indicated and share your conclusions in the forum. Could you apply this methodology and follow the above steps for the following source?

A front page headline of the German newspaper *Bild* supporting the NATO bombing of Yugoslavia in 1999 (Open this work in the forum).

But first, it is useful to provide the context and impact of the story reported in the German newspaper *Bild*, the day after the German defence minister, Social Democrat Rudolf Scharping, presented photographic evidence to parliament of alleged ethnic cleansing by Serbs of Kosovo Albanians in the village of Rugova in Kosovo in early 1999.¹⁷ This evidence was used to justify NATO's bombing of Yugoslavia that spring to end the Milošević regime. The German Government accompanied this with accusations against the Serbian Army and Government, which it accused of carrying out the Potkova Plan, a document which allegedly showed that the Serbs had planned the ethnic cleansing of Kosovo*.

Deshalb führen wir Krieg

Headline: "This is why we go to war".

Source: Front page of *Bild*, 28 April 1999.

(Below the headline, the newspaper had included one image of mutilated bodies of Albanians. The author eventually decided to remove the image on ethical grounds).¹⁸

Photographs: The Minister of Defence shows a printed photograph of dead Kosovo Albanians. Below (later deleted), are several corpses of supposed civilians next to Serbian soldiers.

Excerpts from Rudolf Scharping's statement to parliament the day before, as reported in the newspaper *Bild*:

"Is everything that thousands and thousands of raped women, traumatised children and old people are telling us suddenly to be overlooked, is all the killing that is going on there to be overlooked, is what people are telling us just invention and propaganda: that corpses are crushed with baseball bats, their limbs are cut off, their heads are chopped off and then they play football with them? How cynical do you have to be to talk so coldly about legal issues instead of about people who have been victims of genocide, executed by a killing machine ... that incinerates them in ovens like those used in Auschwitz?"

17. *All references to Kosovo, whether the territory, institutions or population, in this text shall be understood in full compliance with United Nations' Security Council Resolution 1244 and without prejudice to the status of Kosovo.

18. In case teachers would like to compare the images, they can obtain the deleted one from this [tweet](#).

Step 1 – We check the context and reliability of the source

- ▶ What is the name of the source that hosts the article or text?
- ▶ Do we know the authorship?
- ▶ What type of media outlet or author published the text; what conclusions can we draw from reviewing other content from that media outlet or author?
- ▶ What can we find out about the media outlet and the author; can we find out their political leanings?

Step 2 – We analyse the content or message

- ▶ Is it accompanied by visual support? If so, what does this support look like, is it a photograph or illustration, does it support the message, is the authorship of the photograph or illustration referenced?
- ▶ What claims are made by the article or text?
- ▶ Are these claims supported by solid, verifiable evidence?
- ▶ What kind of language is used to persuade the audience of the veracity of the document?
- ▶ How is the source presented to us – as factual information, as personal opinion, as satirical content?
- ▶ Can the author’s motivation be deduced?
- ▶ What emotion does it want to evoke?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - the same news item in other media at the same time and later;
 - specialised tools dedicated to verification tasks;
 - in the case of social media, we can check if context has been added by other users;
 - academic articles on the topic to help us better understand the context.

Step 4 – We assess the veracity of the news item

- ▶ After your analysis and cross-checking of sources, we conclude that:
 - the news item is totally false because:
.....
.....
 - the news is partially false because:
.....
.....
 - we cannot know whether it is true or false because:
.....
.....
- ▶ Would you say that this news item is conducive to hate speech? If so, against whom, and how does it do so?
- ▶ What do you think you have learned about source analysis?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Badsey S. (2019), *The German Corpse Factory: a study in First World War propaganda*, Helion & Company, Amherst.

Badsey S. (2020), Online lecture on *The German Corpse Factory: a study in First World War propaganda*, 27 December, available at <https://youtu.be/lsgfk9BxsbE>, accessed 15 July 2024.

González D. (2012), *Propaganda e información en tiempos de guerra*, Silex Ediciones, Madrid.

Ponsonby A. (2023), *Falsedad en tiempos de guerra: mentiras propagandísticas de la Primera Guerra Mundial* [Falsehood in wartime: propaganda lies of the First World War], Athenaica Ediciones, Seville.

5 – Boycott of the 1936 Olympic Games

Introduction

On 13 May 1931, the International Olympic Committee (IOC) decided that the 1936 Olympics would be held in Berlin. The political context of 1931, when the IOC chose the German capital for the Olympic Games, was completely different from the situation in 1936, the year of the games. In fact, one of the initial objectives of the choice had been the reintegration of Germany into the international community after its defeat in the First World War.

However, in 1933, Adolf Hitler, leader of the National Socialist German Workers' Party (NSDAP, commonly known as the Nazi party), was appointed Chancellor of Germany. The Nazi party had an ultra-nationalist, antisemitic and racist agenda in which violence was considered acceptable to achieve its goals. Internationally, Hitler and the Nazi party had the clear intention of breaking with the Treaty of Versailles and demonstrated this through the expansionist intentions synthesised in the Nazi idea of "living space" (*Lebensraum*). If all this was not clear enough in 1933, through the implementation of the Nuremberg Laws on 15 September 1935 the Nazi regime officially turned Germany into a racist and antisemitic country.

Moreover, the possibility of holding a Summer Olympics in Berlin offered Nazi Germany the opportunity to show the world the supposed advantages of its regime and its achievements. They were also meant to serve as a platform to spread racist Nazi ideas of the superiority of the Germanic people over the rest. Indeed, the regime explicitly announced that no Jewish athletes would be allowed to compete for Germany, although in the end a Jewish fencer, Helene Mayer, did compete and won the silver medal.

The doubts began to emerge in some international circles about the suitability of the Nazi regime to hold such an event, whose values include the promotion of peace and brotherhood among peoples and the non-restriction of participation on the basis of class, colour or creed. These apprehensions provoked a movement calling for a boycott of the Olympic Games by democratic nations, especially the United States of America. In response to this movement, the Nazi regime launched a skilful disinformation campaign promising to include Jewish athletes in the German Olympic team and to comply with the Olympic Charter, both of which would later be broken. Moreover, there was opposition to the boycott from figures such as the founder of the modern Olympic movement Pierre de Coubertin, the IOC president at the time Count Henri de Baillet-Latour of Belgium and, above all, the US Olympic Committee president Avery Brundage. This opposition eventually led to the failure of the boycott movement. Brundage argued that "the Olympic Games belong to the athletes, not the politicians".¹⁹

The 1936 Summer Olympics in Berlin eventually broke the record in terms of the number of participating nations. It should be noted that one of the nations that refused to participate in these Olympic Games was Spain, which instead proposed to hold the People's Olympiad in Barcelona as an anti-fascist alternative, a proposal which was thwarted by the outbreak of the Civil War in July 1936.

A fortnight before the start of the Olympics, with US participation ensured, the SS (Schutzstaffel which was a political police loyal to the Nazi party) made major raids in the city of Berlin to get Roma people off its streets. Some 800 Roma were arrested and interned in a special camp in the Berlin suburb of Marzahn.

The Nazi regime partly achieved its goals, as Germany won the most medals in total (101), far ahead of the second-placed United States, with 56 medals. However, the goal of showcasing the supposed superiority of the Aryan race through its triumph in sporting events, especially athletics, was partially eclipsed by the success of the African-American athlete Jesse Owens. With four gold medals, he was the undisputed hero of these controversial 1936 games.

We invite you to analyse the information or disinformation reflected in the following news items or historical sources with a triple objective: to assess their veracity, to determine whether a news item can convey a message of hatred towards a group and, above all, to learn how to detect fake news today.

19. Cited in "The Nazi Olympic Games Berlin 1936", United States Holocaust Memorial Museum, available at www.ushmm.org/exhibition/olympics/?content=favor_participation&lang=en, accessed 18 July 2024. The original quote is from the article: Brundage A. (1933), "Fair play for American athletes", *The Amateur Athlete*, December.

Initial questions

- ▶ Which Olympic Games do you remember most?
- ▶ The Olympic Games are:
 - a simple sporting event;
 - a sporting and cultural event meant to promote brotherhood between peoples;
 - a sporting event marked by political and economic interests.
- ▶ What does boycotting the Olympic Games involve?
 - Not participating for political reasons.
 - Participating, but protesting against its celebration.
 - I wouldn't know what to say.
- ▶ Was there a boycott at these Olympic Games?
 - Moscow 1980.
 - Los Angeles 1984.
 - I don't know.
- ▶ Before discussing this topic or reading the introduction, did you know that a Summer Olympics was held in Berlin in 1936, while Hitler was the leader of Germany?
 - Yes
 - No
- ▶ Do you know what the Nuremberg Laws of 1935 are?
 - Yes
 - No
- ▶ Do you think that the values of Olympism can be compatible with national socialism?
 - Yes
 - No

Analysis of documents

Document 1 – Coca-Cola bottle opener in the shape of a swastika



Source: Mukti Jain Campion, "How the world loved the swastika – until Hitler stole it", *BBC News*, 23 October 2014, available at www.bbc.co.uk/news/magazine-29644591, accessed 18 July 2024. Photo © S. Heller

 Document 2 – Coca-Cola advertisement



Source: Marcos Martínez Chacón, “Coca-Cola ad supporting Nazi Germany is fake”, *AP News*, 4 May 2022, available at <https://apnews.com/article/ap-verifica-036864043482>, accessed 18 July 2024.

“One people, one empire, one drink”. This is a modified Nazi slogan as the original was: “One people, one empire, one leader”.

Step 1 – The context or reliability of the source (Who is behind the information?)

Knowledge of the context in which the documents presented were produced is fundamental in order to determine their reliability. Here we start with two images related to the multinational beverage company Coca-Cola. Knowledge of the context of both can determine whether what we are interpreting is reliable information or not.

- ▶ Do the images presented belong to the period under analysis?
 - Yes
 - No
- ▶ How would you define what you are seeing?
 - Merchandise from the 1936 Berlin Olympics.
 - Objects out of context.
- ▶ Do you find any kind of intentionality in dealing with the information provided by the images?
 - Yes
 - No
- ▶ Do you think these objects associate or identify Coca-Cola with the Nazi regime?
 - Yes
 - No
- ▶ Do you know of any other cultures that use the swastika as a symbol?
 - Yes
 - No
- ▶ Did you know that an English artist called on his followers to make fake Coca-Cola ads in 2004?
 - Yes
 - No
- ▶ If we check the images, we can say that Document 1:
 - is a bottle opener from 1905;
 - is a bottle opener from the 1936 advertising campaign.

- ▶ If we verify the images, we can say that Document 2:
 - is a genuine poster;
 - is a fake poster.
- ▶ If you have doubts about the verification, can this be considered an example of decontextualisation?
 - Yes
 - No
 - I am not sure.
- ▶ Do you consider the images provided to be reliable sources?
 - Yes
 - No
 - I am not sure.

Step 2 – Analysis of the article or message (What is the evidence?)

Document 3 – Statements to the press by Avery Brundage (president of the US Olympic Committee) in 1935

Avery Brundage Says Racial Issue Hardly Will Enter Olympics

CHICAGO, July 26 (AP)—Avery Brundage, president of the American Olympic committee, said today he knew of no racial or religious or political interference of should not be represented in the Olympic games at Berlin in 1936.

"I haven't heard of anything to indicate discrimination against athletes of any race or religion since last year when there were reports that Jewish athletes might not be permitted to represent Germany in the games," he said. That question was answered by assurances from German political and sports leaders that there would be no racial, religious or political interference of their own country with great interest.

They pin their hopes on continued party strife in the Iberian peninsula, praying that eventually the people will grow weary of Republican experiments and call back the monarchists. When that time comes most of the royalists agree and Prince Juan, 20-year-old Alfonso's third son, is the logical candidate for the throne.

Hungary Wary Of Otto

One nation intensely interested in Otto's progress is Hungary, a kingdom without a king. There, according to the latter of the constitutional, the government is a regency postponing settlement of the dynastic question "until such time as the people are freed from external pressure."

Admiral Horthy, regent for 11 years, looks with little favor on Otto or any other candidate. His natural objections are backed by the little entente which fears restoration of the old Austro-Hungarian ruling family would mean attempts to restore pre-war boundaries. But many Hungarian royalists think Otto is the logical candidate for the king of the Magyars and are working to get him on the vacant throne.

In Holland the former German Kaiser, whose defeat brought the fall of other monarchs with him, walks about his rose gardens, saws wood and says little. But back in the Reich his grey-haired son, the crown prince, talks with Hitler, and another son serves under the swastika as an ardent Nazi, and his grandson, Prince Louis Ferdinand, flies a plane for Germany.

"I may kind. I know of no reason for questioning these guarantees."

"I don't know what charges of discrimination Mr. Mahoney (Jeremiah T. Mahoney, president of the amateur athletic union) had in mind yesterday when he said he would if they were substantiated, vote against participation in Berlin."

"In any case," he continued, "Germany has nothing whatsoever to do with the management of the games. The Germans provide the facilities and make preliminary arrangements, but that is all."

THE NAME is important!

Kellogg's CORN FLAKES

FOR QUALITY

All "Corn Flakes" aren't alike. When you are offered a substitute for genuine Kellogg's Corn Flakes, remember it is seldom in a spirit of service.

Source: *The Dothan Eagle* (Dothan, Alabama), 26 July 1935, Newspapers.com.

Transcription:

"Avery Brundage Says Racial Issue Hardly Will Enter Olympics

Chicago, July 26 (AP) – Avery Brundage, president of the American Olympic committee, said today he knew of no racial or religious or political interference of should not be represented in the Olympic Games at Berlin in 1936.

"I haven't heard anything to indicate discrimination against athletes of any race or religion since last year when there were reports that Jewish athletes might not be permitted to represent Germany in the games," he said. That question was answered by assurances from German political and sports leaders that there would be no racial, religious or political interference."

- ▶ What level of reliability do you assign to Document 3? Do you think these words are misrepresented by the newspaper or that they are the words actually spoken by Avery Brundage?
 - They are misrepresented, low reliability.
 - They are what Avery Brundage said, high reliability.
 - I don't know.
- ▶ Message and evidence
 - a. Do you think that the statements contained in Document 3 serve to make the claim more truthful?
 - Yes
 - No
 - I don't know.
 - b. What could be the intention behind the use of the data presented in the text?
 - That the United States takes part in the Berlin Olympics despite the Nazi regime and the doubts it raises.
 - That there is no reason to doubt the sincerity of the Nazi regime in the values of Olympism.
 - That it was in the political and personal interest of the USA to take part in the Berlin Olympic Games in 1936 because of its sympathies with the Nazi regime.
 - c. How do you rate the sources of information used in the news item?
 - They are supported by solid evidence.
 - They are not supported by solid evidence.
 - I don't know.
 - d. What do you think was the motivation of the author? Indicate what that motivation might be.
 - Political motivation:
 -
 - Informational motivation:
 -
 - I don't know.

Step 3 – Contrast or side reading: other sources of information (What do other sources say?)

In order to verify the information, it is necessary to consult other sources in order to determine the veracity or intention of the sources. In this case, news items or statements in which the supporters of the boycott of the 1936 Olympic Games set out their arguments are provided.

Three news items appeared on consecutive days in the American press expressing doubts about the participation of the United States in the Olympic Games because of the Nazi policy regarding the Jews.

 **Document 4 – Article on the 1936 Berlin Olympic boycott movement**

“Adolf Hitler came to power in Germany in 1933. Observers in the United States and other Western democracies soon began to question the morality of supporting Olympic Games hosted by the Nazi regime.

Responding to reports of the persecution of Jewish athletes in 1933, Avery Brundage, president of the American Olympic Committee (AOC), said: ‘The very foundation of the modern Olympic revival will be undermined if individual countries are allowed to restrict participation on the basis of class, creed or race’.

Brundage, like many others in the Olympic movement, initially considered moving the games out of Germany. After a brief and tightly controlled inspection of German sports facilities in 1934, Brundage publicly stated that Jewish athletes were being treated fairly and that the games should go ahead as planned.

The boycott debate in the United States

The debate over participation in the 1936 Olympics was most intense in the United States, which traditionally sent one of the largest teams to the games. By the end of 1934, the lines were clearly drawn on both sides.

Avery Brundage was against a boycott, arguing that politics had no place in sport. He fought to send a US team to the 1936 Olympics, arguing: 'The Olympic Games belong to the athletes, not to the politicians'. He wrote in the AOC pamphlet 'Fair Play for American Athletes' that American athletes should not get involved in the current 'Jew-Nazi dispute'. As the 1935 Olympic controversy heated up, Brundage alleged the existence of a 'Jewish-Communist conspiracy' to keep the United States out of the games.

Judge Jeremiah Mahoney, president of the Amateur Athletic Union, led the effort to boycott the 1936 Olympics. He pointed out that Germany had violated Olympic rules forbidding discrimination on the basis of race and religion. In his view, participation would imply support for Hitler's Reich. Mahoney was one of a number of Catholic leaders who supported a boycott. New York Mayor Fiorello La Guardia, New York Governor Al Smith and Massachusetts Governor James Curley also opposed sending a team to Berlin. The Catholic magazine *The Commonweal* (8 November 1935) advised boycotting an Olympics that would give its seal of approval to the radically anti-Christian doctrines of the Nazis ...

Boycott efforts in other countries

Short-lived boycott efforts also emerged in Britain, France, Sweden, Czechoslovakia and the Netherlands. German socialists and communists in exile voiced their opposition to the games through publications such as the *Arbeiter Illustrierte Zeitung*. Some boycotters supported counter-Olympics. One of the largest was the 'People's Olympiad' planned for the summer of 1936 in Barcelona, Spain. It was cancelled after the outbreak of the Spanish Civil War in July 1936, just as thousands of athletes had begun to arrive.

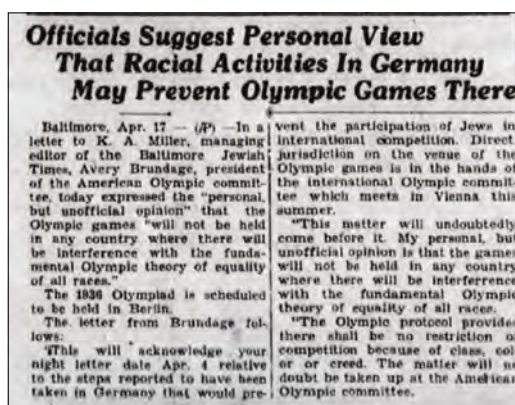
... Individual Jewish athletes from a number of countries also decided to boycott the Berlin Olympics. In the United States, some Jewish athletes and Jewish organisations such as the American Jewish Congress and the Jewish Labor Committee supported a boycott of the Berlin Games ...

Many American newspaper editors and anti-Nazi groups, led by Jeremiah Mahoney, president of the Amateur Athletic Union, were unwilling to accept Nazi Germany's hollow promises regarding German Jewish athletes. But a determined Avery Brundage manoeuvred the Amateur Athletic Union to a close vote in favour of sending an American team to Berlin, and in the end Mahoney's boycott effort failed. However, once the Amateur Athletic Union of the United States voted in favour of participation in December 1935, other countries followed suit.

Forty-nine teams from around the world took part in the Berlin Games, more than at any previous Olympics."

Source: United States Holocaust Memorial Museum, "The movement to boycott the Berlin Olympics of 1936", *Holocaust Encyclopedia*, available at <https://encyclopedia.ushmm.org/content/en/article/the-movement-to-boycott-the-berlin-olympics-of-1936>, accessed 18 July 2024.

Document 5 – News item raising doubts about holding the Olympics in Berlin because of Germany's racial policies



Source: *Rapid City Journal* (Rapid City, South Dakota), 17 April 1933, available at www.newspapers.com/ (charges apply), accessed 15 July 2024.

 Document 6 – News item about the controversy over the possible presence of Jewish athletes at the 1936 Berlin Olympics



Source: *Times Union* (Brooklyn, NY), 16 April 1933, available at www.newspapers.com/ (charges apply), accessed 15 July 2024.

 Document 7 – News item stating that Hitler’s political campaign may affect the holding of the Olympic Games in Berlin



Source: *The Columbus Telegram* (Columbus, Nebraska), 18 April 1933, available at www.newspapers.com/ (charges apply), accessed 15 July 2024.

► Reflect on and write down what we can learn from each source to contrast with Documents 1 and 2.

	Type of source	Information provided
Document 3		
Document 4		
Document 5		
Document 6		
Document 7		

Step 4 – Conclusions

Let's go back to Documents 1 and 2.

- ▶ After your analysis and comparison of the sources and images, what do you think?
 - The sources are reliable.
 - The sources are partly reliable. They may use true data or facts that, when taken out of context, distorted or exaggerated, take on a different or even opposite meaning to the real one.
 - I cannot know whether they are reliable or not.
- ▶ Would you say that the sources demonstrate disinformation?
 - Yes
 - No
 - I don't know.

For qualitative analysis via forum

After the previous analysis, we are going to analyse a recent news item. Our aim will be to check the veracity and reliability of the following news item. To do this, you can follow the steps indicated and share your conclusions in the forum.

- ▶ What do you think you have learned about source analysis?
- ▶ Could you apply the methodology you have learned and follow the steps above, applying them to the news item below?

The 2022 Winter Olympics (4-20 February) and the Winter Paralympics (4-13 March) were held in Beijing, the capital of China. Several countries declared a diplomatic boycott of the games: Australia, Belgium, Canada, Denmark, Estonia, India, Kosovo*, Lithuania, the UK and the USA. This means that these countries sent athletes to compete, but no ministers or officials attended. The reason for this was to protest China's human rights record. For example, China was (and still is) accused of violating the human rights of the Uyghur Muslim population in the province of Xinjiang, and of restricting the civil liberties of people in Hong Kong. In response, the Chinese Government criticised the boycott and denied the allegations against it.



Source: <https://x.com/hrw/status/1487047812491755521?t=fTQtF2ABs-pdnqA5vXsrIQ&s=08>, accessed 18 July 2024.

Step 1 – We check the context and reliability of the source

- ▶ What is the name of the source that hosts the article or text?
- ▶ Do we know the authorship?
- ▶ What kind of media outlet or author published the text or photo, and what conclusions can we draw from checking other content from that outlet or author?
- ▶ What can we find out about the media outlet and the author; can we find out their political leanings?

Step 2 – We analyse the content or message

- ▶ Is it accompanied by visual support? If so, what does this support look like, is it a photograph or illustration, does it support the message, is the authorship of the photograph or illustration mentioned?
- ▶ What claims are being made?
- ▶ Are these claims supported by solid, verifiable evidence?
- ▶ What language is used to convince the reader of the message?
- ▶ How is the source presented to us: as factual information, as personal opinion, as satire?
- ▶ Can the author’s motivation be deduced?
- ▶ What emotion is the message trying to evoke?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - the same news item in other media;
 - specialised tools dedicated to verification tasks;
 - in the case of social media networks, we can check whether context has been added by other users. These references can give us an indication of their veracity, which we then need to check;
 - academic articles on the topic to help us better understand the context.

Step 4 – We assess the veracity of the message

- ▶ After your analysis and cross-checking of sources, we conclude that:
 - the message is completely false because:
.....
.....
.....
.....
 - the message is partly false because:
.....
.....
.....
.....
 - we cannot know whether it is true or false because:
.....
.....
.....
.....
- ▶ Would you say that this message encourages hate speech? If so, against whom and how?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Asín Fernández E. (1998), *La política en las olimpiadas de Berlín 1936*, Centre d'Estudis Olímpics UAB, Barcelona.

Hilmes O. (2017), *Berlín, 1936. Dieciséis días de agosto*, Tusquets Editores, Barcelona.

Lozano Á. (2011), *La Alemania nazi: (1933-1945)*, Marcial Pons, Madrid.

Rein R. (2018), "El desafío a los Juegos Olímpicos de Berlín 1936: Barcelona, la Olimpiada Popular olvidada y los atletas judíos de Palestina", *Historia Contemporánea* Vol. 56, pp. 121-55.

Solar Cubillas L. V. (2011), "Nazismo y deporte. Los Juegos Olímpicos de Berlín, en 1936", *Citius, Altius, Fortius* Vol. 4, No.1, pp. 73-106.

