

Teaching Scenario: Propaganda during the Junta in Greece (1967-1974)

Impact: The previous approaches to historical phenomena and their connection with the Greek reality of the period of the dictatorship. An important link will be the last document of the previous teaching unit, where, together with the children, we will reflect on “why was Mrs. Karaiskakis retired during this period?” reflecting fruitfully on the continuities in the practice and thinking of the regimes.

At the same time, here too we will examine the means used to shape public opinion and impose dictatorial power.

A. Introduction to the historical period, tracing of previous knowledge, connection with previous units (10 minutes)

Introduction to the historical period that shaped modern Greece, the period of the Junta and its propaganda through presentation and short discussion.

Main Activity 1: Analysis of visual material (30 minutes)

- Introductory video from the ERT Archive: <https://archive.ert.gr/83706/>
- The radio announcement of the coup: <https://www.youtube.com/watch?v=2IQDIFFLvkw>
- The imposition of the military coup: <https://youtu.be/BUDKXWsbXhY>
- Papadopoulos' speech: <https://www.youtube.com/watch?v=69Hrvv8bROY>

Questions in plenary on the content of the audiovisual documents:

- What are the main messages?
- A first reading of the image, what does it tell us about the period of the dictatorship?
- Approaching the diagrams, what thoughts do you have?
- How is the dictatorship presented one year later
<https://www.youtube.com/watch?v=4VMZDyUrHQA> what do we find in common

and what differences do we find with the propaganda technique of the previous regimes?

Topicality in the era of the dictatorship - propaganda speech addressed to the youth: <https://archive.ert.gr/48609/>.

In particular, we recommend from 2:20 to 3:20, where the Vice President of the Government of the Colonels (under Konstantinos KOLLIA) and Minister of National Defence GRIGORIOS SPADIDAKIS speaks at the Piraeus Municipal Theatre. It is during this period that the effective pursuit of the Dictatorship through propaganda is found.

<https://www.youtube.com/watch?v=mTU3R6yT0tc> Indicative video of the attempt to legitimize the Junta through propaganda and the 1821 celebrations. It is short and descriptive with costumes!

<https://www.youtube.com/watch?v=BJA2DJcK1DM> . Similar video aimed at international acceptance of the Dictatorship with sound.

<https://www.youtube.com/watch?v=3hqO0Sgn7bw> . Short video of reception of Greek immigrants from Germany, it is indicative and can be combined with the testimonies quoted from Istorima.

Testimonies about propaganda in the era of the dictatorship (Supporting material)

Source : Istorima

Interview title: The Work of a Teacher in the Junta

Website: <https://archive.istorima.org/interviews/EL-16319#segment-1> .

I.was.very.careful.not.to.give.any.excuses;I.was.careful.when.I.was.delivering.a. lesson;I.was.careful.that.the.parallel.texts.or.parallel.information.that.I.would.give. the.children.would.be.from.authors.or.from.people.who.did.not.offend.the.regime. or.who.did.not.provoke;My.first.disappointment.and.prohibition.from.my.superiors. that.made.my.work.difficult.was.when.I.asked.permission.to.do.a.play, in.the.first. year?in.1969, by.Angelos.Terzakis?The.Wedding.March?an.excellent.play.that.had. also.been.written.since.1969.What.better?.Terzakis.from.Nafplio.would.come.to. introduce.it.and.so.on;We.submitted.it,as.we.were.supposed.to, to.Patras?to.the.

District where our school belonged? and it was rejected; They rejected it? because it talked about elections and it talked about the position of women? but mainly one of the heroes was going to run for mayor; The very word »election« at that time was prohibitive; I was forbidden; When here in Nafplio we had to be careful on multiple fronts;

Sample English transcript of the oral interview

Source : Istorima

Interview title: Participation in the 1973 Polytechnic uprising

Website: <https://archive.istorima.org/interviews/EL-15127#segment-3>

When the Junta came in and then _almost immediately? almost immediately in. ~~24~~ I think? anyway _they gave the refugee houses to Durguti; And we got the apartment in Durguti and we stopped being on rent in. ~~24~~ Well? the Junta was one thing? what was it? Bullshit; People's reaction to the Junta was zero? zero; I mean? you could make fun of Papadopoulos's speeches and all the nonsense he was saying and so on? but there was no way you could hear any organized voice. _I mean in the newspapers _that was against them; There weren't; In fact? my father? who was working at the airport at the time? had been given and had brought home _obligatorily I suppose _a photograph of Papadopoulos? one of these; And we were saying; »Dad? what do you have this here now?« ; »Leave it there? because;;; These people had suffered a lot in the Civil War? a lot; They were a defeated generation;