6 – Fake news about refugees: the reception of republican exiles in France in February 1939

Introduction

As indicated by Julián Casanova,²⁰ in the period between 1910 and 1931, democratic republics emerged in Europe, replacing hereditary monarchies. The majority of these republics (German, Austrian, Czech or Portuguese) were defeated by counter-revolutionary military uprisings, authoritarian movements or fascists. In 1931, the Second Spanish Republic was born, after municipal elections where the republican parties won a majority in the main cities. The governments of the Second Spanish Republic had to face important social challenges: great inequality in land ownership, mainly in the southern half of the country, regionalist movements, challenges related to literacy and education, especially in the rural world, and the big weight of traditional institutions such as the Catholic Church and the army (Preston 2006). The reaction to the policies promoted by the Second Republic was organised around Catholicism, the defence of public order, national unity, property and military values. In 1936, there was a military uprising in Spain to overthrow the young republic. The subsequent civil war occurred because the military coup d'état failed to overthrow the republican regime. Unlike other uprisings in Europe, there was significant civil resistance including half of the military forces, which remained faithful to the Second Spanish Republic.²¹

After the resistance of the first months, Spain was divided into two parts. The rebel side was supported by the Church, large landowners, the main industrialists, conservative parties and those close to fascism. They had external support from the Nazi German government, the fascist Italian government and the authoritarian government of Portugal.²² First they occupied the western half of the Iberian Peninsula: western Andalusia, Extremadura, Castilla y León, Galicia and part of the Cantabrian coast. General Francisco Franco was the main military leader who took command of the operations after the deaths of other important rebels.²³ The side that defended the Second Spanish Republic was supported by progressive parties, parties close to communism and associations of workers and rural day labourers. It had external support from communist Russia and the International Brigades: a body of volunteers from dozens of countries who enlisted to fight against fascism.²⁴ They resisted in the eastern half of the Iberian Peninsula: Madrid, part of the Basque Country, La Mancha and the Mediterranean coast.

The Spanish Civil War (1936-1939), like many armed conflicts, caused thousands of people to flee the country in desperation and terrible conditions. This mass exodus is known as "La retirada" (The Retreat). Between March 1938 and February 1939, troops of the rebel army commanded by General Francisco Franco occupied Catalonia, causing thousands of people to flee to neighbouring France. Madrid and Valencia, among other regions, fell a little later, between February and March, and on 1 April 1939 a declaration of war by the pro-coup side ended the conflict. The end of the conflict led to a new wave of refugees to France, and a long and terrible dictatorship began in Spain, which would last until the death of the dictator Franco in 1975.

The following document, from a French newspaper dated 8 February 1939, recounts this event. How do you think this news was reported? Do you think it reflected the truth about what was happening on the border between Spain and France? What kind of effect do you think this media item had on French public opinion about the Spanish refugees?

We invite you to analyse the information or disinformation reflected in the following news items or historical sources with a triple objective: to assess their veracity, to determine whether a news item can convey a message of hatred towards a group and, above all, to learn how to detect fake news today.

To do this, follow the different steps below.

20. Casanova 2013.

21. Casanova 2022.

22. Howson 1999.

23. Preston 2022.

24. Tremlett 2020.

Analysis of documents

Document 1 – Refugees in France



Source: *Candide*, 8 February 1939, available at Gallica, <https://gallica.bnf.fr>, accessed 18 July 2024.

Translated text:

“At the rate of forty thousand a day, for four days now, Red militiamen have been crossing the border and entering France. They are healthy, well equipped and armed. But they are not interested in confronting Franco’s army. They prefer life in a French concentration camp to the honour of a desperate defence and a heroic death in the face of the enemy. This is the moral tone of people who, we are told, were prepared for the craziest and most courageous actions. These are the desperate patriots with whom Moscow wanted to send our little soldiers to their deaths and start a European war. We do not insult the defeated, they will tell us. That’s true. But they are not defeated. They are deserters ... With them, all the scum, all the underworld of Barcelona, all the murderers, the Chekists, the executioners, the Carmelite diggers, all the thieves, all the sacrilegious plunderers, all the Thénardiens of the insurrection, burst onto our soil. We received them, we welcomed them in good and bad ways in Argelès, in Boulou, in Fort-les-Bains, all along the coast. We give them food. In gratitude, they insult us. They complain rudely about the food, the tobacco. In Prats-de-Molló, around a table that had been laid, we heard this terrible comment:

“You didn’t have to leave Spain to eat like this!”

In Perpignan, rice dishes are rejected because they are not cooked in the Spanish way. This arrogance and insolence is compounded by attacks. Our mobile guards were shot at, at the peaceful inhabitants.”

Step 1 – The context or the reliability of the source (Who is behind the information?)

Context is essential for understanding a document or source and for assessing its reliability. To understand this source, we need to look at where and how it was published. Here is the front page where you can find the fragment of news you have read.

- ▶ Look at the medium in which Document 1 was published and indicate its type.
 - It is an example of written media.
 - It is a political pamphlet.
 - It is an advertising leaflet.
 - I don't know what it is.
- ▶ Look at the rest of the information on the page – what does it tell you?
 - The news is in a hierarchical order and this is the most important.
 - The news is non-hierarchical and all news items are equally important.
 - I don't know.
- ▶ Do a search on this media outlet and indicate its political leanings (multiple choices are possible).
 - It is an example of a conservative media outlet.
 - It is an example of a progressive media outlet.
 - It is an example of a tabloid media outlet.
- ▶ The date of publication coincides with which historical moment in relation to the Spanish Civil War?
 - Shortly after the failure of the military coup.
 - Just after the fall of Madrid into the hands of the rebel army.
 - Immediately after the fall of Catalonia into the hands of the rebel army.
 - After the end of the civil war.

■ Step 2 – Analysis of the article or message (What is the evidence?)

- ▶ Visual support: is there visual support for the article?
 - Yes
 - No
- ▶ Message and evidence
 - a. What statement(s) is/are made? (more than one option can be ticked)
 - The majority of refugees are civilians seeking safety.
 - The majority of refugees are armed radical militia.
 - The situation of the refugees is very precarious and distressing.
 - The majority of refugees are criminals.
 - The situation of the refugees is good: they are well fed and safe.
 - b. How do you rate the sources of information used in the news item?
 - They are backed up by solid, verifiable evidence.
 - They are not supported by solid, verifiable evidence.
 - I don't know.
 - c. How is the source presented?
 - It is presented as factual information.
 - It is presented as personal opinion.
 - It is presented as satire.
 - I don't know.
 - d. What tone is used to persuade readers to read the document?
 - A calm, informative tone.
 - An aggressive tone.
 - A joking tone.
 - I don't know.

e. Do you think the author has a motivation for publishing this document? If so, what might that motivation be?

Political motivation:

Economic motivation:

Other:

I don't know.

f. What emotion do you think it is trying to evoke?

Indignation at the arrival and situation of refugees.

Compassion for the refugees.

Not intended to evoke any emotion.

Step 3 – Contrast or side reading: what do other sources say?

In order to verify a source, whether past or present, it is essential to look at other sources of information, both primary and secondary. We call this exercise “side reading” because we open new tabs in our browser to look for other sources of information. We can consult books or articles that have been edited and reviewed, as well as other primary sources that share a date and topic with the source we want to check.

In order to contrast the information provided by Document 1, we provide you with these other sources of information to enable you to carry out this side reading.

Document 3 – The number and composition of refugees in France in February 1939

“Between January and February 1939, almost half a million refugees, including civilians and soldiers, entered French territory, mainly through the passes of Portbou-Cerbère, La Junquera-Le Pertus, Camprodón-Col d’Ares-Prats de Molló and Puigcerdá-Latour-de-Carol-Osséja. The roads linking Spain to the French borders were heavily congested. A flood of people, on foot and in all kinds of vehicles, clogged the roads, paths and tracks, carrying what little they could salvage from the sudden flight. Behind them, the advance of Franco’s troops and a pro-Franco air force, directing its fire on the retreating crowd, pushed them toward the border.

On the other side of the Pyrenees, the French administration, overwhelmed by the massive influx of Republican refugees, kept the border closed until the night of 27-28 January, when it allowed civilians to cross, on the 31st the wounded, and from 5 February – via Cerbère – and 6 February – via Le Pertus – militiamen and soldiers. Between the 9th and the 11th, the bulk of the Republican Army Group of the Eastern Region entered French territory. Two days later, the last Republican soldiers who had managed to escape did so ... It is impossible to quantify exactly the number of refugees who left Republican Spain in the first months of 1939. But as soon as the border was closed by the rebel troops, provisional counts began ... the “Valière Report”, carried out at the request of the French government, estimated on 9 March 1939 that 440 000 Spanish refugees had crossed the border, of whom 170 000 were women, children and the elderly; 220 000 were soldiers and militiamen; 40 000 were invalids and 10 000 wounded ...

The vast majority of testimonies and memories left by those who took part in this mass exodus at the beginning of 1939 describe days of intense cold, long marches, exhaustion, sadness, fear and uncertainty.”

Source: Diego Gaspar Celaya (2015), *La guerra continua. Voluntarios españoles al servicio de la Francia libre (1940-1945)*, Marcial Pons, Madrid, p. 86.

Document 4 – Testimony of Pilar Ponzán, a refugee in France, January-February 1939

“From evening to morning, it was impossible to cross the streets, which were full of people, cars, lorries, wagons and all kinds of vehicles that could be used to reach the border. There were sad faces everywhere, overflowing with grief. Disoriented, people went from one place to another, looking for a place to hide in the approaching night, trying to find shops or businesses where they could buy a piece of bread or something

else, at whatever price, to satisfy the hunger that tormented them. They were dragging children, bundles, suitcases, huge sacks in which they had tried to pack too many things to save them from the shipwreck.”

Source: Pilar Ponzán (1996), *Lucha y muerte por la libertad: memorias de nueve años de guerra, 1936-1945*, Tot, Barcelona, p. 104.

 **Document 5 – Refugees at the Prats-de-Molló pass, border between Spain and France, 18 February 1939**



Source: published in *L'illustration*, 18 February 1939.

The people in the photograph are: in the foreground, Mariano Gracia and his daughter Alicia. In the background, Thomas Coll, a French citizen, holds the hand of Mariano's youngest son, Amadeo, and next to him is his eldest son, Antonio.

 **Document 6 – The political context in France in February 1939**

“At the time, the Spanish Civil War was intricately linked to the internal struggles of [French] national politics. The French right supported Franco and the left the Republicans ... The great exodus of 1939, the Retreat, created an attitude of rejection that has been preserved in film footage showing gendarmes and policemen herding the refugees – the elderly, the sick, the wounded – like cattle. ‘The French had an extremely negative opinion. They were influenced by the propaganda coming from Franco’s Spain and by the newspapers and the radio, which were waging an insidious campaign,’ according to David Grauda ... [The newspapers] *Gringoire* and *Candide* spoke of ‘carnivorous beasts’ ..., of the ‘army of crime in France.’”

Source: Marc Ferro (2018), *Histoire de France*, Odille Jacob, Paris, p. 695.

► Think about and write down what we can learn from each source to compare with Document 1.

	Type of source	Information provided
Document 3		
Document 4		
Document 5		
Document 6		

Step 4 – Conclusions

- ▶ Let's go back to Document 1. After your analysis and cross-checking of the sources, what do you think?
 - The news item is completely false.
 - The article is partly false. It may use true data or facts which, when taken out of context, distorted or exaggerated, take on a different or even opposite meaning to the reality.
 - I can't tell if it's true or false.
- ▶ Would you say that this message encourages hate speech?
 - Yes, against refugees.
 - I do not see any hate speech.

For the qualitative analysis in the forum

After completing the analysis above, we will analyse a recent news item. Our aim will be to check the veracity and reliability of the following news item. To do this, you can follow the steps indicated below and share your conclusions in the forum.

- ▶ What do you think you have learned about source analysis?
- ▶ Could you apply the methodology you have learned and follow the steps above for the following news item?



Source: <https://twitter.com/MarcosdeQuinto/status/1693941792830370171>.

Translation: Marcos de Quinto @MarcosdeQuinto

Merchant ships, loaded with immigrants and dragging empty canoes, approach our coasts. Before reaching our waters, people go down to the canoes and call their comrades from the Open Arms or the Aquarius so that they can do "the last mile".

Step 1 – We check the context and reliability of the source

- ▶ What is the name of the source that hosts the article or text?
- ▶ Do we know the author?

- ▶ What kind of media outlet or author published the text or photograph, and what conclusions can we draw from checking other content from that outlet or author?
- ▶ What can we find out about the media outlet and the author, and can we find out their political leanings?

Step 2 – We analyse the content or message

- ▶ Is it accompanied by visual support? If so, what does this support look like, is it a photograph or illustration, does it support the message, is the author of the photograph or illustration mentioned?
- ▶ What claims are being made?
- ▶ Are these claims supported by solid, verifiable evidence?
- ▶ What language is used to convince the reader of the message?
- ▶ How is the source presented to us: as factual information, as personal opinion, as satire?
- ▶ Can the author’s motivation be deduced?
- ▶ What emotions are the authors trying to evoke?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - the same news in other media;
 - specialised tools dedicated to verification tasks;
 - in the case of social media networks, we can check whether any context has been added by other users. These references can give us an indication of their veracity, which we then need to check;
 - academic articles on the topic to help us better understand the context.

Step 4 – We assess the veracity of the message

- ▶ After your analysis and cross-checking of sources, we conclude that:
 - the message is completely false because:
 - the message is partly false because:
 - we cannot know whether it is true or false because:
- ▶ Would you say that this message encourages hate speech? If so, against whom and how?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Casanova J. (2013), *A short history of the Spanish Civil War*, Bloomsbury, London.

Casanova J. (2022), *España partida en dos. Breve historia de la Guerra Civil española*, Crítica, Barcelona.

Casanova J. and Preston P. (2018), *La guerra civil española*, Fundación Pablo Iglesias, Madrid.

Ferro M. (2018), *Histoire de France*, Odille Jacob, Paris.

Gaspar Celaya D. (2015), *La guerra continúa. Voluntarios españoles al servicio de la Francia libre (1940-1945)*, Marcial Pons, Madrid.

Howson G. (1999), *Arms for Spain: the untold story of the Spanish Civil War*, St Martin Press, New York.

Ponzán P. (1996), *Lucha y muerte por la libertad: memorias de nueve años de guerra, 1936-1945*, Tot Editorial, Barcelona.

Preston P. (2006), *The Spanish Civil War*, HarperCollins, New York.

Preston P. (2022), *Franco, caudillo de España*, Debate, Madrid.

Tremlett G. (2020), *The International Brigades: fascism, freedom and the Spanish Civil War*, Bloomsbury, London.

7 – Fake news about the suffragette movement

Introduction

The achievement of women's suffrage and equal political rights for women and men was the result of a long struggle, led primarily by women who risked their physical integrity and, on occasion, their lives to gain the right to vote.

From the end of the 19th century until the 1920s, the women's suffrage movement in the United Kingdom grew from strength to strength. Initially, it was a movement whose actions were based mainly on political lobbying and peaceful demonstrations. From 1903, however, a new wave of suffragettes, grouped in the Women's Social and Political Union (WSPU), burst onto the political scene, proposing new methods of achieving the right to vote after the failures of previous years. Under the slogan "Deeds not Words", the suffragettes, led by central figure Emmeline Pankhurst, organised all kinds of direct actions: attacks on public buildings, marches on parliament or hunger strikes while imprisoned, in the face of rejection by politicians, the press and public opinion. The women adopted and redefined the word "suffragette", a term used pejoratively by the press to distinguish them from the first wave of the campaign for women's votes led by the "suffragists". In 1918, the British Parliament granted the vote to women over 30 who met certain requirements.²⁵ However, women had to wait until 1928 to be able to vote on equal terms with men.

This activity aims to find out how a section of the press covered the suffragettes' fight for women's suffrage, based on a real news item that appeared in a British newspaper in 1914. We want to know whether they reported on this topic objectively or whether they misreported for some reason. In other words, did they spread false news about the suffragettes in order to shape public opinion?

We invite you to analyse the information or disinformation reflected in the following news items or historical sources with a triple objective: to assess their veracity, to determine whether a news item can convey a message of hatred towards a group and, above all, to learn how to detect fake news today.

25. These requirements consisted of either owning or being the wife of an owner of a farm or property with an annual income of £5, in which case they could vote in the constituency where they were resident; or being a graduate of a British university, in which case they could vote in a university constituency.

Analysis of documents

Document 1 – News about suffragettes



Mrs. "General" Drummond	Attacking the police	Defiant	Ecstasy while being arrested
Screaming with rage	Emmeline Pankhurst, leader of the militant movement		Young women look old
Dishevelled after the fight	Supplicating	Very emotional	Addressing the crowd
A suffragist man has to be protected from the crowd		"You scoundrels" a woman growls because the crowd boos	

Source: Daily Mirror, 25 May 1914, p. 5, available at the British Newspaper Archive, <https://britishnewspaperarchive.co.uk/search/results/1914-05-25/1914-05-25?NewspaperTitle=Daily%2BMirror&IssueId=BL%2F0000560%2F19140525%2F&County=London%2C%20England>, (charges apply), accessed 19 July 2024.

News headline: "The suffragette face: new type evolved by militancy".

News text: "It is no longer necessary for militants to wear their colours or their badges. Fanaticism has marked their faces and left them with a peculiar and unmistakable expression. In fact, today any keen observer can recognise a suffragette in a crowd of other women. They have nursed their grievance for so long that they seem to resent anyone who is happy and contented, and they seem exceptionally bitter against members of their own sex who do not support their policy of outrage. The public are becoming enraged at their tactics and open hostility was shown to them at a meeting in Hyde Park yesterday."

Step 1 – The context or reliability of the source (Who is behind the information?)

Context is essential to understanding a document or source and assessing its reliability.

- ▶ Complete this basic information.
 - a. Title of the source:
 - b. Authorship:
 - unknown
 - known:
- ▶ Look at the medium in which Document 1 was published and indicate its format.
 - It is an example of written media.
 - It is a political pamphlet.
 - It is an advertising leaflet.
 - I don't know what it is.
- ▶ Do a search on this media outlet and indicate its political leanings (multiple choices possible).
 - It is a conservative media outlet.
 - It is a progressive media outlet.
 - It is a tabloid media outlet.
- ▶ The date of publication coincides with which historical moment in the struggle for women's suffrage?
 - Before full women's suffrage was achieved.
 - The same year that full women's suffrage was achieved.
 - After full women's suffrage was achieved.

To answer this question, do some quick research on the main milestones in the fight for women's suffrage in the UK. You can use the British Parliament website as a source of information.

Step 2 – Analysing the article or message

- ▶ Visual support
 - a. Is the article accompanied by visual support?
 - Yes
 - No
 - b. What do the images accompanying the article suggest to you?
 - The images are manipulated.
 - The images have not been manipulated, but I can see that similar images have been chosen.
 - The images have not been manipulated.
- ▶ Message and evidence
 - a. What claim(s) is/are made? (you can tick more than one)
 - The actions of the suffragette movement cause public outrage.
 - Suffragettes generate a great deal of public support.
 - Suffragette activists are fanatical and resentful of society.
 - Suffragette activists can be recognised by their negative facial expressions.

- b. How would you rate the sources of information used in the news item?
- They are supported by solid, verifiable evidence.
 - They are not supported by solid, verifiable evidence.
 - I don't know.
- c. How is the source presented to us?
- It is presented as factual information.
 - It is presented as personal opinion.
 - It is presented as satire.
 - I don't know.
- d. Do you think the author has a motivation for publishing this document? If so, please indicate what that motivation might be.
- Political motivation:
 -
 -
 - Economic motivation:
 -
 -
 - Other:
 -
 -
 - I don't know.
- e. What emotion do you think this document aims to evoke?
- Outrage at the actions of the suffragette movement.
 - Enthusiasm for the suffragette movement.
 - Not intended to evoke emotion.

Step 3 – Contrast or side reading: other sources of information (What do other sources say?)

In order to check a source, whether from the past or the present, it is essential to use other sources of information, both primary and secondary. We call this exercise “side reading” because we open new tabs in our browser to look for other sources of information. We can consult books or articles that have been edited and reviewed, as well as other primary sources that share a date and topic with the source we want to check.

In order to contrast the information in Document 1, we provide you with these other sources of information to enable you to do this side reading.

 **Document 2 – The testimony of Emmeline Pankhurst, founder and leader of the Women’s Social and Political Union (WSPU)**

In this excerpt from her memoirs, Emmeline Pankhurst explains an episode in her life as a women’s suffrage activist. Specifically, she speaks about a by-election that took place in 1906 to fill a vacant seat in Parliament. Her organisation, the WSPU, urged voters not to support the Liberal Party, then in government, because of the “shameful treatment” it had subjected suffragettes to:

How we were ridiculed! How contemptuously the newspapers declared that “those wild women” could never get a single vote. But when the election was over, it was found that the Liberal candidate had lost the seat which he had won by a majority of 655 votes in the general election held little more than a year before.

Source: Emmeline Pankhurst, *My Own Story*, London: Hearst’s International Library Co., 1914, p. 73.

Document 3 – The anti-suffrage movement

"(...) In the face of suffragist "publicity", opponents of the women's "cause" were forced to take a stand and create a movement against women's suffrage. They launched a counter-attack using a variety of propaganda techniques. These included depictions of the suffragettes and their aims, which they satirised through caricatures in their newspaper, *The Anti-Suffrage Review*, campaign posters and postcards (...) Caricature was also used to attack the credibility of the suffragettes, as their opponents saw them as pariahs or physical and social outcasts. It was common to mock and stigmatise the physical appearance of suffragettes. They were portrayed as too fat or too thin, ugly and repulsive. Their behaviour was seen as unfeminine, aggressive and totally antisocial.

Anti-suffragists from all socio-economic and political backgrounds saw suffragettes as frustrated spinsters. They were seen as neither flirtatious nor feminine. (...) Their aspirations for economic and social independence were equated with masculine or socially deviant behaviour".

Source: Abby Franchitti, "The 'envers du décor' of Suffragette Imagery: Anti-Suffrage Caricature". *Cahiers victoriens & édouardiens*, 67 (2008), pp. 439-455. Available at <https://journals.openedition.org/cve/8555?lang=en>, accessed 1 September 2024.

Document 4 – Anti-suffragist postcard, 1906 (this postcard was addressed to Miss Margaret Shucky Mabbettville Dutchess NY, postmarked 13 February 1907)



Source: From the Ann Lewis Women's Suffrage Collection (postcards and stamps). "Valentine's Greetings", *The Suffrage Postcard Project*, available at <https://thesuffragepostcardproject.omeka.net/items/show/1133>, accessed 19 July 2024.

Document 5 – Police treatment of suffragettes, according to a police statement, 18 November 1910

"Miss C. Richardson's complaint

At Downing Street, while outside the second police cordon in Whitehall, I was standing looking on at the police battering the women about, when a policeman ordered me away..... I was again in a clearing alone..... Inside the cordon there were throngs of men and boys. I said 'Why do you pick me out? Why not send those men and boys away?' He replied 'Those boys are all right, it is you I am after'. He made a leap, clutched me

Step 4 – Conclusions

- ▶ Let's go back to Document 1. After your analysis and cross-checking of the sources, what do you think?
 - The news item is completely false.
 - The article is partly false. It may use true data or facts which, when taken out of context, distorted or exaggerated, take on a different or even opposite meaning to the real one.
 - I cannot tell if it is true or false.
- ▶ Would you say that this message encourages hate speech?
 - Yes, against suffragettes.
 - I do not see any hate speech.

For qualitative analysis in the forum

After completing the analysis above, we will analyse a recent news item. Our aim will be to check the veracity and reliability of the following news item. To do this, you can follow the steps indicated below and share your conclusions in the forum.

- ▶ What do you think you have learned about source analysis?
- ▶ Could you apply the methodology you have learned and follow the steps above for the following news item?



Source: *Alerta Digital*, 6 March 2021, available at www.alertadigital.com/2021/03/06/video-no-apto-para-los-que-sientan-verguenza-ajena-por-que-son-tan-ridiculas-y-tan-pateticas-las-feministas-radicales/, accessed 19 July 2024.

Translation: (Video not suitable for those who cringe) Why are radical feminists so ridiculous and pathetic?

Due to absurdities such as those in the image, a paradoxical circumstance arises since, despite legal advancements, the situation of women today has notably degraded at a sociological level in various respects. In the case of both men and women, the notions of modesty, decorum and decency have been ridiculed as antediluvian prejudices, unfit for our times.

Feminists don't agree with the objectification of the female body that is practised today, as if this forced eroticisation on the part of our women were still a tribute that women pay to virility. In the face of this, feminist aesthetics strives to present asexual women, artificially pierced, dyed in implausible colours, ambiguous, dishevelled and with questionable hygiene habits, to say the least. In any case, the body continues to be objectified, now converted into an ideological tool by feminists, as can be seen even in the 'modus operandi' of FEMEN ...

The hatred towards femininity is now blatantly evident in the theoretical writings of the so-called “gender ideology” (in its variant of “queer theory”), which effectively denies the very notion of woman of the human species ...

Underneath this pathetic feminism like the one in the video you can see below, there is nothing but resentment against what we have always understood as human. Resentment and an infinite eagerness for protagonism.

Step 1 – Check the context and reliability of the source

- ▶ What is the name of the source hosting the article or text?
- ▶ Do we know the author?
- ▶ What kind of media outlet or author published the text or photograph, and what conclusions can we draw from checking other content from that outlet or author?
- ▶ What can we find out about the media outlet and the author, and can we find out their political leanings?

Step 2 – We analyse the content or message

- ▶ Is it accompanied by visual support? If so, what is the visual support, is it a photograph or illustration, does it support the message of the headline, is the authorship of the photograph or illustration mentioned?
- ▶ What claims are being made?
- ▶ Are these claims supported by solid, verifiable evidence?
- ▶ What language is used to convince the viewer of the message?
- ▶ How is the source presented to us: as factual information, as personal opinion, as satire?
- ▶ Can we deduce the author’s motivation?
- ▶ What emotions are the authors trying to evoke?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - the same story in other media;
 - specialised tools dedicated to verification tasks;
 - in the case of social media networks, we can check whether context has been added by other users. These references can give us an indication of their veracity, which we then need to check;
 - academic articles on the topic to help us better understand the context.