Sample English transcript of the oral interview

Source : Istorima

Interview title: "I brought the Junta inside me": growing up during the Dictatorship

Website: https://archive.istorima.org/interviews-EL_79128-segment_8.

The Junta? well? what was the Junta for my parents; My parents were civil servants? so the Junta for them was the »government« _well? in quotes _which was the state? which was the people who were ultimately in charge of their working future? meaning there was a chance they could be written off or _no? lose their jobs? I don't think that civil servants ever lost their jobs in Greece _but in any case? they might.

have.been.penalized.or.transferred.out.of.Attica?to.work.elsewhere?against.their.will?etc;.etc;.So?in.a.way?they.felt.a.heavy.obligation.to.follow.all.the.dictates.and.orders?anyway?of.the.junta?which.they.were?»Shut.up?you.will.just.listen?you.will.neither.participate.in.large.groups.nor.in.large.conversations?you.will.never.talk.about.politics?you.will.be.very?very.careful.how.you.live.and.be.afraid?because.our.eyes.are.everywhere?.through.very?very.many.policemen.who.were.on.the.streets*

Sample.English.transcript.of.the.oral.interview

Sample.Image





I.write.and.hide.my.cards; They.let.you.write?but.every.now.and.then.they.make.inquiries; They.take.your.papers?check.them.and.after.some.time.they.give.you.back.what.the.prison.guard.deems.acceptable; You.take.it.and.you.hate.it; They.want.to.force.you.to.self_censor.your.thinking.and.make.it.presentable.to.them; That.is?to.see.your.thoughts.through.their.eyes.and.control.them.yourself.from.their.perspective; To.this.method.of.theirs?to.open.rifts.in.you.and.break.you.down.as.a.human.being?we.defend.ourselves.in.two.ways; Other.writings?which.state.our.positions.unequivocally?we.let.them.take; We.even.feel.a.childish.satisfaction.when.we.think.of.what.sulking.they.will.do.while.reading; Others?which.we.want.to.own?we.hide; It's.amazing.how.imaginatively.the.prisoner.finds.hiding.places; These.are.usually.small; Your.writings.must.be.few; Every.word.counts; It's.precious; When.your.hiding.place.proves.effective?you.feel.joy; You.feel.a.strange.pride?as.if.you've.defended.the.honor.of.the.man;

[ΜΑΓΚΑΚΗΣ ΓΕΩΡΓΙΟΣ-ΑΛΕΞΑΝΔΡΟΣ](#), ΓΡΑΜΜΑ ΑΠΟ ΤΗ ΦΥΛΑΚΗ ΓΙΑ ΤΟΥΣ ΕΥΡΩΠΑΙΟΥΣ, εκδ. ΙΚΑΡΟΣ, Αθήνα, 2007, σ.19-20.

fjiii;they.were.a.bunch.of.psychopathic.idiots?old.collaborators.of.Metaxas.and.the.Germans?failed.and.corrupt.journalists.who.were.sick.of.their.profession?but.all.of.them.had.one.thing.in.common; they.hated.the.press.and.journalists; Any.reasonable.understanding.with.them.was.impossible; The.only.solution.was.deception?which.proved.easy?helped.by.their.mental.retardation; They.were.all?the.censors?mentally.retarded; But.from.time.to.time.they.realized.their.blunders.

and. went. wild; »Report. immediately. to. the. Censor's. Office;. There. followed. a. cocktail. of. threats; insults. and. threats. of. harassment; to. punish. the. recalcitrant;

ΜΑΓΚΑΚΗΣ ΓΕΩΡΓΙΟΣ-ΑΛΕΞΑΝΔΡΟΣ, ΓΡΑΜΜΑ ΑΠΟ ΤΗ ΦΥΛΑΚΗ ΓΙΑ ΤΟΥΣ ΕΥΡΩΠΑΙΟΥΣ, εκδ. ΙΚΑΡΟΣ, Αθήνα, 2007, σ.19-20.