Step 4 – We assess the veracity of the message

- ▶ After your analysis and cross-checking of sources, we conclude that:
 - the message is completely false because:
.....
.....
 - the message is partly false because:
.....
.....

we cannot know whether it is true or false because:

.....

.....

.....

- ▶ Would you say that this message encourages hate speech?
 - Yes
 - No
 - I don't know.

- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Atkinson D. (2019), *Rise up women! The remarkable lives of the suffragettes*, Bloomsbury, London.

Franchitti A. (2008), "The 'envers du décor' of Suffragette Imagery: Anti-Suffrage Caricature", *Cahiers victoriens & édouardiens* Vol. 67, pp. 439-55, available at <https://journals.openedition.org/cve/8555?lang=en>, accessed 19 July 2024.

Matilla Quiza M. J. (2018), *Sufragismo y Feminismo en Europa y América (1789-1948)*, Síntesis, Madrid.

McDonald I. (1989), *Vindication! A postcard history of the Women's Movement*, Bellew Publishing, London.

Pankhurst E. (1914), *My own story*, Hearst's International Library Co., London.

8 – The role of disinformation in the consolidation of totalitarian states: the Soviet Union under Stalin

Introduction

The beginnings of the Union of Soviet Socialist Republics (USSR) date back to 1917. In February of that year, the Tsar was overthrown and a provisional government was installed. In October, the Bolsheviks, led by Vladimir Lenin, overthrew this government to seize power in what came to be known as the October Revolution. A communist government was established to transform Russian society and create a socialist state.

In 1922, the USSR was officially created as a federation of Soviet socialist republics, including Russia, Ukraine, Belarus and other territories that had been part of the Russian Empire. After Lenin's death in 1924, Joseph Stalin emerged as the new leader of the USSR. He consolidated his power in the following years. Under Stalin's regime, the USSR underwent massive industrialisation through the "five year plans", but also suffered political repression and internal purges. In this context, on 1 December 1934, Sergei Kirov, the top leader of the Leningrad branch of the Communist Party and a close associate of Stalin, was assassinated. His assassin was a young man who had recently been expelled from the party, Leonid Nikolayev.

This assassination would be used by Stalin, despite suspicions of his own involvement in the event, as an excuse to carry out a purge that would profoundly affect the Soviet power structure and society more generally. This process led to the definitive establishment of Stalin as the absolute leader of the USSR and the establishment of a new political power structure, the *nomenklatura*. This was made up of members who, in terms of age and experience, had not participated in the 1917 revolution and who were deemed to be completely loyal to their supreme leader, to whom they owed their privileged position.

The main instrument used by the Soviet dictator for the purpose of political repression was the Joint State Political Directorate (OGPU), the secret police of the USSR, established in 1923. In 1934, the OGPU was dissolved and reincorporated into the People's Commissariat for Internal Affairs (NKVD). The NKVD functioned as a veritable arm of repression, putting the entire state apparatus at the service of the Great Purge undertaken from 1936 to 1938. This period was marked by the Moscow Trials, a series of trials instigated by Stalin in which disinformation techniques were used to eliminate political opponents. Stalin's internal consolidation of power as the undisputed leader of the USSR was aided by these processes of mass repression, terror and disinformation.

In this activity, you will discover how totalitarian states used disinformation and propaganda techniques, as well as methods of physical repression, to achieve their goals. We will analyse the case of the Stalinist period in the USSR.

We invite you to analyse the information or disinformation reflected in the following news items or historical sources with a triple objective: to assess their veracity, to determine whether a news item can convey a message of hatred towards a group and, above all, to learn how to detect fake news today.

Initial questions

- ▶ What do you know about Stalinism?
 - It is a totalitarian concept of the state developed by Stalin in the USSR.
 - It is a type of policy that Stalin implemented during his rule.
 - I am not sure.
- ▶ Three characteristics of a totalitarian state would be: the absence of independent courts, the lack of individual freedoms and the use of violence to achieve its aims. Do you agree?
 - Yes, I agree.
 - No.
 - I am not sure.
- ▶ Can you name some totalitarian states that exist today?
 - Yes:
 - No.
 - I don't know.

Analysis of documents

Document 1 – The disappearance of Nikolai Yezhov



Source: “Kliment Voroshilov, Vyacheslav Molotov, Stalin and Nikolai Yezhov walking along the banks of the Moscow-Volga Canal”, April 1937. Part of the Tate Images archive collection, ID #: DK0736, available at www.tate-images.com/results.asp?txtkeys1=kislov+f%2E, accessed 19 July 2024.

Nikolai Yezhov was the head of the political police, tasked with carrying out repression and purges throughout the Soviet Union. In 1939, Stalin began to fear that he would personally be linked to the murders he had committed, and in 1940 Yezhov was convicted and executed on his orders. Subsequently, Stalin had Yezhov’s image removed from all photographs.

Document 2 – Example of photo forgery under the Stalinist regime



Source: David King (1999), *The commissar disappears: falsification of photographs and art in the Soviet Union*, Henry Holt & Company Inc., New York. Part of the David King Collection. Purchased from David King by Tate Archive 2016.

This photograph illustrates the dynamic of the purges carried out under Stalin's regime. Taken in 1926, it shows Stalin with Nikolai Antipov, Sergei Kirov, Nikolai Shvernik and Komarov, comrades in the Communist Party. Over time, they disappear from the picture, according to purges and changes in power structures, until the final result is the photograph showing Stalin alone, as early as 1936.

Step 1 – The context or reliability of the source (Who is behind the information?)

In order to understand the sources and documents presented to us and their reliability, it is essential to have some knowledge of the context in which the so-called Great Purge or Great Terror took place. In this case, we are dealing with an apparatus of repression and disinformation used by the authorities to consolidate a totalitarian state such as the Stalinist one. We should also not forget the international context in which these events were taking place.

Go back to Documents 1 and 2.

- ▶ Give each source a title.
 - Document 1:
 - Document 2:

- ▶ Are the sources relevant to the period being studied?
 - Yes
 - No

- ▶ Describe the type of manipulation carried out on each of the documents.
 - Deliberate alteration of the photographs for propaganda purposes.
 - Deliberate alteration of the photographs as part of the Stalinist purges.
 - Both answers are correct.
 - I do not know.

- ▶ Are the documents presented as reliable sources?
 - Yes
 - No
 - I don't know.

Step 2 – Analysis of the article or message (What is the evidence?)

Document 3 – Text published in *El Confidencial* (Spain) in February 2017

"We all come to our end

Like Yagoda, Yezhov began to fall out of favour with Stalin. Although the NKVD director preferred to have Georgy Malenkov at his side, in July 1938 the party leader imposed Lavrenty Beria because, according to Sebag, his Caucasian origins and the region's long tradition of 'bloodbaths, vendettas and secret assassinations' made him the ideal candidate for the job. The rapid rise of the ambitious Beria and the trust Stalin placed in him began to worry Yezhov, who saw not only his position but his life in danger. The paranoia finally affected one of the great enforcers of the Great Purge, especially after the Politburo announced on 17 November that the NKVD had been contaminated with enemies of the state. A homosexual, Yezhov indulged in drink and sex until Beria replaced him as head of the secret police barely a week later. Yezhov's fall from grace was dizzying."

Source: Excerpt from Héctor G. Barnés, "Se abren los archivos sobre la policía secreta de Stalin", *El Confidencial*, 12 February 2017.

- ▶ How reliable do you think the text is?
 - High
 - Low
- ▶ Do you think that the most striking or shocking statements in the text serve to make it more truthful?
 - Yes
 - No
- ▶ What is the purpose of this use of data?
 - Objective analysis of the context.
 - Ideologically biased or tendentious analysis.
 - I don't know.
- ▶ How do you rate the sources of information used in the news item?
 - Supported by solid evidence.
 - Not supported by solid evidence.
 - I don't know.
- ▶ What do you think was the motivation of the author?
 - Political motivation:
 - Informational motivation:
 - I don't know.

Step 3 – Contrast or side reading: other sources of information (What do other sources say?)

In order to check a source, whether from the past or the present, it is essential to use other sources of information, both primary and secondary. We call this exercise “side reading” because we open new tabs in our browser to look for other sources of information. We can consult books or articles that have been edited and reviewed, as well as other primary sources that share a date and topic with the source we want to check. The sources of information below will enable you to do this side reading by contrasting them with the information in Documents 1 and 2.

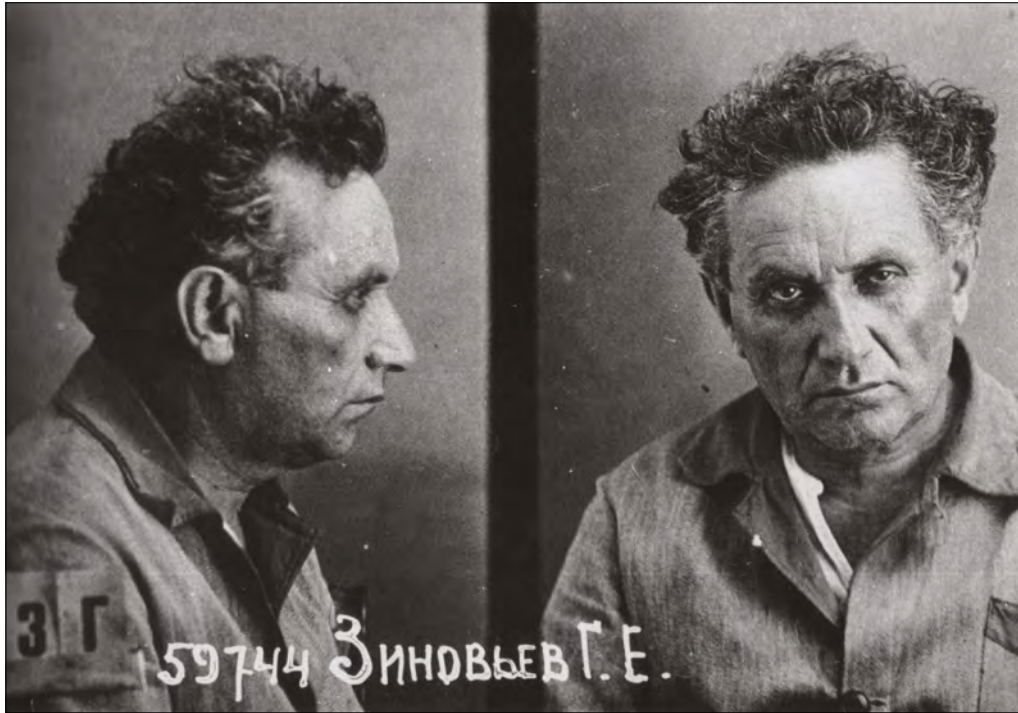
Document 4 – Photograph from the Second Congress of the Communist International




Source: “Photograph of the leaders attending the Second Congress of the Third International, where the 21 conditions for joining the Third International were adopted, with Lenin in front”, available at https://es.wikipedia.org/wiki/Internacional_Comunista#/media/Archivo:2nd_World_Congress_of_the_Comintern_Lenin_Zinoviev_Bukharin_Gorky.jpg, public domain, accessed 19 July 2024.

Grigory Zinoviev was one of Lenin's closest collaborators in consolidating the communist state in Russia. In this photograph, he is pictured in the centre, on the second step, during the Second Congress of the Communist International (Comintern) in 1920.

 **Document 5 – NKVD photograph of Grigory Zinoviev in 1936. This former communist leader was one of the victims of the purges undertaken in the Moscow Trials.**



Source: "Secret police mugshot of Grigorii Zinoviev, chief defendant in the first Moscow show trial (trial of the Trotskyist-Zinovievist Terrorist Centre)", August 1936. Part of the Tate Images archive collection, ID #: DK0028, available at www.tate-images.com/preview.asp?item=DK0028&itemw=4&itemf=0001&itemstep=1&itemx=29, accessed 19 July 2024.

 **Document 6 – Photograph dated 20 September 1924 showing Joseph Stalin with politicians Alexei Rykov, Grigory Zinoviev and Nikolai Bukharin; the latter three would later become victims of the Moscow Trials**



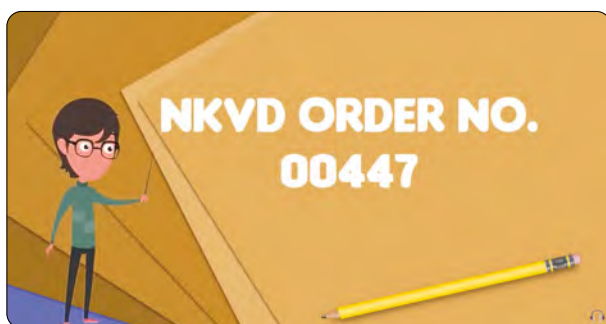
Source: Published in the *Kommersant* newspaper, available at https://commons.wikimedia.org/wiki/File:19240920-stalin_rykov_zinoviev_bukharin.jpg, public domain, accessed 19 July 2024.

-
- ▶ Document 7 – Fragment of a documentary (including archival footage) discussing the beginning of the Great Purge and some of its causes



Source: Daniel Costelle and Isabelle Clarke, “Chapter 3: The master of the world”, in Costelle and Clarke, *Apocalypse. Stalin*, documentary produced by CC&C/ECPAD and broadcast by France Télévisions on 3 November 2015. Available at https://drive.google.com/file/d/1ZNSy8VkhYok0xwb-fY4WyS6WNhuhWjSz/view?usp=share_link, accessed 19 July 2024.

-
- ▶ Document 8 – NKVD Order No. 00447



Source: “What is NKVD Order No. 00447, Explain NKVD Order No. 00447, Define NKVD Order No. 00447”, *Audioversity*, available at www.youtube.com/watch?v=yDUF4cpKwro&t=9s, accessed 19 July 2024. This order, issued in 1937, was used to systematically repress the population of the large cities of the USSR by drawing up lists of people to be executed or sent to forced labour camps (Gulag).

-
- ▶ Document 9 – Trotsky speaks about the Moscow Trials (1938)



Source: “Trotsky in Mexico talks on Moscow Trials” (1938), *British Pathé*, available at www.youtube.com/watch?v=_Ejyceo3vU&t=20s, accessed 19 July 2024.

Trotsky is perhaps the best-known enemy of Stalinism. It is not surprising, therefore, that a significant part of the Moscow Trials was devoted to suppressing his supporters and discrediting him. After extensive surveillance and numerous assassination attempts, he was murdered in 1940 by an agent Stalin had sent to Mexico, the Spaniard Ramón Mercader.

 Document 10 – Arrests and convictions by the secret police (OGPU until 1934, NKVD from 1934)

Year	Arrests	Condemned	Convictions			
			Executed	Prisons & camps	Exile	Other
1930	331 544	208 069	20 201	114 443	58 816	14 609
1931	479 065	180 696	10 651	105 683	63 269	1 093
1932	410 433	141 919	2 728	73 946	36 017	29 228
1933	505 256	239 664	2 154	138 903	54 262	44 345
1934	205 173	78 999	2 056	59 451	5 994	11 498
1935	193 083	267 076	1 229	185 846	33 601	46 400
1936	131 168	274 670	1 118	219 418	23 719	30 415
1937	939 750	790 665	353 074	429 311	1 366	6 914
1938	638 509	554 258	328 618	205 509	16 842	3 289
1939			2 552	54 666	3 783	2 888

Source: J. Arch Getty and Oleg V. Naumov (1999), *The road to terror: Stalin and the self-destruction of the Bolsheviks, 1932-1939*, Yale University Press, New Haven, CT, p. 588.

- Think about and write down what we can learn from each source to contrast with Documents 1 and 2.

	Type of source	Information provided
Document 3		
Document 4		
Document 5		
Document 6		
Document 7		
Document 8		
Document 9		
Document 10		

Step 4 – Conclusions

- After your analysis and cross-checking of the sources, what do you think?
- The sources are reliable.
 - The sources are partly reliable. They may use true data or facts which, when taken out of context, distorted or exaggerated, take on a different or even opposite meaning to the real one.
 - I cannot know whether they are reliable or unreliable.
- Would you say that the sources demonstrate a process of disinformation?
- Yes
 - No
 - I don't know.

For qualitative analysis in the forum

After completing the analysis above, we will analyse recent news. Our aim will be to check the veracity and reliability of the following news item. To do this, you can follow the steps indicated below and share your conclusions in the forum.

- ▶ What do you think you have learned about source analysis?
- ▶ Could you apply the methodology you have learned and follow the steps above for the following news item?



Source: "Dimite presidenta del Supremo en Nicaragua", *Diario Las Américas*, 24 October 2022, available at www.diariolasamericas.com/america-latina/dimite-presidenta-del-supremo-nicaragua-n4259105, accessed 19 July 2024.

Translation: Las Americas Newspaper #Managua | President of the Supreme Court in Nicaragua resigns. There is speculation about a possible purge of the Judicial Branch in Nicaragua, headed by Rosario Murillo, wife of dictator Daniel Ortega.

Step 1 – We check the context and reliability of the source

- ▶ What is the name of the source hosting the article or text?
- ▶ Do we know the author?
- ▶ What kind of media outlet or author published the text or photo, and what conclusions can we draw from checking other content from that outlet or author?
- ▶ What can we find out about the media outlet and the author, and can we find out their political leanings?

Step 2 – We analyse the content or message

- ▶ Is it accompanied by visual support? If so, what does this support look like, is it a photograph or illustration, does it support the message, is the authorship of the photograph or illustration mentioned?
- ▶ What claims are being made?
- ▶ Are these claims supported by solid, verifiable evidence?
- ▶ What language is used to convince the reader of the message?
- ▶ How is the source presented to us: as factual information, as personal opinion, as satire?
- ▶ Can we deduce the author's motivation?
- ▶ What emotion is the document trying to evoke?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - the same story in other media;
 - specialised media dedicated to verification tasks;
 - in the case of social media networks, we can check whether context has been added by other users. These references can give us an indication of their veracity, which we then need to check;
 - academic articles on the topic to help us better understand the context.

Step 4 – We assess the veracity of the message

- ▶ After your analysis and cross-checking of sources, we conclude that:
 - the message is completely false because:
.....
.....
.....
 - the message is partly false because:
.....
.....
.....
 - we cannot know whether it is true or false because:
.....
.....
.....
- ▶ Would you say that this message encourages hate speech? If so, against whom and how?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Artola Korta M. (2022), "La colectivización y el Gran Terror en la Unión Soviética: las nuevas tendencias historiográficas", *Ayer. Revista De Historia Contemporánea* Vol. 129, No. 1, pp. 163-84, available at <https://doi.org/10.55509/ayer/1101>, accessed 19 July 2024.

Conquest R. (1974), *El gran Terror: Las purgas stalinianas en los años treinta*, Luis de Caralt, Barcelona.

Getty J. A. and Naumov O. V. (1999), *The road to terror: Stalin and the self-destruction of the Bolsheviks, 1932-1939*, Yale University Press, New Haven, CT.

Harris J. (2017), *El gran miedo: una nueva interpretación del terror en la revolución rusa*, Editorial Crítica, Barcelona.

Schlögel K. (2014), *Terror y Utopía: Moscú en 1937*, El Acanalado, Madrid.

Service R. (2018), *Stalin: una biografía*, Siglo Veintiuno Editores, Madrid.

9 – Memory and history of the Holocaust: evidence and denial

Introduction

In this activity, we will deal with the subject of the Holocaust: the extermination of 6 million European Jews by the Nazi regime during the Second World War. It is important to remember that the Nazis targeted many other victim groups as well: for example the Roma, political dissidents, Jehovah's Witnesses, homosexuals and so-called antisocials (people who either consciously opposed the Nazi regime or engaged in some form of behaviour unacceptable to Nazi perceptions of social norms). It is also important to remember that phenomena such as antisemitism existed in Europe long before the rise of Nazism and the Second World War.

When the Nazis seized power in Germany in 1933, they immediately began introducing measures targeting the Jewish population. For example, in 1935 they passed the Nuremberg Laws, prohibiting mixed marriages and excluding Jews from German citizenship. The hostility towards the Jews also took the form of pogroms, the most dramatic of which was the Night of Broken Glass in November 1938, when thousands of Jews were arrested and deported, their shops destroyed and their synagogues burned down.

After 1939, following Germany's occupation of Poland and other territories in central and eastern Europe, the Nazis began to intern Jews in ghettos, or segregated areas of cities. Throughout Nazi-occupied Europe, Jews were forced to identify themselves in public by wearing a yellow star or having the letter J stamped on their personal documents. At the same time, they were subjected to social marginalisation and the plundering of their possessions and property.

With the German invasion of the USSR in June 1941, the number of Jews in German-controlled territory increased. In January 1942, a meeting was held at Wannsee, near Berlin, where Nazi leaders discussed the deportation of 11 million Jews to concentration and extermination camps. The deportations began in the spring of 1942 and were extended to all countries controlled by the Nazis. These actions were known as the Final Solution: the intended total extermination of the Jewish people.

In the concentration camps, some Jews were killed by exhaustion (from being used as slave labour), disease and starvation. Others were killed directly, first in mass shooting operations (what historians call "the Holocaust by bullets") and then in extermination camps, by gassing in mobile gas vans and, eventually, gas chambers.

The available documentation on the Holocaust is expanding with new discoveries that allow us to learn more about what happened. New platforms are being established to collect sources and documents on the genocide, including the European Holocaust Research Infrastructure (EHRI), created in 2010. As a result, historical interpretations of the Holocaust are becoming more complex, as they are refined by new research carried out by professional historians, guided by objectivity and truthful reconstruction of the facts.

However, despite the overwhelming evidence of the Holocaust, there is today a trend known as "denialism", which is grounded in ideological rather than scientific bases. Perpetrators of this phenomenon try to present facts related to the Holocaust as falsified, or to minimise the extent of the persecutions and massacres that Jews and other groups were subjected to under the Nazi regime. The case of David Irving, who was declared a Holocaust denier and antisemite by the British judiciary in 2000, is presented in this activity.

Holocaust denial is an affront to the memory of the victims. It is considered a crime in many places: for example, in 2007, the European Union approved legislation to make Holocaust denial punishable by imprisonment. Nevertheless, this phenomenon continues to persist today. Through the activity presented here, you will learn how to identify content that is based on ideological motivations and the manipulation of facts, rather than on scientific accuracy and reliable sources.

Analysis of documents

Document 1 – “The Holocaust’s negationists”

The Spanish daily *El Mundo* published a series of interviews with various historians on the Second World War, on the occasion of the 70th anniversary of this horrifying and bloody event.

On Saturday 5 September 2009, the controversial journalist Pedro J. Ramírez interviewed the most famous... revisionist, the British historian David Irving, in the newspaper he directs, the aforementioned *El Mundo*. David Irving is introduced with these words:

“Very critical of the Allies, he believes that history was written by the victors on the basis of propaganda and the repetition of many lies. He believes that the Holocaust has been overstated, that life was better in Hitler’s Germany than in Merkel’s, and that Jews are responsible for the current economic crisis. It will offend many, for sure.”

The Israeli Ambassador sent a strongly worded letter of protest to the newspaper, complaining about the moral relativism that this interview implied. The other historians, including Ian Kershaw and the director of Israel’s Holocaust Museum, also participants, outraged by David Irving’s presence, expressed their deep discomfort and said they would not have participated in the interviews had they known that the British revisionist was one of the guests.

Among other “colourful” opinions Irving argues that the “key question is how much Hitler knew about what Himmler and the SS were doing. And the answer is that Himmler was very careful not to tell him.”

Thus, according to David Irving, the Führer was unaware of the extermination because he was a poor “ignorant” and “he was a simple man who was constantly deceived by his subordinates.” Therefore, the Holocaust was the work of Himmler together with other party members, who were hiding it from the Nazi dictator.

Other “peculiar” claims include: “National Socialism was good, but he entrusted it to bad people.” For Irving, in a few years, Hitler “will have squares with his name on them in Germany. And maybe outside too.” And, that the Auschwitz extermination camp was only a concentration camp in which there was a higher mortality rate, mainly due to epidemics such as typhus.

David Irving defines himself as a “moderate fascist”, as an admirer of Hitler, of whom he has a photograph on his bedside table. Moved by this admiration, Irving made an excursion to the Führer’s mountain castle, which he described as something like “a religious experience”. He was an advocate for the liberation of Rudolf Höss, whom he considered worthy of receiving the Nobel Peace Prize ...

Source: Mayor-Ferrándiz T. (2012), “Los negacionistas del Holocausto” [The Holocaust’s negationists], *Revista de Claseshistoria* [Journal of history lessons] Volume 293, p. 5, available at <http://www.claseshistoria.com/revista/2012/articulos/mayor-negacionistas.html> (in Spanish) accessed 19 July 2024.

 Document 1 appendix – Original interview

«No me interesan las cifras». David Irving afirma que el «no cuenta cadáveres» ni le interesa demasiado el Holocausto». En la imagen, la barbarie provocada en el campo de concentración y exterminio de Auschwitz.

resa demasiado el Holocausto. Me interesa Himmler. Un hombre que murió con 44 años, construyó un enorme imperio industrial, levantó las SS de la nada y generó el Holocausto. Un gran logro para un hombre de 44 años.

R.- Conviéndrá conmigo en que los responsables del Holocausto no son los judíos, sino sus asesinos.

R.- El problema es que ni siquiera se puede preguntar uno en público si ellos fueron los arquitectos de su propio infortunio, porque le meten en la cárcel por ello. Por eso nadie pregunta y nadie responde y acabará ocurriendo lo mismo que en los años 30. Eso es lo que yo intento frenar. Yo soy una persona humanitaria.

R.- ¿Sigue pensando que el Holocausto será sólo una nota a pie de página en los libros de Historia?

R.- Hasta la década de los 70 era una pequeña mota de polvo en el horizonte. La prueba es que no aparece en las biografías de los grandes mandatarios de la II Guerra Mundial. Pero, a partir de entonces, se puso de moda. Los judíos lo convirtieron en una marca y lo hicieron usando una técnica del mismísimo Goebbels. Inventaron un eslogan, lo conservaron y lo repitieron hasta la saciedad.

R.- O sea que según usted el Holocausto no es más que un eslogan.

R.- Un eslogan, sí. Un producto. Como los Kleenex o las impresoras de Xerox. Han hecho de él un fenómeno comercial y se han dedicado a hacer dinero con él. Hasta entonces era un fenómeno inconexo que incluía cámaras de gas, fusilamientos, deportaciones, esclavitud... El fenómeno era terrible, pero no comercial. Ahora lo han convertido en algo sobre lo que hacer películas y han conseguido ganar muchos millones con él.

R.- A usted le han acusado de querer absolver a Hitler.

R.- Yo quito de la Historia lo que no es cierto.

R.- Pero suele decir que se identifica con él. ¿Se considera un admirador de Adolf Hitler?

R.- Le admiró porque perseveró. En el mismo sentido que admiro a Hillary Clinton por perseverar en su carrera presidencial. Hitler tenía en contra a los ejércitos más poderosos del mundo y aun así decidió perseverar hasta el final. Y si la guerra hubiera durado un año más, no habría ganado, pero tampoco habría perdido. En 1945 los británicos y los americanos estaban hartos de la guerra y no querían haber continuado por mucho más tiempo.

R.- ¿Fue el nazismo un paso atrás en la civilización?

R.- En algunos aspectos, sí. Por ejemplo, en que nadie controlaba a la policía. Pero quizá un régimen así necesita a la policía para llevar a cabo sus propios experimentos sociales.

R.- ¿Cuáles?

R.- Los del Estado del bienestar.

R.- ¿De verdad cree que mejorará la opinión sobre Hitler dentro de mil años?

R.- Por supuesto. Tendrá plazas con su nombre en Alemania. Y puede que fuera, también.

Mañana
Artículos de Mark Mazower, David Solar,
Simon Jenkins y Fernando Paz

elmundo.es

► Especial:
Todo sobre la Segunda Guerra Mundial: análisis,
gráficos, personajes, armas...

Author: Eduardo Suárez for *Diario El Mundo*, 5 September 2009.

Headline: “Hitler was a simple man deceived by his subordinates”.

Caption: “I’m not interested in numbers”.

Highlighted comment: “Auschwitz was a prisoner camp with a high mortality rate”.

Step 1 – The context or the reliability of the source (Who is behind the information?)

Context is fundamental to understanding a document or source and assessing its reliability.

- ▶ Complete this basic information.
 - a. Name of the source of the original interview:
 - b. Authorship of the original interview:
 - unknown
 - known:
 - c. Date of publication of the interview:
- ▶ Look at the medium in which Document 1 appendix was published and indicate its type.
 - It is an article in a printed medium.
 - It is a political pamphlet.
 - It is an advertising leaflet.
 - It is an article in a cultural magazine.
 - I don't know what it is.
- ▶ Identify the type of media (newspaper) the news item belongs to:
 - politics;
 - business;
 - history;
 - not identified.

- ▶ Search for this newspaper outlet and indicate its political leanings (multiple choices possible).
 - It is an example of a conservative-leaning media outlet.
 - It is an example of a progressive media outlet.
 - It is an example of a tabloid or sensationalist media outlet.

Step 2 – Analysis of the article or message (What is the evidence?)

▶ Message and evidence

- a. What claim(s) does the article make?
 - 6 million Jews were killed by the Nazis.
 - Hitler was deceived by his subordinates.
 - The number of victims is not important.
 - The Holocaust is the mass murder of Jews by the Nazi regime.
 - Auschwitz was a camp for prisoners of war.

- b. How do you rate the sources of information used by David Irving about the Auschwitz camp?
 - They are supported by solid, verifiable evidence.
 - They are not supported by solid, verifiable evidence.
 - I don't know.

- c. How is the interview presented?
 - It is presented as factual information.
 - It is presented as a personal opinion.
 - I don't know.

- d. Do you think that the interviewer has a motivation for publishing this document? If so, please indicate what this motivation might be.
 - Political motivation:
 -
 -
 - Economic motivation:
 -
 -
 - Other:
 -
 -
 - I don't know.

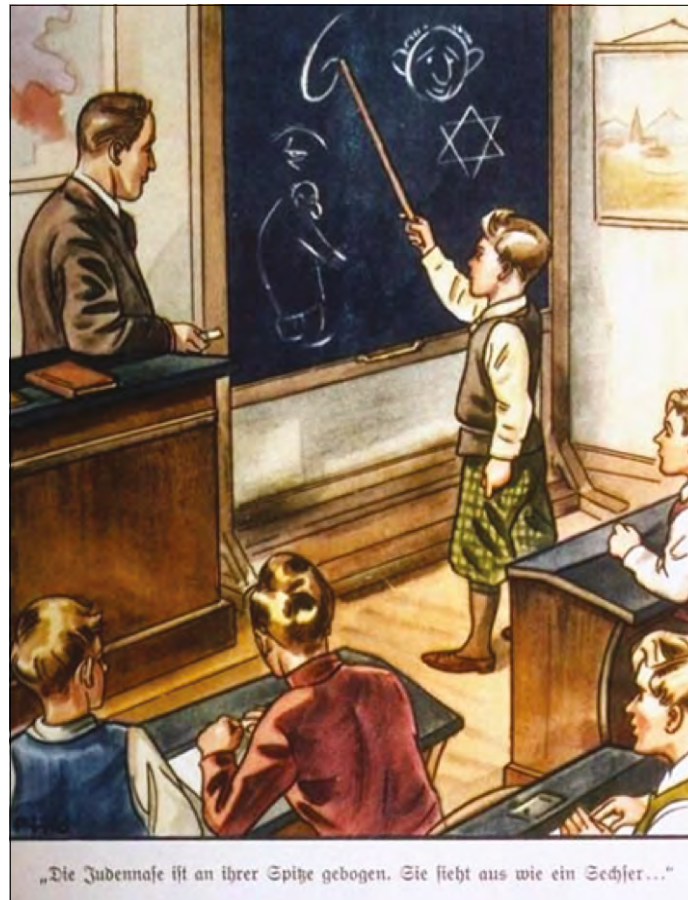
- e. What is the message of the article?
 - Victimisation of the interviewee.
 - Whitewashing Nazism and Hitler.
 - All of them.
 - I don't know.

Step 3 – Side reading: other sources of information

In order to verify a source, whether from the past or the present, it is essential to use other sources of information, both primary and secondary. We call this exercise "side reading" because we open new tabs in our browser to look for other sources of information. We can consult books or articles that have been edited and reviewed, as well as other primary sources that share a date and/or topic with the source we want to check.

In order to contrast the information provided in Document 1, we provide you with these other sources of information to enable you to carry out this lateral reading.

 Document 2 – Illustration from a German textbook with antisemitic content



Source: Page from the book *Der Giftpilz* (The poisonous mushroom). The book was published by Nazi politician Julius Streicher, who also published the widely circulated antisemitic tabloid *Der Stürmer*. The text reads: “The Jewish nose is crooked at the tip. It looks like the number 6.” United States Holocaust Memorial Museum, “Antisemitism – Photograph”, *Holocaust Encyclopedia*, available at <https://encyclopedia.ushmm.org/content/en/gallery/antisemitism-photographs>, accessed 19 July 2024.

 Document 3 – Jewish shop destroyed during the “Night of Broken Glass”



Source: United States Holocaust Memorial Museum, “The ‘Night of Broken Glass’”, *Holocaust Encyclopedia*, available at <https://encyclopedia.ushmm.org/content/en/article/the-night-of-broken-glass>, accessed 19 July 2024.

 **Document 4 – List of estimates of the number of Jews in European countries. Protocol of the Wannsee Conference, 20 January 1942**

Page 6 of the document contains detailed estimates of the number of Jews earmarked for extermination, specifying the regions they came from. The majority were from eastern Europe.

Land	Zahl
A. Altreich	131.800
Ostmark	43.700
Ostgebiete	420.000
Generalgouvernement	2.284.000
Bialystok	400.000
Protectorat Böhmen und Mähren	74.200
Estland - judenfrei -	
Lettland	3.500
Litauen	34.000
Belgien	43.000
Dänemark	5.600
Frankreich / Besetztes Gebiet	165.000
Unbesetztes Gebiet	700.000
Griechenland	69.600
Niederlande	160.800
Norwegen	1.300
B. Bulgarien	48.000
England	330.000
Finnland	2.300
Irland	4.000
Italien einschl. Sardinien	58.000
Albanien	200
Kroatien	40.000
Portugal	3.000
Rumänien einschl. Bessarabien	342.000
Schweden	8.000
Schweiz	18.000
Serbien	10.000
Slowakei	88.000
Spanien	6.000
Türkei (europ. Teil)	55.500
Ungarn	742.800
UdSSR	5.000.000
Ukraine	2.994.684
Weißrußland aus- schl. Bialystok	446.484
Zusammen: über	11.000.000

Source: Protocol of the Wannsee Conference, 20 January 1942. In Teresa and Henryk Świebocicki (2007), *Auschwitz: residence of death*, Biały Kruk, Kraków, p. 27.

 **Document 5 – Testimony of Rudolf Höss, Commandant of Auschwitz concentration camp, before the Nuremberg Tribunal on 15 April 1946**

"I have been constantly associated with the administration of concentration camps since 1934, serving at Dachau until 1938; then as Adjutant in Sachsenhausen from 1938 to 1 May 1940, when I was appointed Commandant of Auschwitz. I commanded Auschwitz until 1 December 1943, and estimate that at least 2 500 000 victims were executed and exterminated there by gassing and burning, and at least another half million succumbed to starvation and disease making a total dead of about 3 000 000. This figure represents about 70 or 80 percent of all persons sent to Auschwitz as prisoners, the remainder having been selected and used for slave labour in the concentration camp industries; included among the executed and burned were approximately 20 000 Russian prisoners of war (previously screened out of prisoner-of-war cages by the Gestapo) who were delivered at Auschwitz in Wehrmacht transports operated by regular Wehrmacht officers and men. The remainder of the total number of victims included about 100 000 German Jews, and great numbers of citizens, mostly Jewish, from Holland, France, Belgium, Poland, Hungary, Czechoslovakia, Greece, or other countries. We executed about 400 000 Hungarian Jews alone at Auschwitz in the summer of 1944."

Source: Yale Law School, Lillian Goldman Law Library, "Nuremberg Trial Proceedings Volume 11, One Hundred and Eighth Day, Monday, 15 April 1946", *The Avalon Project: Documents in Law, History and Diplomacy*, available at <https://avalon.law.yale.edu/imt/04-15-46.asp>, accessed 19 July 2024.

Document 8 – Excerpt from High Court Judge Charles Gray’s ruling in the David Irving libel suit

“It is my conclusion that no objective, fair-minded historian would have serious cause to doubt that there were gas chambers at Auschwitz and that they were operated on a substantial scale to kill hundreds of thousands of Jews.

It appears to me to be incontrovertible that Irving qualifies as a Holocaust denier. Not only has he denied the existence of gas chambers at Auschwitz and asserted that no Jew was gassed there, he has done so on frequent occasions and sometimes in the most offensive terms ...

The content of his speeches and interviews often displays a distinctly pro-Nazi and anti-Jewish bias. He makes surprising and often unfounded assertions about the Nazi regime which tend to exonerate the Nazis for the appalling atrocities which they inflicted on the Jews. He is content to mix with neo-fascists and appears to share many of their racist and anti-Semitic prejudices.”

Source: “The ruling against David Irving”, *The Guardian*, 11 April 2000, available at www.theguardian.com/uk/2000/apr/11/irving1, accessed 19 July 2024.

Document 9 – The opinion of the interviewer in Document 1 nine years later

“In July 2009, during my years as a correspondent for *El Mundo* in London, I was given an assignment: to interview the controversial British historian David Irving, condemned in Austria for denying the Holocaust and author of several books published in Spanish ...

The newspaper ... published the interview on 5 September 2009 ... The interview is full of delirious answers. Irving says, for example, that in a thousand years Adolf Hitler ‘will have squares in Germany with his name on them’ or that the Holocaust is nothing more than ‘a slogan or a product like Kleenex or Xerox printers’.

Nine years on, I question whether it was a good idea to interview Irving in those circumstances in August 2009, and it is clear to me that it would not be a good idea to interview him today. We journalists have lost a lot of influence over the past two decades. But we still have some power to amplify messages and influence the direction of the conversation. Before we amplify the voices of people like Irving, we should remember that not all citizens are sceptical and enlightened, and that every conspiracy theory is just a click away.”

Source: Eduardo Suárez, “It’s not always worth interviewing the devil”, *Letras Libres*, 6 September 2018, available at <https://letraslibres.com/politica/no-siempre-merece-la-pena-entrevistar-al-diablo/>, accessed 19 July 2024.

Document 10 – Tony Judt on the Holocaust

“For many years, Western Europeans preferred not to think about the wartime sufferings of the Jews. Now we are encouraged to think about those sufferings all the time. For the first decades after 1945 the gas chambers were confined to the margin of our understanding of Hitler’s war. Today they sit at the very centre: for today’s students, World War II is about the Holocaust. In moral terms that is as it should be: the central ethical issue of World War II is “Auschwitz.”

But for historians this is misleading. For the sad truth is that during World War II itself, many people did not know about the fate of the Jews and if they did know they did not much care. There were only two groups for whom World War II was above all a project to destroy the Jews: the Nazis and the Jews themselves. For practically everyone else the war had quite different meanings: they had troubles of their own.

It is hard for us to accept that the Holocaust occupies a more important role in our own lives than it did in the wartime experience of occupied lands. But if we wish to grasp the true significance of evil – what Hannah Arendt intended by calling it “banal” – then we must remember that what is truly awful about the destruction of the Jews is not that it mattered so much but that it mattered so little.”

Source: Tony Judt, “The ‘problem of evil’ in postwar Europe”, *The New York Review*, 14 February 2008, available at www.nybooks.com/articles/2008/02/14/the-problem-of-evil-in-postwar-europe/, accessed 19 July 2024.

Document 11 – Testimony of a survivor

“Until recently she didn’t even have a mobile phone, but now she is a star on TikTok. Tova is 85 years old and has a great story to tell: she survived the Nazi Holocaust when she was only six years old.

With the help of her 17-year-old grandson Aaron, Tova recounts her horror in short videos of less than two minutes to raise awareness among young people and combat the denial and antisemitic messages circulating on the social network.

‘TikTok is a great way to explain the Holocaust to young people who don’t read or who are bored by lectures’, she says, ‘they are there, listening and asking really good questions.’

Her story has been viewed more than 75 million times online.

The Nazis tattooed her arm when she was six

‘This is me’, Tova says, pointing to a famous photograph of her face as a child. She was six and a half when she was immortalised with other children as they left the concentration camp.

Tova is 85 years old and until recently did not even have a mobile phone, but at the age of six her picture went around the world. She was one of the children in a famous photograph of a group of children liberated from the Auschwitz concentration camp, showing the registration numbers tattooed on them by the Nazis.

Tova used the picture to tell the young people how a Jewish teenager was forced to get the tattoos, even though her hand was shaking.

She also told them about the sudden decision by the Nazis that changed her life when, at the last moment, they decided not to send the children to the gas chamber.

All this, she says, in the hope that young people will understand that what she experienced happened to millions of people who cannot explain it. And, with the help of her grandson, to put an end to the denial and the messages of hate.”

Source: Radio Televisión Española, “Tova, the 85-year-old Holocaust survivor who uses TikTok to fight antisemitism”, 23 March 2023, available at www.rtve.es/noticias/20230323/tiktok-para-combatir-antisemitismo-contra-holocausto/2432724.shtml, accessed 19 July 2024.

► Think about and write down what we can learn from each source to contrast with Document 1.

	Type of source	Information provided
Document 2		
Document 3		
Document 4		
Document 5		
Document 6		
Document 7		
Document 8		
Document 9		
Document 10		
Document 11		

Step 4 – Conclusions

- ▶ Let's go back to Document 1. After your analysis and comparison of the sources, what do you think?
 - The news is false.
 - The news is partly false. It may use true data or facts which, when taken out of context, distorted or exaggerated, take on a different or even opposite meaning to the real one.
 - I can't tell if it's true or false.
- ▶ Would you say that this message encourages hate speech? If so, against whom?
 - Yes, against:
 - No
 - I don't know.

For qualitative analysis carried out in a forum

After completing the analysis above, we will analyse recent news. Our aim will be to check the veracity and reliability of the following news item. To do this, you can follow the steps indicated below and share your conclusions in the forum.

- ▶ What do you think you have learned about source analysis?
- ▶ Could you apply the methodology you have learned and follow the steps above for the following news item?

Holocaust denial has been prevalent in Iran for many years. An International Holocaust Cartoon Contest has been organised in the country twice, in 2006 and 2015. The second contest was won by French cartoonist Pascal Fernandez, who goes by the pseudonym Zeon. His cartoon "Shoah Business" shows a cash register in the form of an Auschwitz camp building with the number 6 million, the estimated number of Jews murdered by the Nazis during the Holocaust.



Source: Cartoon by Zeon for the second International Holocaust Cartoon Contest in Iran, available at www.actuabd.com/Undessinateur-francais-laureat-d-un-concours-iranien-de-dessins-antisemites, accessed 19 July 2024.

Step 1 – We check the context and reliability of the source

- ▶ What kind of source is this document?
- ▶ Who is the cartoonist? Can we find out their political leanings?
- ▶ Do the cartoonist's political/religious leanings influence their assessment of historical facts and measures for remembering them?

Step 2 – We analyse the content or message

- ▶ What ideas is the cartoonist trying to convey?
- ▶ Are these ideas supported by solid, verifiable evidence?
- ▶ What language is used to persuade the audience?
- ▶ How is the source presented to us: as factual information or personal opinion?
- ▶ Does it evoke any kind of emotion?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - the same story in other media;
 - specialised tools dedicated to verification work;
 - in the case of social media networks, we can check whether context has been added by other users. These references can give us an indication of their veracity, which we then need to check;
 - academic articles on the topic to help us better understand the context.

Step 4 – We assess the veracity of the source

After your analysis and cross-checking of the sources, please answer the following questions.

- ▶ Do you think this historical issue is being treated objectively in Document 12?
- ▶ Would you say that this message is conducive to hate speech? If so, against whom? How does it do this?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Berenbaum M. (2006), *The world must know: the history of the Holocaust as told in the United States Holocaust Memorial Museum*, Johns Hopkins University Press, Baltimore, MD.

Casanova J. (2012), *Europa contra Europa, 1914-1945*, Crítica, Barcelona.

Casanova J. (2020), *Una violencia indómita: el siglo XX europeo*, Crítica, Barcelona.

Didi-Huberman G. (2003), *Images in spite of all: four photographs from Auschwitz*, University of Chicago Press, Chicago.

Gallego F. (2006), *De Múnich a Auschwitz: una historia del nazismo, 1919-1945*, Plaza & Janés, Barcelona.

Hobsbawm E. (1994), *Age of extremes: the short twentieth century, 1914-1991*, Joseph, London.

Kershaw I. (2016), *To hell and back: Europe 1914-1949*, Penguin Books, London.

Malešević S. (2010), *The sociology of war and violence*, Cambridge University Press, Cambridge.

Mazower M. (2000), *Dark continent: Europe's twentieth century*, Vintage, New York.

Świeboccki T. and Świeboccki H. (2007), *Auschwitz: residence of death*, Biały Kruk, Kraków.

Traverso E. (2005), *Le passé, mode d'emploi: histoire, mémoire, politique*, La Fabrique, Paris.

Traverso E. (2011), *L'histoire comme champ de bataille: interpréter les violences du XXe siècle*, La Découverte, Paris.

Traverso E. (2017), *Fire and blood: the European civil war, 1914-1945*, Verso Books, London.

Vinen R. (2000), *A history in fragments: Europe in the twentieth century*, Abacus, London.

10 – Roma Holocaust

Introduction

The Roma have historically been oppressed on multiple societal levels: economically, socially and politically. They have also suffered discrimination, persecution, harassment and imprisonment, and have even survived attempts at extermination.

Roma originally came from northern and central India, from where they began migrating around 1 000 years ago. The first groups arrived in Europe in the 14th century. Since then, the Roma have suffered severe racism and discrimination. There have been anti-Roma laws and mass expulsions of Roma in Europe, as well as attempts at mass extermination, such as the Great Roundup or General Imprisonment of the Roma in Spain in 1749. Similarly, Roma were subjected to slavery in different parts of Europe (for example Wallachia and Moldavia). Throughout history, prejudice against Roma has played a fundamental role in the persecution of members of this community by Western societies.

Under Nazism, earlier cultural stereotypes were combined with the pseudo-scientific theories of race developed in the late 19th and early 20th centuries. These developed into the ideas and practice of eugenics, which advocated the racial purity of societies and the marginalisation of supposedly non-pure individuals. The Third Reich, in particular, categorised the population according to their “usefulness”. The Roma were among the victims of this process, being labelled as an “asocial race” and a “plague” to be eradicated. This eventually culminated in the Roma Holocaust, which involved the torture and murder of hundreds of thousands of Roma.

With this activity we propose to analyse how this process of marginalisation, persecution and mass extermination was carried out during the Nazi regime. We invite you to analyse the information or disinformation reflected in the following news items or historical sources with a triple objective: to assess their veracity, to determine whether a news item can convey a message of hatred towards a group and, above all, to learn how to detect fake news today.

Analysis of documents

Document 1 – Anti-Roma propaganda



Headline: “Travelling people.²⁷ New ways to fight the Gypsy plague”.

Source: *Fahrendes Volk*, document published by the Legal Office of the Nazi Party,²⁸ February 1939, photographs in the possession of the *Bildarchiv Preussischer Kulturbesitz*, Berlin.

27. The term refers to Roma people.

28. The headline refers to a circular from *Reichsführer SS* and Chief of Police (Ministry of the Interior) Heinrich Himmler entitled “Fighting the Gypsy Plague”, dated 8 December 1938, available at https://geschichte-bewusst-sein.de/wp-content/uploads/2017/02/SNG_014_RZ_Zusatz12-2017-02-23.pdf, accessed 21 July 2024.

Step 1 – The context or reliability of the source (Who is behind the information)

Context is essential for understanding a document or source and assessing its reliability. To understand this source, we need to look at where it was published.

- ▶ Fill in this basic information.
 - a. Name of the source:
 - b. Authorship:
 - unknown
 - known:

- ▶ Look at the medium in which Document 1 was published and indicate what type it is.
 - It is a newspaper or other written medium.
 - It is an official document.
 - It is a political pamphlet.
 - It is an advertising leaflet.
 - I don't know what it is.

Step 2 – Analysis of the article or message (What is the evidence?)

- ▶ Visual support: is the article accompanied by visual support?
 - Yes
 - No

- ▶ Message and evidence
 - a. What statement(s) does the headline make (more than one option can be ticked)?
 - It claims that action should be taken to improve the situation of Roma people.
 - It suggests that measures should be taken to eliminate the Roma.
 - It claims that the Roma are not part of the German people.

 - b. What is the tone of the headline?
 - Informative tone.
 - An aggressive tone.
 - A joking tone.
 - I don't know.

 - c. What emotion do you think the headline is trying to evoke?
 - Hatred of the Roma.
 - Pity for the Roma.
 - It is not trying to evoke any emotion.

Step 3 – Contrast or side reading: other sources of information (What do other sources say?)

In order to verify a source, whether from the past or the present, it is essential to look at other sources of information, both primary and secondary. We call this exercise “side reading” because we open new tabs in our browser to look for other sources of information. We can consult books or articles that have been edited and reviewed, as well as other primary sources that share a date and topic with the source we want to verify.

In order to contextualise the information provided in Document 1, we provide you with these other sources of information to enable you to do this side reading.