Questions in session on the content of audiovisual documents:

- In what way did the dictatorship work as propaganda? How did the dictatorship propaganda work? How did the dictatorship work? What are the main messages?
- A first reading of the images of the celebrations, what does it tell us about the period of the dictatorship?
- Approaching the diagrams, what thoughts are generated?
- How is the dictatorship presented one year later
<https://www.youtube.com/watch?v=4VMZDyUrHQA> what similarities and differences do we find with the propaganda techniques of previous regimes?

Questions regarding personal testimonies can move the field of empathy and historical significance, and are ideally combined with the theoretical approach to children's historical consciousness through the spiral relationship of its stages.

Closing of the 1st Hour (10 minutes)

Summary and short discussion.

Link to modern times: can you identify similar propaganda techniques today?

How can you identify the different types of propaganda today?

Reflection on the previous sections. Group work - Creating propaganda material (200 minutes)

Students are divided into groups with the assistance of the IT lab, create their own propaganda material (posters, slogans) based on the means used by the Junta. Presentation of each group to the class.

Discussion and Reflection (15 minutes)

- Discussion on how the students felt creating the material.
- Analysis of the feelings evoked by the propaganda messages.

Recap and Evaluation (15 minutes)

- Overall recap of the learning objectives.
- Discussion of the importance of critical thinking in the face of propaganda.
- My diary: how can propaganda distort consciences, turn people against people and entertain impressions regarding its work?

Extension/Enhancement:

- Encourage students to look for examples of contemporary propaganda in the media and social networks.

The scenarios presented seek not only to inform students about critical historical issues, but also to enhance their ability to identify and analyze propaganda techniques in each era.

Restrictions

The experience of the teachers involved in the project is important for its successful implementation. For this reason, they were designed within the possibilities of the existing school with a view to enhancing the formation of declarative knowledge as essential for the mastery of the conceptual framework, the knowledge capital and the possibilities of its recall. In addition, in each module, a tracing of the pre-existing knowledge, the historical horizon of the students and the formation of frames of reference are carried out. The process is considered important in order to enable children to construct their historical knowledge, starting from a foundation, a question, a historical case.

1. The attitudes and perceptions of the school community regarding their knowledge of Metaxas, WWII and Nazism and the intervening variables (Embalotis et. al. 2006:9) (pre-existing knowledge, formed perceptions and any, prejudices, family socio-economic profile of the students as well as the teachers who will apply their techniques and perspectives) for the period under study.
2. The ability to place themselves within the historical context of the era, distinguishing and distinguishing between historical time and historical interpretation, where children will be placed in the timeline-dialogue and, by contrasting sources and events, will critically approach the phenomenon of fascism, propaganda and the instrumentalization of history from the Metaxas period to the Papadopoulos period.
3. To familiarise children with the conceptual framework and specific vocabulary of the period under consideration.
4. The possibilities of identifying, distinguishing, thematising, interdisciplinary approach, critical reading and interpretation of the various sources (textual, audiovisual, artistic, diaries, statistics, maps, testimonies, orders, official documents, works of art, newspapers, literature, etc.)
5. The interactive dialogue and questioning after each application: Examples:
 - when is propaganda most dangerous?
 - What conditions are potentially capable of making a person vulnerable to it?
 - Have you ever had to make a difficult decision?
 - Did the media of the time cooperate and to what extent in spreading it?
 - Were there ways of avoiding it or did everyone believe the same?

Explanation of context and didactic approach: Through the multiprismatic approach and perspective of this proposal, we believe that the desired contact with the concept of propaganda in time will be achieved, offering the students who will participate the opportunity to reflect creatively on the past, bringing it in contact with the present, aiming at the future which is expected to be open, contested and open to new meanings. The digital transition of teaching through the implementation of new practices will create a culture of critical process and this will lead to a strengthening of European identity through teaching and learning. Teaching approaches that promote inclusiveness, diversity, tolerance and democratic participation will contribute to this objective.