Document 2 – Chronology of the repression of the Roma in Nazi Germany

15 September 1935	<i>Nuremberg Race Laws in Nazi Germany:</i> according to these laws, Roma are considered “racially inferior” and are deprived of their nationality and rights as citizens of the Reich.
6 June 1936	<i>Increasing intimidation against Roma:</i> Reich Interior Minister Wilhelm Frick issues a decree for “Combating the Gypsy Plague”. The decree authorises the police to carry out raids against Roma people by “intensifying the harassment, coercion and intimidation of Gypsies”.
17 June 1936	<i>Police policy towards Roma is centralised:</i> Heinrich Himmler, SS chief and chief of the German police, relocates the Central Office for Gypsy Affairs, created long before, from Munich to Berlin.
16 July 1936	<i>The Marzahn camp:</i> on the eve of the Berlin Olympic Games, in an attempt to “clean up” the city, 600 Roma people are arrested and marched under police guard to Marzahn, a former sewage dump, later officially declared a concentration camp. ²⁹ These people were subjected to forced labour. After Marzahn, local police detachments all over Germany began forcing Roma into municipal camps.
15 July 1937	<i>The Buchenwald camp:</i> the Buchenwald concentration camp is opened in east-central Germany. As early as 1937, Roma individuals were sent to the camp. Their number increased in 1938. At Buchenwald, numerous Roma inmates became the subjects of racial research, including Robert Ritter’s 3 500 Roma (men and women) who were held at the concentration camp and its subcamps during the eight years of Buchenwald’s existence.
1938	<i>Deportations:</i> the deportation of Roma people to the Dachau, Buchenwald and Sachsenhausen concentration camps is stepped up. The number of deportees to other camps, such as Mauthausen and Ravensbrück, increases in the following years.
16 May 1938	<i>Heinrich Himmler attaches the “Reich Central Office for the Suppression of the Gypsy Nuisance” to the Reich Criminal Police Office (RPKA).</i> This agency took over and expanded bureaucratic measures to systematically persecute Roma.
12 December 1938	<i>Himmler issues the decree “Combating the Gypsy Plague”:</i> it states that, on the basis of experience and racial-biological research, the “Gypsy problem” should be treated as a “racial question”. The distinction between “pure Gypsies”, “half-breeds” and “vagrants” implies the need to “determine the racial heritage of every Gypsy in the Reich”. This decree helped establish a clear foundation for the subsequent anti-Roma policies, including segregation, deportation and mass murder.
1941	<i>Mass executions of Roma under the fascist regimes begin:</i> with the German invasion of the USSR, the Roma people are accused of “Bolshevik complicity” and mass executions begin.
16 December 1942	<i>The “Auschwitz Decree”:</i> Heinrich Himmler issues a decree calling for the deportation of all Roma living in the Third Reich to the Auschwitz extermination camp. Around 20 000 Roma are interned there. Within Auschwitz, the so-called “Gypsy camp” suffered the highest death toll: 19 300 people lost their lives (in the gas chambers, as well as from starvation, disease, epidemics and medical experiments).

Source: Compiled by the author from “Roma history factsheets” (Council of Europe), available at www.coe.int/en/web/roma-and-travellers/roma-history-factsheets, accessed 21 July 2024; United States Holocaust Memorial Museum, “Persecution of Roma in prewar Germany, 1933-1939”, *Holocaust Encyclopedia*, available at <https://encyclopedia.ushmm.org/content/en/article/persecution-of-roma-gypsies-in-prewar-germany-1933-1939>, accessed 21 July 2024; and Guenter Lewy (1999), “Himmler and the ‘racially pure Gypsies’”, *Journal of Contemporary History* Vol. 34, No. 2, pp. 201-14.

29. The men from Marzahn were sent to Sachsenhausen in 1938 and their families were deported to Auschwitz in 1943. For more information regarding Berlin-Marzahn, see United States Holocaust Memorial Museum, “Berlin-Marzahn (camp for Roma)”, *Holocaust Encyclopedia*, available at <https://encyclopedia.ushmm.org/content/en/article/marzahn>, accessed 21 July 2024.

Document 3 – The racial theory of the Third Reich against the Roma people

“The central terminology and attitudes, which were later used as reasons for killing ‘unworthy life’ by the Nazis, had been determined long before the latter’s ascent to power. The term ‘race’, for instance, has been used since the 17th century in order to categorise people (...)

On 14 July 1933, the racial theory was finally adopted by the laws of the Third Reich. The notion of ‘unworthy life’ had a significant influence in the Nazi race policy. On the one hand, ‘hereditary (erbggesund)’ and ‘Aryan’ offspring was supported, and on the other hand mentally and physically challenged people as well as ‘asocials’ and ‘foreign races’ were persecuted. The ‘Gypsies’, whose place in the system was not easy to determine because of their Aryan descent, were generally considered ‘asocial’ and were consequently seen as an ‘asocial race’, in the absence of a better criterion ... As far as the Roma were concerned, the Nazis could not only use the negative prejudices that were deeply rooted in the population, but also the decades of police experience concerning the ‘Gypsy plague’. Both in Germany and Austria the centralisation of the traditional police ‘Gypsy battle’ started in the 1920s (...)

When Robert Ritter, doctor and psychiatrist, took over the leading position in the “Rassenhygienische und erbbiologische Forschungsstelle” (Research Centre for Racial Hygiene) of the Reich’s Department of Public Health, he became a central figure in ‘Gypsy research’ in the Reich. His real goal was proving that criminal and ‘asocial’ behaviour was hereditary. Whereas the Jews had been accused of intellectually ‘dissolving’ the structure of the state, the ‘Gypsies’ were declared ‘primitives’, ‘poor in culture’ and lacking history, who threatened the moral order by ‘mixing’ and ‘building a criminal sub-proletariat’ because of their race. Already by 1935, the demand was made that ‘Gypsies’ should be interned in labour camps and sterilised by force.

Source: Council of Europe, “Roma history factsheets: 5.0. Holocaust”, available at <https://rm.coe.int/holocaust-factsheets-on-romani-history/16808b1ab0>, accessed 21 July 2024.

Document 4 – Excerpt from the memoir of Ceija Stojka, Roma survivor of the Holocaust

“In 1939, we Roma still rode around freely in Austria with wagons and horses. My mother was thirty-two years old at the time, and so was my father. We were six children: the oldest sister, Mitzi, had just turned fourteen; then came my sister Kathi, who was twelve; my two brothers Hansi, eleven, and Karli, eight; Ossi, the family favourite, seven; and I, myself, Ceija, six years old. We loved our parents, and we siblings loved each other, too. Naturally, we had to go to school wherever we were. I still remember my father, Wackar, bringing me to school on my first day. I was mighty proud.

At that time, in 1939, we were somewhere in Styria when my people learned we were no longer allowed to travel around. It became increasingly worse for us until my father decided to go to Vienna. He said he had a good acquaintance in Vienna, a contractor who built wagons, who had a big place. Maybe we could set up our wagon at his place and live there for a while. And that’s how we got to Vienna, to the sixteenth district, in Paletzgasse at Herr Sprach’s. This man welcomed us warmly, but he said to my father, ‘Karl, the wagon is too conspicuous. You have to rebuild it into a small wooden house.’ And that’s exactly what happened. We children attended school again (...)

One day my mother received a letter. The mailman said that it was from Dachau. His face looked sad because he somehow knew what kind of message was in the letter, and he hurried away like lightning. Mama had Frau Sprach read the letter out loud to us. The news of our father’s death was terrible. We were reeling for days, a feeling that is really hard to describe. We never got over the death of our father. My mother tried to get the urn back from the Dachau concentration camp. Finally, she succeeded in having it sent in the mail to us. She took the urn into her hand, shook it, and cried, ‘Wackar, *ande san du katte?*’ (Wackar, are you in there?). The urn opened up, and a couple of bones fell out. She sewed a little sachet and put the bones inside it. She tied this sachet around her neck.

Because we Roma follow the custom of holding a vigil for the dead for three days, our mother went to my godmother Ceija’s in the sixteenth district to keep this vigil. This woman also helped my mother take care of the burial [of the urn]. The sons of my godmother, Jano and Bubi, had just been deported to Auschwitz. Ceija’s grandchildren and her daughter-in-law had not been arrested yet, so my mother was not completely alone.”

Source: Ceija Stojka (2022), *The memoirs of Ceija Stojka, child survivor of the Romani Holocaust*, Camden House, Rochester, NY, pp. 41-44.

Document 5 – Persecution and extermination of the Roma



Source: United States Holocaust Memorial Museum, "Genocide of European Roma (Gypsies) 1939-1945", *Holocaust Encyclopedia*, available at <https://encyclopedia.ushmm.org/content/en/article/genocide-of-european-roma-gypsies-1939-1945>, accessed 21 July 2024.

Document 6 – Interview with Maria Sierra, expert on the Roma Holocaust and author of *Roma Holocaust. El genocidio romaní bajo el nazismo*, Arzalia Ediciones, Madrid, 2020

Question: *What inspired you to write this book?*

Answer: The Roma Holocaust seems to be a phenomenon of the past, but I see lines of continuity in its cultural foundations. They have not disappeared over the years. I see a stigmatisation and a continuation of the negative stereotypes that existed in the inter-war period. Historians have to be very careful because recognising the lines of continuity in attitudes and perceptions helps us to look at the present and the future.

Question: *What are you referring to?*

Answer: The association between crime and the Roma way of life is still widespread. Society needs to be aware of the extent to which a group can be attacked on the basis of a stereotype.

In the book, I mention Robert Ritter, Eva Justin and Mengele, scientists who made a definitive and substantial contribution to extermination on biological grounds. "It was necessary to exterminate the Roma because they had criminality and vagrancy imprinted in their DNA" ... The role of the scientific community seems to me very important. I insist on it a lot in the study because these people were responsible for specifying the scientific arguments so that the police institutions had a clear objective: to exterminate the Roma, the Jews and other groups. It is important and striking that many of those responsible remained in public office after 1945. There is a group of police officers whom the Sinti have identified as technical witnesses to the genocide: people who were directly responsible for their persecution but who were never brought to justice. This is the responsibility of the subjects themselves, but also of society. We must always examine scientific arguments with caution, because the scientific community is usually given an aura of objectivity and validity that may not exist. That is dangerous. All these Nazi scientists were later discredited, but for a long time their arguments were credible to a large part of society.

Question: *"The traditional prejudice against the Gypsies, reworked with a scientific discourse that spoke of genetic criminality, took hold among the majority of the population. Even among non-Nazi sympathisers," you write.*

Answer: Exactly. In the book I talk about civil responsibility for what happened to the Roma. What you mention is a shocking fact. In one of the first studies of the Roma genocide, it was said: "It is very telling that societies that consider themselves democratic do not recognise the internal failures they have". During Nazism, people who were willing to help the Jews were not willing to help the Roma. In that sense, it was always more difficult for the Roma than for the Jews. It's the discourse of: "If they're in camps, there's a reason for it. They are a group that will not assimilate into society". It is a discourse that is still going on.

Source: María Sierra, "El Holocausto gitano es un tema poco conocido y poco difundido", *La Marea*, 8 April 2021 (adapted).

- ▶ Think about and write down what each of the sources provides us with to contrast with Document 1.

	Type of source	Information provided
Document 2		
Document 3		
Document 4		
Document 5		
Document 6		

Step 4 – Conclusions

- ▶ Let's go back to Document 1. After your analysis and cross-checking of the sources, what do you think?
 - Is not news, it is propaganda.
 - Is partly fake news. It may use true data or facts that, when taken out of context, distorted or exaggerated, take on a different or even opposite meaning to reality.
 - I don't know how to answer.
- ▶ Would you say that this message encourages hate speech? If so, against whom?
 - Yes, against the Roma people.
 - No.
 - I don't know.

For qualitative analysis via forum

After the previous analysis, we are going to analyse recent news. Our aim will be to check the truthfulness and reliability of the following news item. To do this, you can follow the steps indicated and share your conclusions in the forum.

- ▶ What do you think you have learned about source analysis?
- ▶ Could you apply the methodology you have learned and follow the steps above for the following news item?



Source: *Die Aula* magazine (Austria), March 2009.³⁰

Headline: "Gypsy plague in Hungary".

Extract: The chronic and massive antisocial behaviour of a large part of the "travelling people" in north-eastern Hungary has spread to the Transdanubian region, where it has taken hold and thus moved closer to the Austrian border.

30. Teachers can visit the SOS Mitmensch webpage for a better contextualisation of this article: "Wiedergeburt der rechtsextremen 'Aula' unter massiver FPÖ-Beteiligung", 17 October 2019, available at www.sosmitmensch.at/wiedergeburt-der-rechtsextremen-aula, accessed 23 July 2024.

Step 1 – We check the context and reliability of the source

- ▶ What is the name of the source that contains the article or text?
- ▶ Do we know the authorship?
- ▶ What can we find out about the media outlet and the authorship; can we find out their political leanings?

Step 2 – We analyse the content or message

- ▶ Is it accompanied by visual support? If so, what does it look like, is it a photograph or an illustration, does it support the message, is the authorship of the photograph or illustration mentioned?
- ▶ What claims are being made?
- ▶ Are these claims supported by solid, verifiable evidence?
- ▶ What language is used to persuade the audience of the veracity of the document?
- ▶ How is the source presented to us: as factual information, as personal opinion, as satire?
- ▶ Can we deduce the author’s motivation?
- ▶ What emotion is the author trying to evoke?

Step 3 – We look for other sources of information that allow us to contrast the information

- ▶ To do this, we can consult:
 - the same message in other media at the same time and later;
 - specialised tools dedicated to verification tasks;
 - in the case of social media networks, we can check whether context has been added by other users;
 - academic articles on the topic to help us better understand the context.

Step 4 – We assess the veracity of the message

- ▶ After your analysis and cross-checking of sources, we conclude that:
 - the news story is completely false because:
.....
.....
.....
 - the message is partly false because:
.....
.....
.....
 - we cannot know whether it is true or false because:
.....
.....
.....
- ▶ Would you say that this message encourages hate speech? If so, against whom and how?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Council of Europe (n.d.), "Roma history factsheets", available at www.coe.int/en/web/roma-and-travellers/roma-history-factsheets, accessed 23 July 2024.

Filigrani P. (2020), *El pueblo gitano contra el Sistema-Mundo*, Akal, Madrid.

Lewy G. (1999), "Himmler and the 'racially pure Gypsies'", *Journal of Contemporary History* Vol. 34, No. 2, pp. 201-14.

Sierra M. (2020), *Roma Holocaust*, Arzalia Ediciones, Madrid.

United States Holocaust Memorial Museum, *Holocaust Encyclopedia*, available at <https://encyclopedia.ushmm.org/>, accessed 23 July 2024.

Weiss-Wendt A. (2013), *The Nazi genocide of the Roma: reassessment and commemoration*, Berghahn Books, Oxford/New York.

11 – The use of disinformation against migrants during the UK referendum on leaving the EU (Brexit)

Introduction

On 23 June 2016, the United Kingdom held a referendum on whether the country should remain in the European Union, of which it had been a member since 1973, having joined in the first wave of enlargement, alongside Denmark and Ireland. The UK historically had a complicated relationship with European institutions that became especially tense during Margaret Thatcher's premiership (1979-1990). As a result of her pressure, the country had a special status within the EU: it did not belong to the Eurozone or the Schengen Area, and it had a reduced contribution to the EU budget.

The already-fraught relationship between Britain and the EU worsened as a result of the rise of Eurosceptic right-wing populist parties all over Europe. Authors such as Ganderson and Kyriazi³¹ have analysed statements from members of the UK Parliament during the debates about the referendum, and they indicate how these demands about a referendum grew and intensified between the 2008 Lisbon Treaty and the 2011 debates to approve the Treaty of the European Union, and more generally as the EU moved in the direction of an "ever closer Union". The two crises that occurred prior to Brexit – the Euro and migration crises – had as consequences reactive policy steps in response to the EU having moved beyond "market integration" since the Treaty of Maastricht, to include two new pillars, Common Foreign and Security Policy and Justice and Home Affairs, respectively.³²

Furthermore, the Brexit vote took place one year after the so-called "refugee crisis" of 2015, caused mainly by the wars in Syria and Iraq, and populists often conflated fears about non-European migrants with those about migration coming from within the EU. Consequently, in 2016, the country was divided. On the day of the referendum 51.9% of voters decided that the UK should leave the EU, while 48.1% voted to remain. Proponents of Brexit (short for British Exit) argued that outside and away from the EU, their country would regain sovereignty over various issues it shared with Brussels, particularly those relating to taxation and immigration policy. The Leave campaign (framed under the slogan "take back control") was inspired by patriotic values (in some cases appealing to nostalgia for early 20th century Britain) and immigration was a central issue of the campaign, being linked to membership of the EU. On the other hand, the pro-Remain media campaign was based on the benefits of the EU for the British people. It was a very polarised campaign that generated controversy and included the widespread use of misinformation, using both the power of popular media and the enormous power of social media.

This is the context for the news that we want to analyse: how do you think this story was covered in newspapers such as the *Daily Mail*? For example, do you think these stories reflected the truth about what was happening at the country's borders at the time? How did they characterise migrants, the Remain supporters and the European Union itself?

We invite you to analyse the information or disinformation reflected in the following news items or historical sources with a triple objective: to assess their veracity, to determine whether a news item can convey a message of hatred towards a group and, above all, to learn how to detect fake news today.

31. Ganderson and Kyriazi 2024.

32. Genschel and Jachtenfuchs 2018.

Analysis of documents

Document 1 – News about the arrival of a lorry of migrants in London

As politicians squabble over border controls, yet another lorry of migrants arrives in the UK declaring ... WE'RE FROM EUROPE - LET US IN!

Source: *Daily Mail*, 16 June 2016 (front page). www.dailymail.co.uk/news/article-3643140/Shocking-moment-migrants-pour-cargo-container-tell-police-stopped-lorry-London-Europe.html

Authors: James Slack and Jason Groves.

Date: London, 16 June 2016.

Step 1 – Context or source reliability (Who is behind the information?)

Context is essential to understanding a document or source and assessing its reliability. To understand this source, we need to look at where the source is located. Please refer to the complete article in the link before answering the questions.

- ▶ Fill in these basic facts.
 - a. Name of the source:
 - b. Authors:
 - unknown
 - known:
 - c. The date of publication coincides with what time of Brexit?
 - Days before the UK referendum.
 - One year before the UK referendum.
 - Days after the UK referendum.
- ▶ Look at the medium in which Document 1 was published and indicate the type.
 - It is an item of written media.
 - It is a leaflet.
 - It is a military newspaper.
 - I don't know what it is.
- ▶ Look at the rest of the information on the front page. What does it suggest to you?
 - This is the most important news item because it takes up the most space.
 - This is the only news item on the front page.
- ▶ Do a search on this media outlet and indicate its political leanings.
 - This is an example of conservative media.
 - This is an example of progressive media.
 - It is an example of sensationalist (tabloid) media.

Step 2 – Analysis of the article or message (what is the evidence?)

- ▶ Visual support
 - Is there any visual support for the article?
 - Yes
 - No

- What does the visual support suggest to you about the message it wants to convey?
 - Gives information about where the migrants come from.
 - Protects the identity of the children by covering their faces.
 - I think it is sensationalist and does not provide information.

► Message and evidence

- a. Which of the following statements are made (more than one option can be ticked)?
 - It identifies the migrants as stowaways.
 - It claims that other migrants have arrived in this way before.
 - It claims that the migrants come from another European country.
 - It claims that Labour is mired in referendum chaos.
 - It claims that 500 million EU citizens are arriving.
- b. How do you rate the sources of information used in the news story?
 - They are supported by solid evidence.
 - They are not supported by solid evidence.
 - I don't know.
- c. How is the source presented?
 - It is presented as factual information.
 - It is presented as a personal opinion.
 - It is presented as satire.
 - I don't know.
- d. What kind of language does the source use to persuade the audience?
 - A calm, informative tone.
 - An aggressive tone.
 - A joking tone.
 - I don't know.
- e. Do you think the authors have a motivation for publishing this document? If so, what might that motivation be?
 - Political motivation:
 -
 - Economic motivation:
 -
 - Other:
 - I don't know.
- f. What emotion do you think it is trying to evoke?
 - Outrage at the influx of irregular migrants.
 - Compassion for the desperation of migrants hiding as stowaways.
 - Not intended to evoke emotions.

Step 3 – Contrast or side reading (What do other sources say?)

In order to verify a source, whether from the past or the present, it is essential to turn to other sources of information, both primary and secondary. We call this exercise “side reading” because we open new tabs in our browser to look for other sources of information. We can consult books or articles that have been edited and reviewed, as well as other primary sources that share a date and topic with the source we want to check.

In order to contrast the information in Document 1, we provide you with these other sources of information to allow you to do this side reading.

 **Document 2 – 108 Daily Express front pages containing anti-immigration messages, from January 2014 to June 2016**



Source: Jack Peat, “Daily Racist: Express posts twice as many ‘foreigner’ splashes than any other national”, *The London Economic*, 10 July 2017, available at www.thelondoneconomic.com/news/daily-racist-express-posts-twice-many-foreigner-splashes-national-51475/, accessed 23 July 2024. Almost all English tabloids campaigned for Brexit, often using misinformation, exaggerations, half-truths, outright lies and emotional hate messages against immigration and in favour of sovereignty in their news coverage.

Some of the headlines: “70% say we must ban new migrants”, “Migrants pay just £1 a week in tax”, “Migration is out of control”, “Migrants are taking our jobs”, “Migrant family receives £44 000 a year in benefits”, “British jobs for migrant workers”, “Asylum bill rises to £726 000 a day”, “311 languages spoken in our schools”, “Migration chaos is the EU’s fault”, “Migrants must speak English”, “Migrant mothers cost the NHS £1.3 billion”, “A migrant is arrested every 6 minutes”, “The invaders”.

 **Document 3 – Creating alarm with UKIP poster**



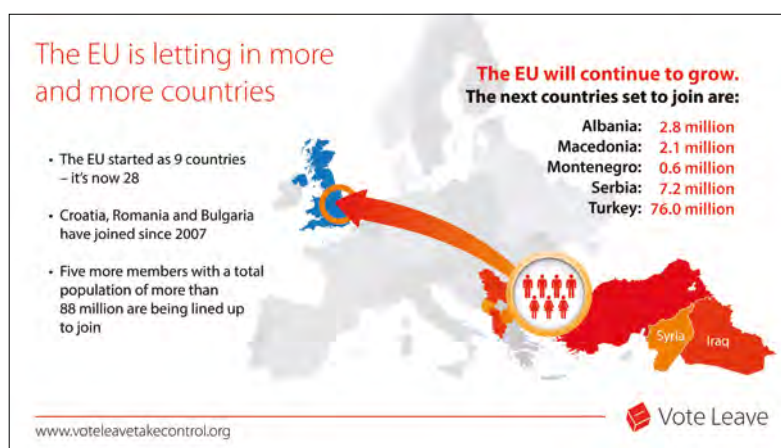
Source: Referendum campaign poster for the far-right populist party UKIP.

Text: “Breaking point. The EU has failed us all. We must break free of the EU and take back control of our borders. Leave the European Union on 23rd June”.

Two buses carried the two most effective messages for the Brexit campaign. The first, against the EU “because it steals from us”, promoted by the then Mayor of London, Boris Johnson. The second displayed in giant letters the slogan: “We send the EU £350 million a week; let’s fund our National Health Service instead”. This turned out to be false information, firstly because Brussels was returning more than half of the money back to Britain and secondly because the health service has deteriorated, partly due to the low budget available after the financial crisis of 2008, Covid pandemic and because 10% of the NHS workers were EU citizens.

The controversial poster issued by UKIP (Document 3), led by the Eurosceptic politician Nigel Farage, showed a large group of Syrian refugees entering Slovenia from Croatia (both EU countries) days after Hungary (a member of the EU and governed by the far-right leader Viktor Orbán) closed its borders in 2015. The poster was clearly designed to give the impression that thousands of foreign people were walking towards Britain's "open borders". In fact, their intention was to reach Germany, which had pledged to take 800 000 refugees from Syria in 2015. The poster caused much controversy and was compared to Nazi propaganda. It was published days before the referendum, on the same day that a British neo-Nazi, shouting "Put Britain first, death to traitors", stabbed to death Jo Cox, a pro-Remain Labour MP and human rights campaigner.

Document 4 – A misleading map of the dangers of EU growth from the east



Source: 2016 Leave campaign, available at www.voteleavetakecontrol.org/why_vote_leave.html, accessed 23 July 2024.

Text: "The EU is letting in more and more countries. The EU started as 9 countries – it's now 28. Croatia, Romania and Bulgaria have joined since 2007. The EU will continue to grow. The next countries set to join are Albania (2.8 million), Macedonia (2.1 million), Montenegro (0.6 million), Serbia (7.2 million) and Turkey (76 million). Vote Leave."

The final stages of the Brexit campaign focused on immigration, linking it to state spending, the potential threat of terrorism and the Mediterranean migration crisis, despite the fact that, as mentioned in the introduction, even when the UK was in the EU it was not part of the Schengen area (which allows free movement of European citizens) and did not follow the same asylum rules as the rest of the EU. In this poster, countries that are candidates for accession but have little chance of joining (Türkiye, Serbia and Albania in red; Macedonia and Montenegro in orange) and others that are not European (Syria in orange and Iraq in red) are coloured, with no caption explaining what the two colours (orange and red) mean, but giving the impression that Muslim countries at war (Syria and Iraq, then occupied by so-called Islamic State) will invade the UK if it remains in the EU.

Document 5 – Fear as a factor in Brexit – extracts from a book by Fintan O'Toole

"Fears that immigration will destroy the National Health Service and social housing seem to be at the heart of the Leave campaign, which makes a false connection: we are anti-immigration because we want to defend the welfare state. The financial and political elites behind Brexit did not really believe in the welfare state, but they knew that many of their supporters did ...

The idea of 'invasion' is thus part of a structure of feeling that links the two great British neuroses: both the Second World War and the end of empire, both traumas that have not been overcome. Hostility to immigrants was initially directed primarily at Afro-Caribbean and South-East Asian groups. In the reactionary imagination, they embodied not only the end of Empire but also the nightmare of reverse colonisation by occupying the streets of England. These unarmed invaders could be compared to the Nazis, who in turn could be compared to the EU, which also embodies a form of unarmed invasion. This metaphor is central to Brexit: it fuses war, the end of empire, immigration and the EU into a single image ...

In the absence of any real risk on the part of Brexit leaders, the enemies to inflict the most pain on are obvious: the EU and immigrants. But neither is entirely satisfactory. To be sure, the EU will suffer from Brexit,

but much less so than the UK. Attitudes to immigration are complex and ambiguous: only 31 per cent of Brexit voters want a radical reduction in immigration from the EU. Moreover, much of the anti-immigrant sentiment stems from the completely false belief that hundreds of thousands of EU citizens, especially from Eastern Europe, have a special preference for the UK and are arriving as ‘welfare state tourists’. Precisely because this belief is unfounded, the Brexiteers’ expectation that all immigrants would immediately return home could not and will not be fulfilled. This is the downside of the mendacity that fuelled Brexit. You can invent enemies, but you cannot harm those figments of your imagination. You cannot inflict pain on the ghosts you have conjured up from your neuroses, because they do not exist.”

Source: Fintan O’Toole (2018), *Un fracaso heroico. El Brexit y la política del dolor* [Heroic failure: Brexit and the politics of pain], Editorial Capitán Swing, Madrid, pp. 23, 78, 115.

Document 6 – Two front pages cheer Brexit on referendum day with historical references

YOUR COUNTRY NEEDS YOU VOTE LEAVE TODAY

Newspaper: *Daily Express*, 23 June 2016.

BeLeave in Britain You can free UK from clutches of the EU today Independence Day Britain’s resurgence

Newspaper: *The Sun*, 23 June 2016.

On the historic day of the referendum, the two main tabloids appealed to voters’ patriotism with messages referring to past historical events related to the country itself and to one of its main former colonies, the United States of America. *The Sun*’s front page also made a reference to the film *Independence Day 2: Resurgence*, released in the same year, 2016.

Document 7 – Immigration to the UK is increasing despite Brexit



Translation: UK records record immigration figures despite Brexit pledges

The net migration rate of 606 000 people, after 1.2 million people entered last year and 557 000 left, increases pressure on Sunak and the Conservatives, who had promised a drastic reduction.

The net balance of migrants arriving in the UK in 2022 was 606 000, according to figures released on Thursday by the Office for National Statistics (ONS). This is a record 24% more than the 488 000 recorded a year earlier. Although expert forecasts (e.g. from the Centre for Policy Studies) suggested a much higher

net immigration rate – between 700 000 and one million migrants – the new data puts further pressure on Rishi Sunak and the Conservative Party.

Since 2010, when the net immigration rate was 250 000 and the prime minister David Cameron promised to reduce the figures to 'a few tens of thousands', the Tories have kept repeating the same promise while running up against the growing wall of migration reality. Sunak himself, although he has already forgotten his pledge to halve the numbers, continues to promise results that are not forthcoming.

In 2022, according to the ONS, the total number of immigrants arriving in the UK was around 1.2 million. The net migration rate comes from subtracting from that figure the 557 000 people who left the country in the same year. In total, the equivalent of a city like Glasgow was added to the British population.

The paradox of the situation is that the vast majority of new immigrants are non-EU nationals. Since Brexit went ahead, under the banner of *taking back control* (a slogan that mainly referred to borders), the flow of newcomers to British soil has gone completely out of control, but the numbers of EU nationals have only gone down.

Of the total number of people moving to the UK in 2022, 925 000 were from non-EU countries. Just 151 000 of the total number were EU citizens, along with around 88 000 Britons returning home.

"The main component behind this increase in immigration numbers is people from non-EU countries who have come for work, study or humanitarian reasons, and that includes all those who came from Ukraine or Hong Kong", explained Jay Lindopp, the director of the Centre for International Migration, which is part of the ONS.

In 2022 alone, the UK welcomed 463 000 foreign students, attracted by the reputation and prestige of university education. A large proportion of them will remain in the country for several more years, or for good. And they have the right to bring their families with them.

Boris Johnson's government opened its doors to all residents of the former colony of Hong Kong who wanted to flee Beijing's restriction of freedoms. More than 52 000 people took up the offer last year, in addition to 76 000 asylum seekers.

And finally, hundreds of thousands of people from Ukraine (114 000 in this case, according to the ONS census) and Afghanistan have used perfectly legal channels to acquire British residency.

Source: *El País*, "El Reino Unido registra cifras récord de inmigración pese a las promesas del Brexit".

Date: 25 May 2023

Author: Rafa de Miguel, London

Document 8 – The floating prison, a cruel measure by a company with a slave-owning past



Translation: The terrifying slaver past of the owners of the Bibby Stockholm, the "prison ship" the UK has chartered for refugees

- ▶ Rishi Sunak “houses” 500 illegal migrants for 18 months
- ▶ The shipping company had a turnover of 41 million euros in 2021
- ▶ Family business traded 737 slaves between the 18th and 19th centuries

The UK is not only in the news for having a large public debt. Now, its migration policy has been called into question after it chartered a “prison ship” to “house” refugees seeking asylum in the country who arrive across the English Channel. A vessel whose roots include a “slave-owning” past, according to the Slave Voyages database.

“Bibby Stockholm” is the name of the giant “prison ship” that has arrived off the coast of the United Kingdom to “house” 500 illegal immigrants for 18 months (despite the fact that experts warn that this vessel can only hold 200 people). It is so named because it comes from the Bibby family, which has a history in the British shipbuilding industry and the slave trade in the 19th century.

The British Government, led by Rishi Sunak, has indicated that it will provide “basic accommodation for single adult men while their asylum applications are being processed” and will have medical care, catering, as well as security 24 hours a day, seven days a week.

Conditions that a couple of centuries ago were not available to the slaves “trafficked” by the family of multimillionaire businessmen who owned the “prison ship”, or perhaps they were; their story comes to light with this new measure applied by the Tories on the immigration issue.

Source: *El Economista*, available at www.eleconomista.es/actualidad/noticias/12385737/07/23/el-terrorifico-pasado-esclavista-de-los-duenos-del-bibby-stockholm-el-buque-carcel-que-ha-alquilado-el-reino-unido-para-los-refugiados.html, accessed 23 July 2024.

Date: 26 July 2023

Author: Cristian Gallegos

- ▶ Think about and write down what we can learn from each source to contrast with Document 1.

	Type of source	Information provided
Document 2		
Document 3		
Document 4		
Document 5		
Document 6		
Document 7		
Document 8		

Step 4 – Conclusions

- ▶ After your analysis and cross-checking of the sources, what do you think?
 - The news item is completely false.
 - The news item is partly false. It may use true data or facts which, when taken out of context, distorted or exaggerated, take on a different and even opposite meaning to the real one.
 - I cannot tell if it is true or false.
- ▶ What is the relationship between this news item and its social and political context? (You can choose more than one answer)
 - The tabloid is pro-Brexit and therefore attacks the migration of EU citizens.
 - The tabloid is pro-Remain and therefore attacks the migration of EU citizens.
 - The tabloid claims the UK will have more control over its borders outside the EU.
 - The tabloid claims that the UK will have more control over its borders if it remains in the EU.

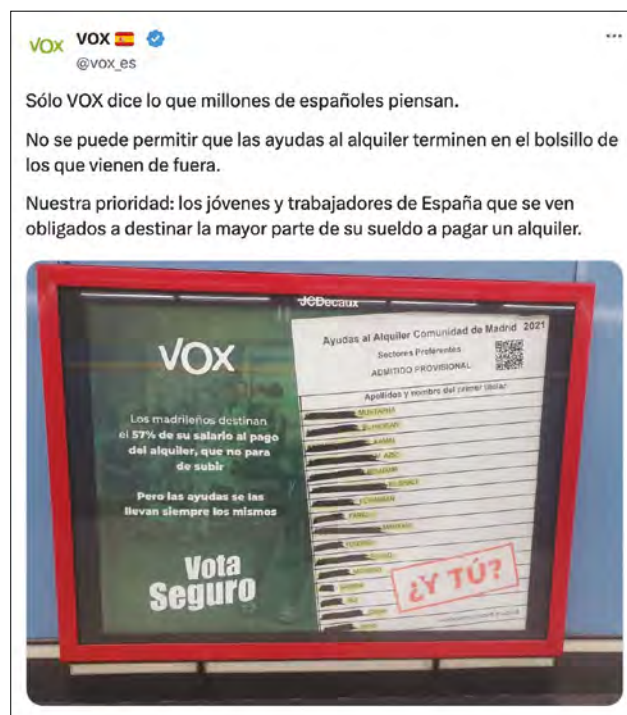
- ▶ Can you tell which historical event each of the front pages in Document 6 refers to? Why do you think they chose these two events? (You may find it helpful to read the second paragraph of Document 6 carefully). Note: In addition to a historical event, the “Independence Day” front page makes a reference to the poster of the film released that same year, *Independence Day 2: Resurgence*.
 - The World Wars (left) and the American Revolution (right).
 - Britain’s entry into the EU (left) and the French Revolution (right).
- ▶ Would you say this message constitutes hate speech?
 - Yes, against migrants.
 - I do not see it as hate speech.

For qualitative analysis via forum

After completing the analysis above, we will analyse similar but more recent news. Our aim will be to check the veracity and reliability of the following news item. To do this, you can follow the steps indicated below and share your conclusions in the forum.

- ▶ Could you apply this methodology and follow the steps above for the following source, a tweet with a political poster of the VOX party for the Spanish regional and local elections on 28 May 2023?

First, it is useful to provide the context for this tweet and the far-right party’s political strategy on this issue. The poster, for which the VOX party was accused of spreading the false information that migrants receive more public aid (in this case for housing) than people born in Spain, is part of its anti-immigration strategy. This strategy purports to deport irregular migrants and regular migrants who commit crimes, increase the language requirements for regularisation, make migration subject to economic needs, etc. They support their hypothesis by using part of the first page of a provisional list of beneficiaries of rent subsidies in Madrid, which are distributed according to income and not nationality, and in alphabetical order by surname.



Source: X (formerly Twitter)

Translation: Only VOX says what millions of Spaniards think. Rental aid cannot be allowed to end up in the pockets of those who come from outside. Our priority: the young people and workers of Spain who are forced to allocate most of their salary to pay rent.

Step 1 – Check the context and reliability of the source

- ▶ What is the name of the source hosting the article or text?
- ▶ Do we know the authorship?
- ▶ What kind of media outlet or author published the text, and what conclusions can we draw from checking other content from that outlet or author?
- ▶ What can we find out about the media outlet and the author; can we find out their political leanings?

Step 2 – We analyse the content or message

- ▶ Is it accompanied by visual support? If so, what does this look like, is it a photograph or an illustration, does it support the message, is the authorship of the photograph or illustration mentioned?
- ▶ What claims are being made?
- ▶ Are these claims supported by solid, verifiable evidence?
- ▶ What language is used to persuade the document’s audience?
- ▶ How is the source presented to us: as factual information, as personal opinion, as satire?
- ▶ Can we deduce the author’s motivation?
- ▶ What emotion is the author trying to evoke?

Step 3 – We look for other sources of information that allow us to contrast the information

To do this, we can consult:

- ▶ the same news in other media, at the same time and later;
- ▶ specialised tools or media dedicated to verification tasks;
- ▶ in the case of social media networks, we can check whether context has been added by other users;
- ▶ academic articles on the topic to help us understand the context better.

Step 4 – We assess the veracity of the message

- ▶ After your analysis and cross-checking of sources, we conclude that:
 - the news story is completely false because:
 - the news story is partly false because:
 - we cannot know if it is true or false because:
- ▶ Would you say that this message encourages hate speech? If so, against whom and how?
- ▶ What do you think you have learned about the source analysis?
- ▶ What are the interests and intentions behind creating this piece of news? This question can be applied to any of the documents in the activity.

Bibliography

Badía Martín A. (2022), *El Brexit y sus consecuencias*, Marcial Pons, Madrid.

Ganderson J. and Kyriazi A. (2024), "Braking and exiting: referendum games, European integration and the road to the UK's Brexit vote", *Political Studies Review*, available at <https://doi.org/10.1177/14789299241239002>, accessed 23 July 2024.

Genschel P. and Jachtenfuchs M. (2018), "From market integration to core state powers: the Eurozone crisis, the refugee crisis and integration theory", *JCMS: Journal of Common Market Studies* Vol. 56, No. 1, pp. 178-96.

O'Toole F. (2018), *Un fracaso heroico. El Brexit y la política del dolor* [Heroic failure: Brexit and the politics of pain], Editorial Capitán Swing, Madrid.

Ventoso L. (2017), *No temblar ni aunque te corten la cabeza: de Inglaterra, el Brexit y todo lo demás*, Ediciones Encuentro, Madrid.

Part II
**THEORETICAL FRAMEWORK
AND METHODOLOGY**

Chapter 4

Theoretical framework: historical thinking competences and historical consciousness

The teaching of history and its role in educating about democratic values

Before implementing the toolkit in secondary school classes, we carried out a preliminary questionnaire in 10 classrooms (208 students) to analyse the students' existing skills in dealing with this type of information. We asked several questions that we intended to address in the project: what skills do secondary school students and trainee teachers already have to analyse historical sources, and are secondary school students and trainee teachers able to assess the reliability of sources of different kinds?

The scientific impact of this toolkit is in line with the objectives set by the Council of Europe in the Reference Framework of Competences for Democratic Culture (2018b). Specifically, the Council of Europe lists as competences the promotion of knowledge and critical understanding of history and the contemporary world, general reasoning and analytical skills, as well as civic-mindedness. The overall goal of the framework is to contribute to democratic competence in socially and culturally diverse contexts. It is essential that students learn the techniques of finding, processing and analysing historical information. These skills will help them learn how to contrast information from different sources and to determine the reliability of a source. In fact, the purpose of this project is included in Chapter 6 of the Council of Europe's recommendations on history teaching in its recent report, "Quality history education in the 21st century":

visuals can be far more persuasive than other forms of communication, which can make them much more powerful vehicles for mis- and disinformation. There is also a need to educate people on the power of images to manipulate and persuade ... the way we understand visuals is fundamentally different to how we think about text. (Council of Europe 2018a: 20)

In this sense, the results should add to other works published in recent years on digital information processing (Colomer et al. 2018; Cózar et al. 2015; Santisteban et al. 2020; Sulzer 2018; Yue et al. 2019). What is new in this toolkit is that these digital skills of identifying, analysing and comparing the reliability of historical sources are oriented towards understanding alternative, non-hegemonic narratives and learning about those communities that have been invisible throughout history (Kim et al. 2022; Moreno-Vera et al. 2023).

The scholarly impact of this toolkit is also consistent with the teaching of historical thinking skills. Teaching competences is a challenge that began at the end of the last century, when the agreements contained in the Bologna Declaration of 1999 proposed that the learning of skills and competences, in addition to theoretical content, should be promoted generally in the teaching of disciplines. Therefore, this project aims to promote the historical competence of analysing primary and secondary sources as a necessary skill for the proper processing of information obtained through different types of sources (Ercikan and Seixas 2015; Seixas and Morton 2013; VanSledright 2014; Wineburg 2018). The social impact is reflected in the Reference Framework of Competences for Democratic Culture by the Council of Europe (2018b), which seeks to combat the manipulative propaganda present in the written and visual sources to which students are exposed through digital media and social networks (Collins 2019; Magalhães and Martins 2019).

This requires, as highlighted in one of the axes, the processing of information from different sources by secondary school students. In recent years there have been publications underlining deficiencies in the processing and analysis of digital information by secondary and higher education students. Despite being a generation that has grown up surrounded by new information and communication technologies, the level of digital literacy skills varies greatly (Breakstone et al. 2021).

The first OHTE thematic report³³ argues that the Covid-19 pandemic has highlighted the importance of understanding past health crises and how European societies responded to them at the time. The Covid-19 pandemic raised specific questions for history teachers considering how to broach it with their students. Questions such as: how will the moment in history be remembered, what stories and perspectives will be shared, what lessons can be learned from past epidemics and public health crises, and how should these lessons be applied in the field of education? The same can be said of natural disasters when it comes to modern climate change.

In the context of these crisis situations, it is also appropriate to address in classrooms the accompanying and very frequent scapegoating of religious, cultural or ethnic minorities and/or groups considered marginalised in society (Blevins et al. 2020; Vickery 2017). There is therefore a need to understand the processes of othering that occur in the wake of pandemics and natural disasters, and the highly destructive consequences they pose for minority groups (Schugurensky and Wolhuter 2020). All of this needs to be approached through the prism of multiperspectivity, based on evidence, to ensure that the diverse perspectives of different social groups are taken into account in history teaching, as groups such as migrants, asylum seekers and refugees make up a large and growing proportion of the population in European countries (Lash 2021).

As stated by the Council of Europe (2022), hate speech is a deep-rooted, complex and multidimensional phenomenon. It is consequently a direct threat to democracy and human rights. These issues relate to Gramsci's concepts of hegemony and counter-hegemony (Alvarez 2016) and the reaction of traditional power groups to the subversion of traditionally hegemonic narratives at the cultural level. Increasingly present online and offline, it not only undermines the essential rights and fundamental freedoms of individuals, but also specifically humiliates and marginalises certain individuals and groups (Kim et al. 2022). This may be exacerbated by the disproportionate impact of the aforementioned Covid-19 pandemic on people from vulnerable groups, which aggravated existing structural inequalities and disadvantages, as was the case with the shift to online education. Previous research on education (Mossberger et al. 2003) has already showed that there are several virtual inequalities depending on social background, age, economy or gender. The improvement in blended-learning and hybrid education methods has amplified these inequalities after the Covid-19 pandemic (Beunoyer 2020).

Historical thinking and historical consciousness: convergences and divergences

Theories and research on the teaching and learning of history have, for decades, given a central role to the concept of historical thinking, which has emerged as a dominant paradigm, although there is no single tradition or school on how to concretise it (Gómez Carrasco and López Facal 2020; Lévesque and Clark 2018).

Following this line of cognitive research on historical learning, in the United States of America in the 1990s the work of S. Wineburg (1991, 2001) and the group that formed around him (the Stanford History Education Group, now the Digital Inquiry Group) focused on "historical literacy", that is, the skills of historical reading and writing: the study of historical sources (their reading and analysis, contextualisation, corroboration, collation, selection of evidence) and the production of essays or narratives based on them (Monte-Sano et al. 2013, 2014; Wineburg et al. 2013; VanSledright and Limón 2006). Research by this group has advanced the understanding of adolescents' ideas about historical evidence and sources, their ability to use multiple sources of information (including, more recently, digital information: Wineburg 2018), their ability to compose essays based on historical analysis and argument (as well as the importance of solid epistemological training in teacher education about what historical knowledge is and how it is acquired).

In the USA, too, the importance of historical thinking skills for citizenship education is defended from a sociocultural perspective (Barton and Levstik 2004). Barton and Levstik called for the learning of disciplinary historical skills (posing problems, analysing sources, gathering evidence, constructing arguments based on evidence, etc.) as one of the four goals of school history aimed at educating future citizens for the common good (Teaching History for the Common Good). In addition to this competence or disciplinary purpose, they also identify other purposes related to specific competences: the purpose of collective identification (understanding the narratives of the past); the moral purpose (recognising and understanding the perspectives of the past and its historicity, as well as any otherness); and, finally, the purely expository

33. Observatory on History Teaching in Europe (2022), The First OHTE Thematic Report *Pandemics and natural disasters as reflected in history teaching*, <https://www.coe.int/en/web/observatory-history-teaching/thematic-report>.

purpose of knowing historical information or culture (understanding personal or collective interests in past actions).

This impulse to renew the teaching of history came to fruition in Canada at the end of the 1990s with the work of P. Seixas at the University of British Columbia. It was there that the Centre for the Study of Historical Consciousness was born in 2001 (the origin of a key publication – Seixas 2006 – in which international researchers interested in historical thinking and consciousness participated), and from which the Benchmarks of Historical Thinking Project (Seixas 2006; Peck and Seixas 2008), renamed in 2011 as the Historical Thinking Project, emerged. It would give rise to various formulations of historical thinking and its skills (Seixas 2017; Seixas and Morton 2013), which in its most widely known version would outline six main concepts of historical thinking:

- ▶ **1. Historical significance** (the ability to establish the meaning and importance of the past – events, characters, etc. – from the present).
- ▶ **2. Evidence** (ability to use sources to obtain evidence).
- ▶ **3. Historical perspectives or empathy** (ability to understand the historicity of the past and to avoid presentism in a contextualised explanation).
- ▶ **4. Cause and consequence** (ability to explain complex historical phenomena from different perspectives in terms of their causes and consequences for human beings).
- ▶ **5. Continuity and change** (understanding of historical time and flexible use of time frames).
- ▶ **6. The ethical dimension** (the ability to make ethical judgments about the historical past and to understand injustice).

Historical thinking, with these six main components, is a very powerful conceptual framework. However, it has not been exempt from various criticisms, whether for its enlightened cognitive universalism and its limited sociocultural validity (more in the Western sphere and in situated classroom contexts), for its scarce integral and interrelated formulation of the different concepts, or for its partial disconnection from historical contexts and content, criticisms that have been partially admitted and refuted (Lévesque and Clark 2018; Seixas 2017). However, there is no doubt that this Canadian proposal represents a competence framework that is solid and has great pedagogical potential. The proposal has been incorporated into school history curricula in various European countries, including the United Kingdom, Portugal, the Netherlands, Sweden and Spain (Gómez Carrasco and Chapman 2017; Moreno-Vera and Alvéen 2020).

While the concept of historical thinking, which is more closely linked to constructivist theories of education and cognitive psychology, has a greater consensus in its pedagogical definition, the concept of historical awareness is broader and has more obscure boundaries.

In contrast to this Anglo-American scope (England, the United States and Canada) and the historical thinking proposal of professors van Boxtel and van Drie (2013; 2018), the historical awareness perspective has great relevance in the work developed in Germany, Brazil, Portugal or in Northern Europe (Sweden, Norway, Denmark and Finland). This proposal is less empirical and more theoretical. Much of the thinking in these publications comes not from a psycho-pedagogical perspective but from the philosophy of history, with the concept of historical consciousness in the use of the historical past in the present for personal orientation at its heart. The conceptualisations of H-G. Gadamer or J. Rüsen (2004 and 2005) and the influence of the German historiographical trend of critical social history (Kocka 2002) play a central role here. Although the origins of this approach lie in historical theory, subsequent empirical research, especially in relation to narratives and identity processes, has been influenced by research and reflections from critical pedagogy (Apple 1993; Giroux 2001, 2005) and social psychology (Carretero and Van Alphen 2014).

Peter Seixas, writing in the journal *History and Memory*, defined the concept of historical consciousness as “a specific form of memory which covers the problems of how the student has learned about the past and how ordinary persons collectively understand the past” (Seixas 2005: 10). A few years later, Catherine Duquette (2015) pointed out that this term can be defined as the individual understanding of temporality: the interpretation of the past that allows the explanation of the present and the orientation for the future (Charland 2003). In both concepts, we perceive this confluence between knowledge of the past as an individual need for orientation to understand the present and face the future (temporal orientation), but also as a collective need around the construction of memory and identity.

International research that has used this concept of historical consciousness to investigate aspects of historical learning has done so to analyse the relationship between past and present in chronological and social contexts (Duquette 2011); the influence of progress, presentism and moral judgments on students' historical ideas (Seixas et al. 2015); and the construction of historical narratives that allow the analysis of identity and orientation in cultural life (Barca 2008).

As Barca (2007) points out, the relationship between historical consciousness and the construction of social identities is complex, judging by existing studies on young people's narratives about the past, which have generally focused mainly on issues of national identity (Barton and Levstik 2004; Carretero 2011). Rösen's (2019) relational matrix provides us with clues to deepen this reflection. Sense of belonging and social identity (local, regional, national, but also cultural identity) are naturally constructed in the course of different everyday experiences. In compulsory education, it is possible to (re)orient these constructions of identity. For Professor Barca (2007), teachers must move from "inculcating" unquestioned values about the past and the present to providing students with the intellectual tools and motivation to problematise the values inherent in human actions, both past and present.

In projects such as the Historical Thinking Competencies in History (HITCH) project or the FUER (Research in and Fostering of Historical Consciousness) model developed by A. Körber and others, researchers have attempted to combine the concepts of historical thinking and historical consciousness. In this model, five interrelated "competences" are clearly defined (Körber 2019, 2021). Firstly, three procedural competences: a) historical questioning competence: the heuristic ability to question problems to be solved about the past according to contemporary interests or problems or cultural needs of the present; b) historical methodological competence (the ability to analyse primary and secondary sources – narrative – to construct and represent historical information or to deconstruct it); and finally c) time orientation competence (the ability to relate information about the past to one's own life or to contemporaneity).

Chapter 5

Methodology: instruments, procedure and participants

Participants

A total of 208 students aged 14-18 years ($M = 15.13$, $SD = 1.17$) from the third year of compulsory secondary school (14-15 years old) ($n = 113$, 54.3%), the fourth year of compulsory secondary school (15-16 years old) ($n = 41$, 19.7%), the first baccalaureate (16-17 years old) ($n = 29$, 13.9%) and the second baccalaureate (17-18 years old) ($n = 24$, 11.5%) took part in the pre-assessment questionnaire. Of these, 103 were female (49.5%), 90 were male (43.3%) and 15 (7.2%) preferred not to provide their gender.

Of the 208 participants, 98 (47.1%) were in a bilingual, in-depth, research or international group. Table 4 shows the distribution of groups according to the grade obtained in the last year.

A dependency relationship was observed between belonging to one of these last groups and the grade obtained ($\chi^2 = 31.39$, $p < .001$). Thus, the percentage of students who received a failing grade in these groups (1%) was significantly lower than the percentage of students who received a failing grade outside these groups (8.2%, $Z = -2.4$, $p < .05$), the same for the good grade and the opposite for the excellent grade, as shown in Table 1.

Table 1. Grades of bilingual, research and international groups

	Bilingual, in-depth, research or international						Total	
	No			Yes				
	n	%	Adjusted Residual	n	%	Adjusted Residual	n	%
Insufficient	9 _a	8.2	2.4*	1 _b	1.0	-2.4*	10	4.8
Sufficient	10 _a	9.1	1.4	4 _a	4.1	-1.4	14	6.7
Good	35 _a	31.8	3.8**	10 _b	10.2	-3.8**	45	21.6
Remarkable	36 _a	32.7	-1.1	39 _a	39.8	1.1	75	36.1
Outstanding	20 _a	18.2	-4.2**	44 _b	44.9	4.2**	64	30.8
Total	110	100.0		98	100.0		208	100.0

Note. Each letter in subscript denotes a subset of categories whose column proportions do not differ significantly from each other at the 0.05 level. *Significant difference; ** Even more significant difference.

Instruments used

The following instruments were used for data collection and are described below.

- ▶ Evaluation of online information
- ▶ Critical thinking versus misinformation and hate speech
- ▶ Student questionnaire

This is an ad hoc questionnaire consisting of three blocks. In the first, Personal Data, there are nine questions related to the sociodemographic characteristics of the participants: 1) municipality or autonomous city where you are studying; 2) educational centre where you are studying; 3) whether you are part of a bilingual, in-depth, research or international group; 4) year in which you are currently studying; 5) age; 6) gender; 7) highest level of education completed by your mother; 8) highest level of education completed by your father; 9) grade obtained last year in the subjects of geography and history.

The second block, called Online Information Assessment, consists of two tasks with 22 questions. These questions are grouped into three dimensions: 1) contextualisation – reliability of the source (10 items); 2) analysis of the article/message (6 items); 3) corroboration – contrast or side reading (6 items). All of these are multiple-choice questions with three possible answers, only one of which is correct.

The third block refers to the Information Consumption Habits and Preferences of the participants and consists of 1) an initial question about the time spent connected to the internet and social networks; 2) three questions about preferences for online information consumption and the most frequent activities; 3) five questions about the level of self-perceived skills or knowledge compared to other internet users; 4) three questions about the frequency of checking, contrasting and confirming sources.

Data analysis procedure

The difficulty index scores of an item are usually divided into five categories (Table 2):

Table 2. Difficulty index (DI) of questions according to students' scores

Very easy	DI > 0.75
Easy	DI 0.55 – 0.75
Medium	DI 0.45 – 0.54
Difficult	DI 0.25 – 0.44
Very difficult	DI < 0.25

Chapter 6

Results from the implementation phase

Evaluating online information

Critical thinking versus disinformation and hate speech

Questionnaire for students

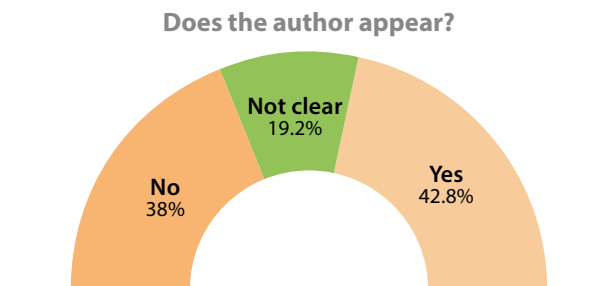
Task 1³⁴

In task 1, students are first given a fake news story about transgender people to question its reliability.

In the first question, students are given a link to a news story: www.mediterraneodigital.com/feminismo/oferta-empleo-trans.

After consulting the source, students are asked to answer the questions posed. The first question asks for the author of the source. As can be seen in Figure 1, only 19.2% of the participants (40) correctly answered this question (Not clear), while 38% (79) answered that the author of the source does not appear and 42.8% (89) answered that it does appear.

Figure 1. Distribution of answers to item 1, task 1



The items related to difficulty and discrimination were then analysed. Difficulty was analysed using the corrected formula proposed for multiple-choice items.

$$ID' = p - \frac{q}{k - 1}$$

Where p = proportion of correct answers, q = proportion of errors, and k = number of item alternatives.

The corrected difficulty index for this item was -0.21 , so it can be considered a very difficult item.

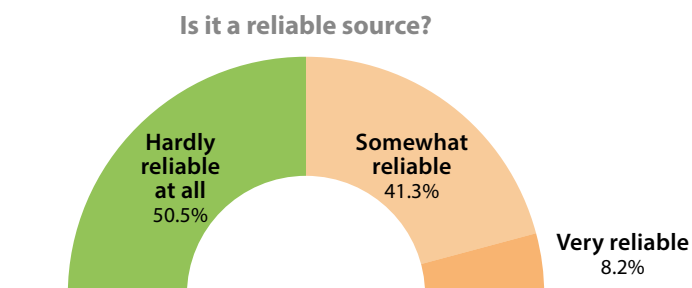
Item discrimination was also calculated, that is, the ability of the item to discriminate the group of participants with the highest number of correct answers from the group with the lowest number of correct answers. This index is the difference between the proportion of high achievers (those with high scores on the whole test) and the proportion of low achievers (those with low scores on the whole test) but who also correctly answered this question. This index can take values between -1 and 1 , and a good discrimination index is considered to be greater than 0.25 . The discrimination index for this item was 0.30 , which is considered acceptable.

34. The correct answer is always in green.

Item 2 of this block asks students about the reliability of the source. As can be seen in Figure 2, in this case 105 students (50.5%) chose the correct option. Only 17 participants (8.2%) considered the source to be very reliable and 86 (41.3%) considered the source to be somewhat reliable.

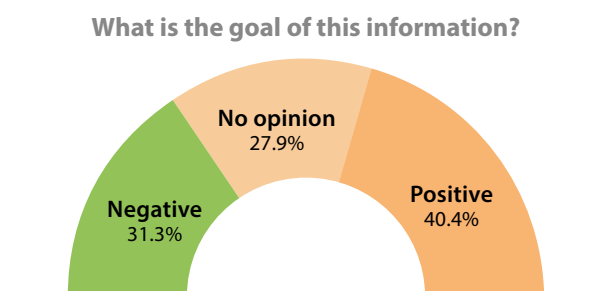
The corrected difficulty index for this item was 0.26, which is considered a difficult item, while the discrimination index was 0.70, which is considered high discrimination.

Figure 2. Distribution of responses to item 2, task 1



In item 4 of this block, students are asked about the type of media in which the news is reported. As can be seen in Figure 3, 65 students gave a correct answer in this case (31.3%). On the other hand, 84 participants (40.4%) thought that the document was intended to create a positive opinion of the transgender community and 58 (27.9%) thought that the document was not intended to create an opinion.

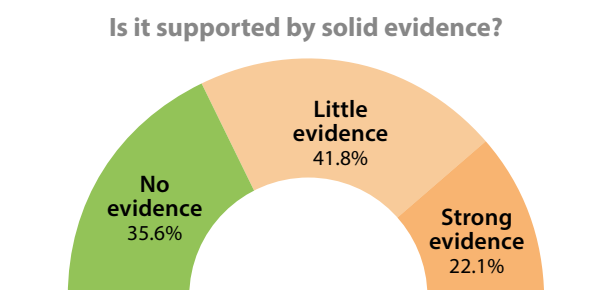
Figure 3. Distribution of responses to item 4, task 1



The corrected difficulty index for this item was -0.03 , so it is considered a very difficult item, while the discrimination index was 0.65, which is considered excellent discrimination.

In item 5 of this block, students are asked about the type of evidence on which the news item is based. As can be seen in Figure 4, in this case 74 students gave a correct answer (35.6%). On the other hand, 87 students (41.8%) thought that the document provided only some weak evidence and 46 (22.1%) thought that the document was supported by strong and verifiable evidence.

Figure 4. Distribution of responses to item 5, task 1



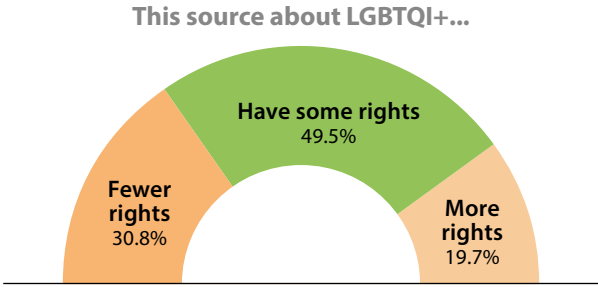
The corrected difficulty index for this item was 0.04, so it is considered a very difficult item, while the discrimination index was 0.54, which is considered excellent discrimination.

In item 8 of this block the students are presented with another source: www.rtve.es/noticias/20230317/implica-nueva-ley-empleo-para-colectivo-lgtbi/2432120.shtml.

They are asked what this source says about the rights of LGBTQI+ people in relation to the workplace. As can be seen in Figure 5, in this case half of the students gave a correct answer (49.5%). On the other hand, 41 participants (19.7%) thought that the document indicated that LGBTQI+ people will have more rights to access a job (the opposite of what the document says) and 64 (30.8%) thought that the document indicated that LGBTQI+ people will have fewer rights to access a job.

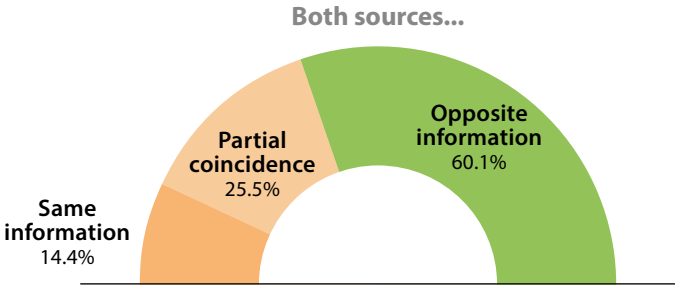
The corrected difficulty index for this item was 0.24, which is considered a difficult item, while the discrimination index was 0.44, which is considered high discrimination.

Figure 5. Distribution of responses to item 8, task 1



In item 9 of this block, students are asked to compare the information provided by the two documents. As can be seen in Figure 6, in this case the majority of the students gave the correct answer (60.1%) which is that the two documents provide contradictory information. On the other hand, 53 students (25.5%) thought that the two documents partially agreed and 30 (14.4%) thought that both documents provided the same information.

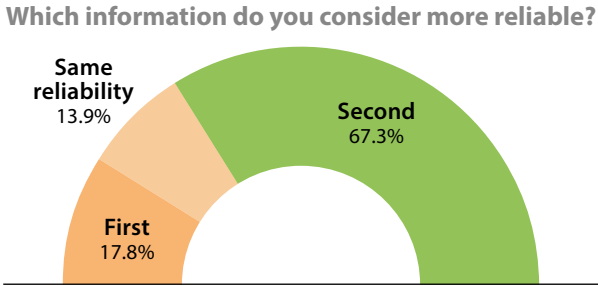
Figure 6. Distribution of answers to item 9, task 1



The corrected difficulty index for this item was 0.40, so it is considered a difficult item, while the discrimination index was 0.53, which is considered high discrimination.

Finally, to conclude this first task of the block, in item 10 the students are asked to indicate which information they consider to be more reliable, that of the first link or that of the second link. As can be seen in Figure 7, in this case the majority of students gave a correct answer (67.3%). On the other hand, 29 participants (13.9%) considered both documents to be equally reliable and 37 (17.8%) considered the information in the first link to be more reliable.

Figure 7. Distribution of answers to item 10, task 1



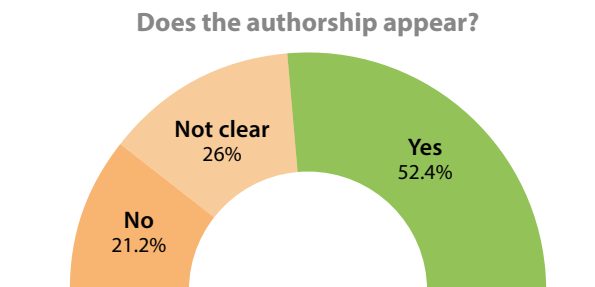
The corrected difficulty index for this item was 0.52, which is considered a medium (normal) difficulty item, while the discrimination index was 0.54, which is considered a high discrimination item.

Task 2

In the first item, students are given a link to a United Nations website entitled “Debunking Myths”, which presents some facts about climate change: www.un.org/en/climatechange/science/mythbusters. In this case, students start with a reliable news item and an official document.

As in task 1, after consulting the source, students are asked to answer the questions posed. The first question asks them about the authorship of the source. In this case, as can be seen in Figure 8, 109 participants gave the correct answer (52.4%), while 54 (26%) said that it was not clear and 44 (21.2%) that the author did not appear.

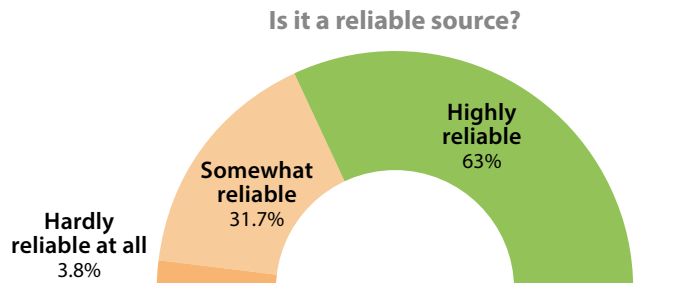
Figure 8. Distribution of answers to item 1, task 2



The corrected difficulty index for this item was 0.29, which is considered a difficult item, while the discrimination index was 0.30, which is considered acceptable discrimination.

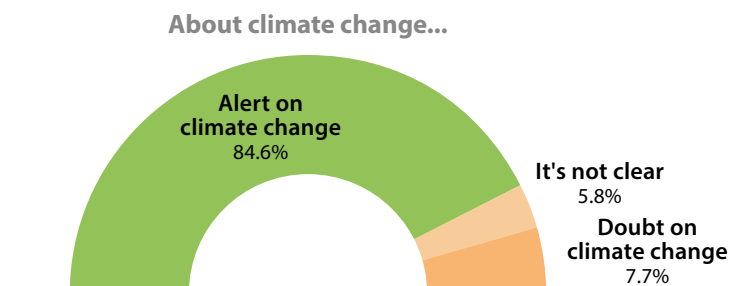
The second item asks students whether they consider the source to be reliable. In this case, as shown in Figure 9, 131 participants gave the correct answer (63%), while 66 (31.7%) said that the source is somewhat reliable and only 8 (3.8%) said that the source is almost not reliable at all (3 students did not answer this question – 1.4%). The corrected difficulty index for this item was 0.46, which is considered a medium difficulty item, while the discrimination index was 0.86, which is considered excellent discrimination.

Figure 9. Item 2, task 2 response distribution



The fourth question asked respondents what position they thought the document took on climate change. As shown in Figure 10, 176 participants gave the correct answer (84.6%), while 16 (7.7%) said that the source questioned climate change and 12 (5.8%) said that its position was unclear (4 students did not answer this question – 1.9%).

Figure 10. Distribution of answers to item 4, task 2

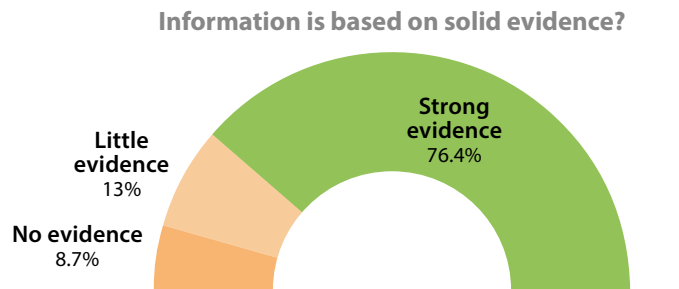


The corrected difficulty index of this item was 0.79, so it is considered a very easy item, but the discrimination index was 0.44, which is considered high discrimination.

The sixth item, also related to message analysis, asks whether they believe that the information provided by this link is supported by solid evidence. As shown in Figure 11, 159 participants gave the correct answer (76.4%), while 18 (8.7%) said that the source is not supported by solid and verifiable evidence and 27 (13%) said that the source provides only some weak evidence (4 students did not answer this question – 1.9%).

The corrected difficulty index of this item was 0.67, so it is considered an easy item, but the discrimination index was 0.63, which is considered excellent discrimination.

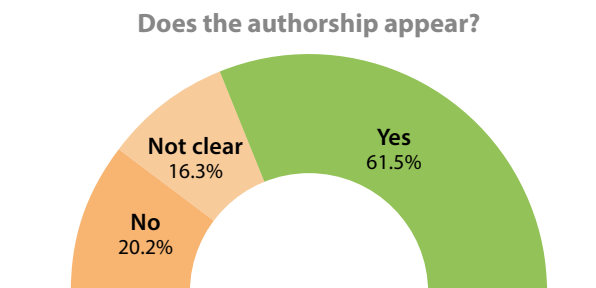
Figure 11. Distribution of answers to item 6, task 2



In the eighth item, after asking students to analyse another source: <https://holoceneclimate.com/500-scientists-there-is-no-climate-emergency.html>, which denies the climate emergency, they are asked again whether authorship appears. As shown in Figure 12, 128 participants gave the correct answer (61.5%), while 34 (16.3%) said that it was not clear whether authorship appeared and 42 (20.2%) said that authorship did not appear (4 students did not answer this question – 1.9%).

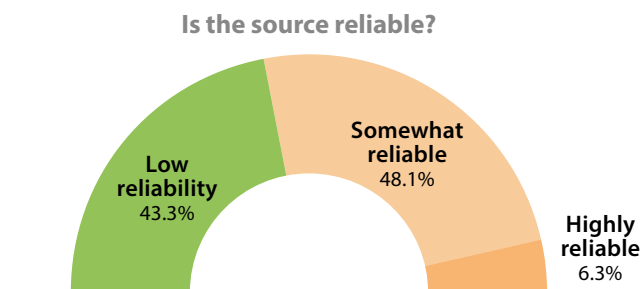
The corrected difficulty index for this item was 0.44, which is considered a medium difficulty item, while the discrimination index was 0.42, which is considered a high discrimination item.

Figure 12. Distribution of answers to item 8, task 2



In the ninth item, students are asked whether they consider this source to be reliable. As can be seen in Figure 13, 90 students gave the correct answer (43.3%), 100 (48.1%) said that the source was somewhat reliable and 13 (6.3%) said that it was very reliable (5 students did not answer this question – 2.4%).

Figure 13. Distribution of answers to item 9, task 2



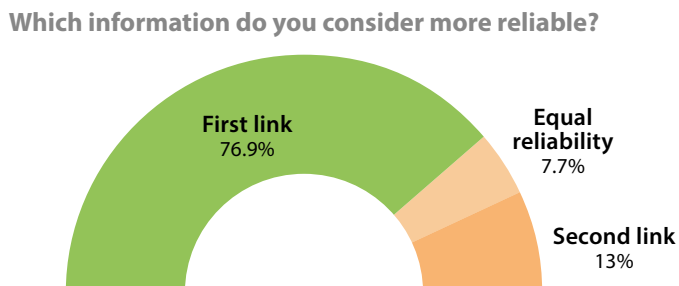
The corrected difficulty index for this item was 0.17, so it is considered a high difficulty item (very difficult), while the discrimination index was 0.79, which is considered excellent discrimination.

Finally, in item 12, students are asked what information they consider to be the most reliable. As shown in Figure 14, 160 students gave the correct answer (76.9%), while 16 (7.7%) said that both sources were equally

reliable and 27 (13%) said that the information from the second link was more reliable (5 students did not answer this question – 2.4%).

The corrected difficulty index of this item was 0.67, so it is considered an easy item, while the discrimination index was 0.65, which is considered excellent discrimination.

Figure 14. Distribution of responses to item 12, task 2



The mean score for the first item was 1.78, using the correction formula score = hits – (errors / (number of options – 1)). On the other hand, the mean score for the second task was 5.54. Statistically significant differences were observed between the two means ($t = 15.31, p < .001, d = 1.062$) with a large effect size. Thus, the second task was easier for the students than the first.

Depending on the autonomous community, no statistically significant differences were found in the mean scores obtained in the first test ($F(1,3) = 2.69, p = .05$) and a slight difference was observed in the mean scores obtained in the second test ($F(1,3) = 4.52, p < .05$). Specifically, in the second test, students from the community of Cantabria obtained a significantly lower mean score ($M = 4.25, SD = 3.53$) than students from the community of Murcia ($M = 6.15, SD = 3.30$). No differences were found between the other autonomous communities.

As a function of year, no significant differences were observed between the mean scores obtained by the students in the first test ($F(1,3) = 0.494, p = .740$) and in the second test ($F(1,3) = 1.71, p = .150$).

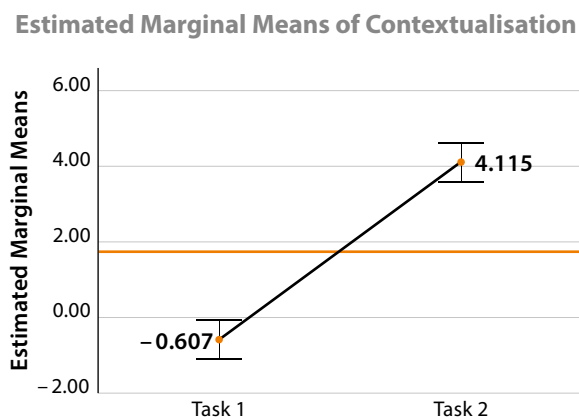
No gender differences were found in either the task 1 test ($F(1,2) = 1.33, p = .27$) or the task 2 test ($F(1,2) = 0.73, p = .48$).

Analysis by dimensions

Contextualisation

Significant differences ($t = -22.33, p < .01$) were observed between the students' mean scores for Contextualisation and Source Reliability in task 1 ($M = -.607, SD = 3.78$) and task 2 ($M = 4.115, SD = 3.84$) (Figure 15).

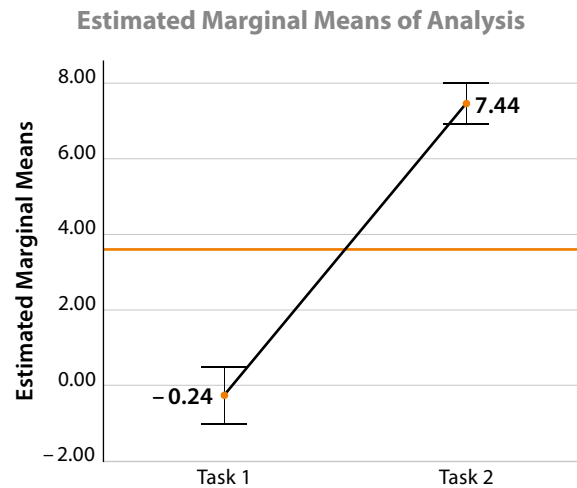
Figure 15. Mean contextualisation scores for tasks 1 and 2 – pre-test



Content analysis

Significant differences ($t = -21.42, p < .01$) were observed between the mean scores obtained by the students in the analysis of articles/news/information in task 1 ($M = -.240, SD = 5.22$) and task 2 ($M = 7.44, SD = 3.95$) (Figure 16).

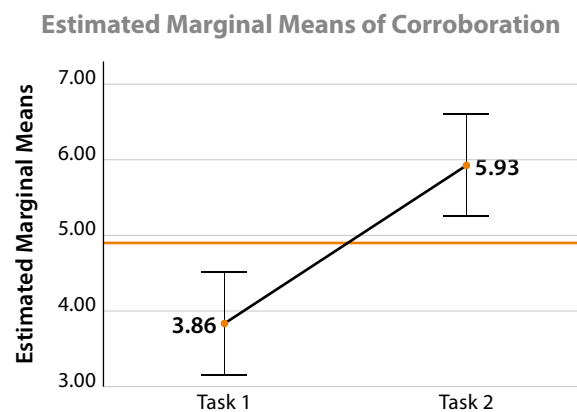
Figure 16. Mean analysis scores for tasks 1 and 2 – pre-test



Corroboration

Significant differences were observed between students' mean scores on Corroboration/Contrast or Side Reading: Other Sources of Information in task 1 ($M = 3.86, SD = 4.86$) and task 2 ($M = 5.93, SD = 4.85$) ($t = -5.70, p < .01$) (Figure 17).

Figure 17. Mean corroboration scores on tasks 1 and 2 – pre-test



Thus, the students achieved significantly higher mean scores in the second task on all three variables analysed.

Chapter 7

Conclusions and discussion

Prior to the implementation of the toolkit, an analysis of the students' previous skills in handling digital information was carried out in order to identify problems and limitations prior to implementation. Regarding possible differences between the participants in the study, the statistical analysis did not reveal any significant differences between students based on gender. There are also no significant differences according to age or year of study. Regarding the discussion and main conclusions of task 1 on transgender rights, two sources were given: the first, from Mediterráneo Digital, was fake news, while the second, from RTVE, was reliable.

Students had great difficulty in identifying a fake news item such as the one from Mediterráneo Digital (items 1 and 2), as well as in identifying the intention of the authors (item 4) and the evidence or lack of evidence to support the argument of a written source (item 5).

This suggests, as Wineburg (2018) commented, that the process of critical thinking and history learning is not something natural and intuitive, but needs to be worked on in the classroom and learned by students using evidence and following research methods.

However, when the news is reliable, as in the case of RTVE:

- ▶ pupils are better able to recognise the reliability of the source (item 8);
- ▶ they also improve their ability to compare the two sources (item 10), as 67.3% are able to identify and confirm as more reliable the second of the two sources, which presents more solid and verifiable evidence.

With regard to task 2, which refers to the issue of climate change, in this case they analysed an official UN document first, while the corroborating source (Lateral Reading, McGrew et al. 2018), which was analysed second, came from an unreliable media outlet that denies climate change.

- ▶ The majority of students were able to identify the UN document as a reliable source, providing solid data on the issue of climate change.
- ▶ The majority of students, more than 61% of the participants, were able to correctly analyse the strength of the evidence presented by this source, which is based on the scientific studies cited.

On the other hand, the analysis of the second source, a rather unreliable website entitled Holocene Climate, leads to different conclusions.

- ▶ Although the students correctly identified the source, they had difficulties in assessing its reliability: 48% found it "somewhat reliable" rather than rejecting its arguments.
- ▶ In this case, the results are better when comparing the two sources, with 76.9% identifying the first source, provided by the UN, as more reliable.

Finally, the main conclusions regarding the analysis by dimension are that task 2 (the one starting with a reliable source) obtained better average results in all dimensions analysed: contextualisation of the source, reliability analysis and corroboration.

Among these good results, the analysis of the reliability of sources is particularly noteworthy, as it increases from a negative mean of -0.24 in task 1 (starting with the fake news) to a positive mean of 7.44 in task 2 (starting with a reliable source).

This means that students found it easier to analyse sources of information when they first analysed a reliable source, whereas they found it more difficult to establish the reliability of the source when they first analysed a source with distorted information.

To sum up, students showed deficiencies in their ability to contextualise and corroborate information. In order to improve these skills, this toolkit has been designed with two objectives. Firstly, to enable students to develop skills in dealing with unreliable sources of information. Secondly, to reassert history as a key discipline in promoting students' democratic culture (Barton and Levstik 2004; Grever 2012). There is no doubt that the contrast between teaching history as a transmitter of unquestionable values and another approach based on the problematisation of social phenomena (Barca 2008) is a complex and difficult process. That is why it is important to continue researching and promoting this line of work in the future (Chapman 2011; Moreno-Vera et al. 2023).

Part III
REFERENCES

References

- ▶ Albarez N. (2016), "El concepto de Hegemonía en Gramsci: una propuesta para el análisis y la acción política", *Revista de Estudios Sociales Contemporáneos* Vol. 15, pp. 150-60. [The concept of hegemony in Gramsci: a proposal for analysis and political action]
- ▶ Apple M. W. (1993), *Official knowledge: democratic education in a conservative age*, Routledge.
- ▶ Artola Miguel (1981), *La burguesía revolucionaria (1808-1874)* [*The revolutionary bourgeoisie (1808-1874)*], Alianza, Madrid.
- ▶ Barca I. (2007), "Marcos de Consciência Histórica de Jovens Portugueses", *Currículo sem Fronteiras* Vol. 7, No. 1, pp. 115-26. [Milestones in the historical awareness of young Portuguese]
- ▶ Barca I. (2008), "Estudos de Consciência Histórica em Portugal: perspectivas de jovens portugueses acerca da História", in Barca I. (ed.), *Estudos de Consciência Histórica na Europa, América, Ásia e África. Actas das Sétimas Jornadas Internacionais de Educação Histórica* (pp. 47-53), University of Minho. [Studies of historical consciousness in Portugal: perspectives of young Portuguese about history]
- ▶ Barton K. C. and Levstik L. (2004), *Teaching history for the common good*, Routledge.
- ▶ Beaunoyer E. (2020), "Covid-19 and digital inequalities: reciprocal impacts and mitigation strategies", *Computers in Human Behavior* Vol. 3, available at <https://doi.org/10.1016/j.chb.2020.106424>, accessed 25 July 2024.
- ▶ Blevins B., Magins K. and Salinas C. (2020), "Critical historical inquiry: the intersection of ideological clarity and pedagogical content knowledge", *The Journal of Social Studies Research* Vol. 44, pp. 35-50, available at <https://doi.org/10.1016/j.jssr.2019.09.003>, accessed 25 July 2024.
- ▶ Borucki A. Eltis D. and Wheat D. (2020), *From galleons to the highlands: slave trade routes in the Spanish Americas*, University of New Mexico Press.
- ▶ Breakstone J. et al. (2021), "Students' civic online reasoning: a national portrait", *Educational Researcher* Vol. 50, No. 8, pp. 505-15.
- ▶ Carretero M. (2011), *Constructing patriotism: teaching history and memories in global worlds* (Advances in Cultural Psychology: Constructing Human Development), Information Age Publishing.
- ▶ Carretero M. and Van Alphen F. (2014), "Do master narratives change among high school students? A characterization of how national history is represented", *Cognition and Instruction* Vol. 32, No. 3, pp. 290-312.
- ▶ Castellví J. (2019), "Literacitat crítica digital en els estudis socials. Estudis de cas en educació primària", doctoral thesis, Universitat Autònoma de Barcelona. [Digital critical literature in social studies. Case studies in primary education]
- ▶ Castellví J., Tósar B. and Santisteban A. (2021), "Young people confronting the challenge of reading and interpreting a digital world", *Bellaterra Journal of Teaching & Learning Language & Literature* Vol. 14, No. 2, pp. 1-17, available at <https://doi.org/10.5565/rev/jtl3.905>, accessed 25 July 2024.
- ▶ Charland J.-P. (2003), *Les Elèves, l'Histoire et le Citoyenneté: Enquête auprès d'Élèves des Régions de Montréal et de Toronto*, PUL. [Students, history and citizenship: A survey of students in the Montreal and Toronto areas]
- ▶ Collins J. (2019), "'The facts don't work': The EU referendum campaign and the journalistic construction of 'post-truth politics'", *Discourse, Context & Media* Vol. 27, pp. 15-21.
- ▶ Colomer Rubio J. C., Sáiz Serrano J. and Bel Martínez J. C. (2018), "Competencia digital en futuros docentes de Educación Primaria: análisis desde el modelo TPACK" [Digital competence in future

teachers of social sciences in primary education: analysis of the TPACK framework], *Educatio Siglo XXI* Vol. 36, No. 1, pp. 107-28.

- ▶ Council of Europe (2018a), "Quality history education in the 21st century: principles and guidelines", available at <https://rm.coe.int/prems-108118-gbr-2507-quality-history-education-web-21x21/16808eace7>, accessed 25 July 2024.
- ▶ Council of Europe (2018b), *Reference framework of competences for democratic culture*, available at <https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>, accessed 25 July 2024.
- ▶ Council of Europe (2022), Combating hate speech – Recommendation CM/Rec(2022)16 and explanatory memorandum, available at <https://edoc.coe.int/en/racism/11119-combating-hate-speech-recommendation-cmrec202216-and-explanatory-memorandum.html>, accessed 25 July 2024.
- ▶ Cózar R., Zagalaz J. and Sáez J. M. (2015), "Creando contenidos curriculares digitales de Ciencias Sociales para Educación Primaria. Una experiencia TPACK para futuros docentes", *Educatio Siglo XXI* Vol. 33, No. 3, pp. 147-68, available at <https://doi.org/10.6018/j/240921>, accessed 25 July 2024. [Creating digital curriculum content in social sciences for primary education. A TPACK experience for future teachers]
- ▶ Damico J. S. and Panos A. (2018), "Civic media literacy as 21st century source work: future social studies teachers examine web sources about climate change", *Journal of Social Studies Research* Vol. 42, No. 4, pp. 345-59.
- ▶ Duquette C. (2011), *Le rapport entre la pensée historique et la conscience historique*, Université Laval, Quebec. [The relationship between historical thought and historical consciousness]
- ▶ Duquette C. (2015), "Relating historical consciousness to historical thinking through assessment", in Ercikan K. and Seixas P. (eds), *New directions in assessing historical thinking* (pp. 51-63), Routledge.
- ▶ Ercikan K. and Seixas P. (2015), "Issues in designing assessment of historical thinking", *Theory into Practice* Vol. 54, pp. 255-62.
- ▶ Giroux H. A. (2001), *Cultura, política y práctica educativa*, Graó. [Culture, politics and educational practice]
- ▶ Giroux H. A. (2005), *Pedagogía crítica, estudios culturales y democracia radical*, Popular. [Critical pedagogy, cultural studies and radical democracy]
- ▶ Gómez Carrasco C. J. and Chapman A. (2017), "Enfoques historiográficos y representaciones sociales en los libros de texto. Un estudio comparativo, España – Francia – Inglaterra", *Historia y Memoria de la Educación* Vol. 6, pp. 319-61. [Historiographical approaches and social representations in textbooks. A comparative study, Spain – France – England]
- ▶ Gómez Carrasco C. J. and López Facal R. (2020), "Educación histórica: qué se ha investigado y qué se investiga", *Íber. Didáctica de las Ciencias Sociales, Geografía e Historia* Vol. 100, pp. 15-21. [History education: what has been researched and what is being researched]
- ▶ Grever M. (2012), "Dilemmas of common and plural history: reflections on history education and heritage in a globalizing world", in Carretero M. et al. (eds), *History education and the construction of national identities* (pp. 75-91), IAP.
- ▶ Gupta A. et al. (2022), "Understanding patterns of Covid infodemic: a systematic and pragmatic approach to curb fake news", *Journal of Business Research* Vol. 140, pp. 670-83.
- ▶ Hobbs R. (2010), *Digital and media literacy: a plan of action*, The Aspen Institute, Washington, DC.
- ▶ Kahne J., Hodgin E. and Eidman-Aadahl E. (2016), "Redesigning civic education for the digital age: participatory politics and the pursuit of democratic engagement", *Theory & Research in Social Education* Vol. 44, No. 1, pp. 1-35, available at <https://doi.org/10.1080/00933104.2015.1132646>, accessed 25 July 2024.

- ▶ Kahne J., Lee N. and Feezell J. (2012), "Digital media literacy education and online civic and political participation", *International Journal of Communication* Vol. 6, pp. 1-24.
- ▶ Kim B. et al. (2022), "Unfriending effects: testing contrasting indirect-effects relationships between exposure to hate speech on political talk via social media unfriending", *Computers in Human Behavior* Vol. 137.
- ▶ Kocka J. (2002), *Historia social y conciencia histórica*. Marcial Pons, Madrid. [Social history and historical consciousness]
- ▶ Körber A. (2019), "Extending historical consciousness: past futures and future pasts", *Historical Encounters: a journal of historical consciousness, historical cultures, and history education* Vol. 6, No. 1, pp. 29-39.
- ▶ Körber A. (2021), "Historical consciousness, knowledge and competencies of historical thinking: an integrated model of historical thinking and curricular implications", *Historical Encounters: a journal of historical consciousness, historical cultures, and history education* Vol. 8, No. 1, pp. 97-119.
- ▶ Lash C. (2021), "Multicultural citizenship education as resistance: student political development in an anti-immigrant national climate", *Teaching and Teacher Education* Vol. 105, available at <https://doi.org/10.1016/j.tate.2021.103405>, accessed 25 July 2024.
- ▶ Lévesque S. and Clark P. (2018), "Historical thinking: definitions and educational applications", in Metzger S. A. and McArthur L. (eds), *The Wiley international handbook of history teaching and learning* (pp. 119-48), John Wiley & Sons, Hoboken, NJ.
- ▶ McGrew S. et al. (2017), "The challenge that's bigger than fake news: civic reasoning in a social media environment", *American Educator* Vol. 41, No. 3, pp. 4-11.
- ▶ McGrew S. et al. (2018), "Can students evaluate online sources? Learning from assessments of civic online reasoning", *Theory & Research in Social Education* Vol. 46, pp. 165-93.
- ▶ Magalhães O. and Martins E. (2019), "Contributo para uma reflexão sobre pós-verdade e ensino de história", in Moreno-Vera J. R. and Monteagudo-Fernández J. (eds), *Temas controvertidos en el aula. Enseñar historia en la era de la posverdad* (pp.17-26), Editum. [Contribution to a reflection on post-truth and history teaching]
- ▶ Metzger M. J. (2007), "Making sense of credibility on the web: models for evaluating online information and recommendations for future research", *Journal of the American Society for Information Science and Technology* Vol. 58, No. 13, pp. 2078-91.
- ▶ Metzger M. J., Flanagin A. J. and Medders R. B. (2010), "Social and heuristic approaches to credibility evaluation online", *Journal of Communication* Vol. 60, No. 3, pp. 413-39.
- ▶ Mihailidis P. and Thévenin B. (2013), "Media literacy as a core competency for engaged citizenship in participatory democracy", *American Behavioral Scientist* Vol. 57, No. 11, pp. 1611-22.
- ▶ Monte-Sano C. and Budano C. (2013), "Developing and enacting pedagogical content knowledge for teaching history: an exploration of two novice teachers' growth over three years", *Journal of the Learning Sciences* Vol. 22, pp. 171-211.
- ▶ Monte-Sano C., De La Paz S. and Felton M. (2014), *Reading, thinking and writing about history: teaching argument writing to diverse learners in the common core classroom, grades 6-12*, Teachers College Press, New York, NY.
- ▶ Moreno-Vera J. R. and Alvéen F. (2020), "Concepts for historical and geographical thinking in Sweden's and Spain's primary education curricula", *Humanities & Social Sciences Communications* Vol. 7, No. 107, pp. 1-10, available at <https://doi.org/10.1057/s41599-020-00601-z>, accessed 25 July 2024.
- ▶ Moreno-Vera J. R., Monteagudo-Fernández J. and Gómez-Carrasco C. J. (2023), *Teaching history to face the world today: socially-conscious approaches, activity proposals and historical thinking competencies*, Peter Lang, available at <https://doi.org/10.3726/b20699>, accessed 25 July 2024.

- ▶ Mossberger K., Tolbert C. and Stansbury M. (2003), *Virtual inequality: beyond the digital divide*, Georgetown University Press.
- ▶ Peck C. and Seixas P. (2008), "Benchmarks of historical thinking: first steps", *Canadian Journal of Education* Vol. 31, No. 4, pp. 1015-38.
- ▶ Rediker M. (2022), *Slave ship: the slave trade across the Atlantic*, Captain Swing.
- ▶ Rodrigo M. (2022), *Del olvido a la memoria. La esclavitud en la España contemporánea*, Icaria. [From Oblivion to Memory. Slavery in contemporary Spain]
- ▶ Rösen J. (2004), "Historical consciousness: narrative structure, moral function and ontogenetic development", in Seixas P. (ed.), *Theorizing historical consciousness* (pp. 63-85), University of Toronto Press.
- ▶ Rösen J. (2005), *History: narration, interpretation, orientation*, Berghahn, New York/Oxford.
- ▶ Rösen J. (2019), "History in context: critical approaches to some basic concepts", in Moreno-Vera J. R. and Monteagudo-Fernández J. (eds), *Temas controvertidos en el aula. Enseñar historia en la era de la posverdad* (pp. 453-67), Editum.
- ▶ Santisteban A., Díez Bedmar M. C. and Castellví J. (2020), "Critical digital literacy of future teachers in the Twitter age", *Culture and Education* Vol. 32, No. 2, pp. 185-212.
- ▶ Schugurensky D. and Wolhuter C. (2020), *Global citizenship education in teacher education: theoretical and practical issues*, Routledge.
- ▶ Seixas P. (2005), "Collective memory, history education and historical consciousness", *Historically Speaking* Vol. 7, No. 2, pp. 17-19.
- ▶ Seixas P. (2006), *Benchmarks of historical thinking: a framework for assessment in Canada*, Centre for the study of historical consciousness, University of British Columbia.
- ▶ Seixas P. (2017), "Historical consciousness and historical thinking", in Carretero M. et al. (eds), *Palgrave handbook of research in historical culture and education* (pp. 59-72), Palgrave.
- ▶ Seixas P. and Morton T. (2013), *The big six historical thinking concepts*, Nelson Education, Toronto.
- ▶ Seixas P., Gibson L. and Ercikan K. (2015), "A design process for assessing historical thinking: the case of a one-hour test", in Ercikan K. and Seixas P. (eds), *New directions in assessing historical thinking* (pp. 102-116), Routledge.
- ▶ Sulzer M. A. (2018), "(Re)conceptualizing digital literacies before and after the election of Trump", *English Teaching: Practice & Critique* Vol. 17, No. 2, pp. 58-71.
- ▶ Van Boxtel C. and van Drie J. (2013), "Historical reasoning in the classroom: what does it look like and how can we enhance it?", *Teaching History* Vol. 150, pp. 44-55.
- ▶ Van Boxtel C. and van Drie J. (2018), "Historical reasoning: conceptualizations and educational applications", in Metzger S. A. and McArthur L. (eds), *The Wiley international handbook of history teaching* (pp. 149-76), John Wiley & Sons.
- ▶ VanSledright B. A. (2014), *Assessing historical thinking and understanding: innovation design for new standards*, Routledge.
- ▶ VanSledright B. and Limón M. (2006), "Learning and teaching in social studies: cognitive research on history and geography", in Alexander P. and Winne P. (eds), *The handbook of educational psychology* (pp. 545-70), Lawrence Erlbaum Associates.
- ▶ Vickery A. E. (2017), "You excluded us for so long and now you want us to be patriotic?": African American women teachers navigating the quandary of citizenship", *Theory & Research in Social Education* Vol. 45, No. 3, pp. 318-48.
- ▶ Wineburg S. S. (1991), "On the reading of historical texts: notes on the breach between school and academy", *American Educational Research Journal* Vol. 28, No. 3, pp. 495-519.

- ▶ Wineburg S. (2001), *Historical thinking and other unnatural acts: charting the future of teaching the past*, Temple University Press.
- ▶ Wineburg S. (2018), *Why learn history (when it's already on your phone)*, Chicago University Press.
- ▶ Wineburg S. and McGrew S. (2019), "Lateral reading and the nature of expertise: Reading less and learning more when evaluating digital information", *Teachers College Record* Vol. 121, No. 11.
- ▶ Wineburg S., Martin D. and Montesano Ch. (2013), *Reading like a historian: teaching literacy in middle and high school history classrooms*, Teachers College Press, New York, NY.
- ▶ Yue A., Nekmat E. and Beta A. R. (2019), "Digital literacy through digital citizenship: online civic participation and public opinion evaluation of youth minorities in Southeast Asia", *Media and Communication* Vol. 7, No. 2, pp. 100-114.

Sales agents for publications of the Council of Europe
Agents de vente des publications du Conseil de l'Europe

BELGIUM/BELGIQUE

La Librairie Européenne -
The European Bookshop
Rue de l'Orme, 1
BE-1040 BRUXELLES
Tel.: + 32 (0)2 231 04 35
Fax: + 32 (0)2 735 08 60
E-mail: info@libeurop.eu
<http://www.libeurop.be>

Jean De Lannoy/DL Services
c/o Michot Warehouses
Bergense steenweg 77
Chaussée de Mons
BE-1600 SINT PIETERS LEEUW
Fax: + 32 (0)2 706 52 27
E-mail: jean.de.lannoy@dl-servi.com
<http://www.jean-de-lannoy.be>

CANADA

Renouf Publishing Co. Ltd.
22-1010 Polytek Street
CDN-OTTAWA, ONT K1J 9J1
Tel.: + 1 613 745 2665
Fax: + 1 613 745 7660
Toll-Free Tel.: (866) 767-6766
E-mail: order.dept@renoufbooks.com
<http://www.renoufbooks.com>

FRANCE

Please contact directly /
Merci de contacter directement
Council of Europe Publishing
Éditions du Conseil de l'Europe
F-67075 STRASBOURG Cedex
Tel.: + 33 (0)3 88 41 25 81
E-mail: publishing@coe.int
<http://book.coe.int>

Librairie Kléber
1, rue des Francs-Bourgeois
F-67000 STRASBOURG
Tel.: + 33 (0)3 88 15 78 88
Fax: + 33 (0)3 88 15 78 80
E-mail: librairie-kleber@coe.int
<http://www.librairie-kleber.com>

NORWAY/NORVÈGE

Akademika
Postboks 84 Blindern
NO-0314 OSLO
Tel.: + 47 2 218 8100
Fax: + 47 2 218 8103
E-mail: support@akademika.no
<http://www.akademika.no>

POLAND/POLOGNE

Ars Polona JSC
25 Obroncow Street
PL-03-933 WARSZAWA
Tel.: + 48 (0)22 509 86 00
Fax: + 48 (0)22 509 86 10
E-mail: arspolona@arspolona.com.pl
<http://www.arspolona.com.pl>

PORTUGAL

Marka Lda
Rua dos Correeiros 61-3
PT-1100-162 LISBOA
Tel: 351 21 3224040
Fax: 351 21 3224044
E-mail: apoio.clientes@marka.pt
www.marka.pt

SWITZERLAND/SUISSE

Planetis Sàrl
16, chemin des Pins
CH-1273 ARZIER
Tel.: + 41 22 366 51 77
Fax: + 41 22 366 51 78
E-mail: info@planetis.ch

UNITED KINGDOM/ROYAUME-UNI

Williams Lea TSO
18 Central Avenue
St Andrews Business Park
Norwich
NR7 0HR
United Kingdom
Tel. +44 (0)333 202 5070
E-mail: customer.services@tso.co.uk
<http://www.tsoshop.co.uk>

**UNITED STATES and CANADA/
ÉTATS-UNIS et CANADA**

Manhattan Publishing Co
670 White Plains Road
USA-10583 SCARSDALE, NY
Tel: + 1 914 472 4650
Fax: + 1 914 472 4316
E-mail: coe@manhattanpublishing.com
<http://www.manhattanpublishing.com>

Council of Europe Publishing/Éditions du Conseil de l'Europe

F-67075 STRASBOURG Cedex

Tel.: + 33 (0)3 88 41 25 81 – E-mail: publishing@coe.int – Website: <http://book.coe.int>

Over the past two decades, the use of the internet and social media has enabled wider and faster access to information around the world. In doing so, however, it has also opened the door to misinformation, manipulation, fake news and political propaganda. Every industry, institution and individual person has had to adapt to this influx of unreliable information, and many organisations have begun to adopt new policies and issue recommendations on how to manage this new way of life.

The publication *Toolkit for history classes – Debunking fake news and fostering critical thinking* is a co-ordinated response by the European Union and Council of Europe to this phenomenon. The toolkit is a resource for history teachers to help their students learn how to deconstruct and question fake news through historical sources and topics that relate the past to the present. The toolkit aligns with the values and priorities of the European Union and Council of Europe, as both institutions have worked for many years to draw attention to the dangers caused by disinformation and the manipulation of history.

The toolkit was designed for teachers to show students not only how to recognise fake news when they see it, but also understand why it was created and become aware of the minority communities who are most often the target of this manipulated information.

The member states of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

www.europa.eu

The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

www.coe.int



<http://book.coe.int>
978-92-871-9512-8 (PDF)
€16/US\$32



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE