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Teaching History through Popular Literature Using Popular Movie Django Unchained (2012)

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Dedication

*To that man, to that friend
I cried again today while writing you praise
I did it, daddy, I hope you are praised with the girl
you've raised*

*To mom the flame of love
This modest work is dedicated to you and all your
sweat tears and blood that you offered while raising
me up all by your self*

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Abstract

This study aims to show how fiction movies, of popular literature that contains historical events, can take an important role to revive history classes, reduce the amount of boredom, and deliver history effectively. It was hypothesized that the boredom was and still the major obstacle that the learners face while studying history in addition to the teachers' methodology; the study hypothesized as well that the fictional movies are effective tool to deliver and engrave the history lectures in the students' minds, so that, popular literature would reach the point to be an effective method with using popular movies as a tool to teach history. The present study investigated second-year students' opinions about the topic, and the results revealed that the majority of students admitted that the teachers' methodology is the reason for the rise of boredom during history class, while others reclaimed that it is not only the teachers' methods but also history itself. In another range, the study detected that the popular fiction movies helped to facilitate the difficult events, confusing dates and figures of history adding that movies, in general, revived the past with the motion pictures to the point where the one feels and lives history.

Key words: Teaching History, Popular Literature, Historical Fiction Movies.

List of Abbreviations

BAFTA: British Academy of Film and Television Arts

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General Introduction

General Introduction

Through the years passing, human progressed to the point where they deserve to name their past life, so as to be familiar with their present one, i.e. to be aware of the real and ancient sources from traditions, lifestyle, food, and even the morals that they practice nowadays. History came to represent events, discoveries, wars, social, economic and political changes, systems of education and all of simple memories that occurred in the past in form of documents written by historians in an objective manner. Not only that, but history also provides an opportunity to rise perspectives on the problems of the present and learn from others mistakes. In other words, history came as a specific identity to a specific nation.

On the other hand, literature jumped to prove the development of human in life. It gave the human the chance to express not only the present but also the past. It existed since they started questioning things. Literature rose as a special print of different generations, which they have used to deliver their identities. Literature itself progressed to much more different levels such as Popular Literature, it expanded to reach uncountable forms from art, music, and movies to writings fictional and non-fictional ones. In other range, Popular Literature found a firm place in minds using its attractive characteristics, fiction, magic, supernatural and even nonfiction features.

The relationship between History and Literature has existed since ever. History comprised many forms of literature; the latter tends to catch ideas from events that happened in the past. We cannot completely understand history unless we understand those who wrote it through pieces of literature. And of course, that works in both ways i.e. vice versa.

As students of English, we faced a lot of difficulties in learning history. This research is based on using a fictional movie with a historical background in order to reveal the issues and the possibility of finding solutions to decrease boredom from history classes. The most substantial reason for this research is the struggles that majority of students face and complain about it all over the years, which are the difficulties of absorbing history lectures.

In addition, because of the importance of history, which presents the human identity; people start to embrace those documents. But unfortunately, young learners started facing problems in understanding it. So that Literature was one way of many that are used to deliver history due to the long interconnection between them, and popular literature as specific in this study. This research is submitted to answer the following main question: To what extent could popular literature reach to be useful in teaching history? In the light of the main question, some sub-questions appeared in need to be answered as well, to control the research process, in order to be in a beneficial range, the questions came in order as follow, What kind of struggles and obstacles the students and teachers face when absorbing and teaching history?

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What are the consequences of using the popular literature as a tool in teaching history? How can the teacher present history through popular literature?

As a consequence, this examination built for each question a hypothesis in which it could succeed or fail. firstly, Since the history is a difficult issue to be understood in the present days, and no matter the teachers attempt to improve their methods still history is the dullest to most of learners, thus popular literature came as hypothesis to see whether it is possible for it to facilitate the process of teaching and learning history and if it could reach the position to be a reliable source in history class. Secondly, due to the hardness that majority of teachers face while conveying interconnect events from history they failed to pass the history class effectively, while the learners encounter difficulties in absorbing the history due to a common obstacle which is the boredom. However, using popular literature or its elements may turn the class into a vivid and interesting class of the day, and that by using movies from popular literature in order to re-imagining the history in a different modern way that revives history.

As we all know the people without History and without memorable moments are like a tree that lost its leaves. The fact that history is a set of an authentic events and an important part of the human identity, is not debatable. Yet the History learning process took a boredom path. So normal students faced many obstacles that affected their abilities to absorb History, many techniques and strategies emerged in order to break all the hitches. In other range, Popular Literature finds a firm place in minds using fictional, magical, supernatural and even non-fictional works such as writings, movies, art, music, and other uncountable forms. In the light of that, the Popular Literary works are considered as History carriers, not only that but entertaining tactics that engrave in the minds as well. Thus, some researchers and teachers deemed that Popular Literature is a helpful method to teach History, while others [researchers and teachers] claimed that it is dangerous to present facts by literary works.

According to Tarry Lindquist, using fiction during the history class helps more to highlight and cast attention towards the time periods, and aids the educator to integrate the students to the curriculum.

The historical fiction was only used as a spice to motivate the learners for searching more about the validity of the info that was given. Of course the process was ratified with a set of steps, so many students confessed that mixing stories and fiction into a study of history, turns the past into a vivid and dynamic place (1995).

Seeing that history became dead in the eyes of young people is a serious issue that needs a fast reaction to reduce from its seriousness. So that, the employment of fiction in the

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classroom will bring back those adventures from the past. Dissimilar to the reading material of history, other content particularly fictional ones will help in making an association between the students' experience information and the exercises. Using fiction in history class, with its forms brings the life to history and in turn, the history will find an easy way to stick in the learner's minds (Carol Sliwka, 2008, p.61).

Learning history through historical documents is a complicated matter, and often described as dull and difficult, besides that the ability of understanding historical context differs from one to another. Yet, investing short audio and visual movies and clips in History instruction, brings not only joy and entertainment, but also nurture the learners' minds and develops them to be more critical minds, and helps them to analyze historical movies as the historians do. Due to images and voices, human can relive the history as it was (Glenn Wiebe, 2013)

It is all about the motion pictures there is nothing better than understanding with vision, pictures are more close to the long-term memory, so that movies are considered the best carrier of both literature and history in a colourful way that will certainly last forever in the learners' minds (Richard Paxton, 2010).

This research study consisted of three main chapters, where the first chapter is considered as theoretical background in which the definition of history showing its importance to human beings, as well as the definitions of literature and popular literature and its genre, the fiction. This chapter will present also the main obstacle to both instructors and learners along with giving the movies as a tool from popular literature to enhance the process of absorbing history.

Followed by the first chapter, the second chapter is about a study case, where a popular fiction movie with a story from history was given as an example of how a fictional movie from popular literature portrays history with modern writers as Quentin Tarantino did with his movie Django Unchained.

While in the third chapter, the practical part will be presenting the research instrument and based on analysing the students' questionnaire for the second year university learners setting it with some quantitative measures, along with examining the main problematic in accordance with the movie study.

Chapter One

Theoretical Background Teaching History

Introduction:

As we all know, people without history and without memorable moments are like a tree that lost its leaves, as much of its importance in balancing the human life, it became difficult to understand or even to absorb the life of the ancestor. on the contrary, the new generations started to be bored from studying about the past accusing it of being dull, hard to get, and even unnecessary because it is all about dead people, and dead events; forgetting [new generations] that every single thing in the world holds a book of history and past inside whether consciously or unconsciously, history indeed is the queries booklet, which no matter what, you will need to check on it one day. As a result, the history classes became known as the dullest, and history started to be called "boring". However teachers try their best to bring history to its vivid spirit using different ways of literature, thus, this chapter will present a theoretical study of the history and literature along with ways of teaching history and the problems that encounter the instructors and learners during the history class, mentioning the movies as a modern tool to kill the boredom and restore history's value.

1.1. History in General:

In order to reach the point that this research seeks for it, the regulation is required. Without a doubt, history itself set in a chronological order, for this reason, and in order to understand and absorb history students should follow its regulation to reach the needful knowledge, so this research aimed to start from the beginning of history in this chapter to manifest its importance

1. 1.1 The Beginning of History:

From the formation of the earth to the present day, natural sciences and studies were set to understand the main events that the earth passed on. These studies concern the development of the planet under the name of "the history of Earth". It was clear that this past characterized by a permanent geological variation and biological evolution. Depending on the history of the earth and the scientific studies the earth formed around 4 billion years ago, following that the beginning of life on it at least from 3.5 billion years ago (Eric McLamb, 2011).

The evolution of human started on earth changing the environment around him. The longer the presence of man on earth, the more he gained knowledge, and the more he possesses the strength of awareness, the more he acquired the ability to change his surroundings to the convenient environment, the environment that fulfils his needs and

saturates his vanity. So Man left behind a legacy, a fortune, a lifestyle, cultures, and multiple civilizations for the upcoming generations to discover. In this case "History" is one word that can define humanity, which necessitates investigation, analysis and interpretation of some certain knowledge. Generally, history is the study of the human and his evolutions (Pallavi Talekau et al. p.2).

1.1.2-Main Figures and Characteristics of Good Historians:

From this point, there must be specialists to study and examine the history and previous writings, because it is not easy to write or to discover the life of the ancestors, the life of the people who lived before us or even more. But the curiosity of human will eliminate every single obstacle so that nothing holds him back from discovering. This process of analysing and registering the previous life needs a deep investigation and great consideration of the vast facts and the alleged facts; in order to deliver coherent narratives that elucidate, why and how history happened along with the sense of originality, and the inclusion of different perspectives (James Snell 2015).

People who decided to do these investigations and studies should be characterized by a set of needed specifications. As the Indian jurist, economist, politician and social reformer Bhimrao Ambedkar said in his work "*who were the shudras?*" about the true historian should be:

A historian ought to be exact, sincere and impartial; free from passion, unbiased by interest, fear, resentment or affection; and faithful to the truth, which is the mother of history the preserve of great actions, the enemy of oblivion, the witness of the past, the director of the future.

(qtd.in. M. Shashidhar, 2014 p.272)

In the light of that, the authentic historian has to be mainly objective leaving place neither for his emotions nor his own opinion, showing no biases toward any specific events. i.e. the historian should free himself as much as possible from the tendency, admiration or hatred toward particular age or a particular historical issue. So he can see clearly the life of Alexander, Caesar, Dante, Voltaire, and Napoleon and understands fully the motivations and reasons that led them to make certain behaviours in the past, and share with them their situations of making decisive historical decisions such as the period of wars, and the violent resistance...etc. So he can recognize what led them to success or failure, because the historian is the image of the past, a guide of the present, and a director of the future.

It was in Greece in the 5th century BC when the first attempts happened to discover, analyze, and register the past events. So Herodotus was considered the world's first historian and he was known as "the father of history" because he wanted a deeper understanding of the events that were recorded as only a list previously by traveling from one place to another, so basically, he was the first historian who took a new approach to look at events from both sides to understand their purposes and causes; leaving no single kind of events, he mentioned real facts, myths, strong and weak events calling it The Histories in his copies (History.com Editors 2010).

While Thucydides was the Greek writer who wrote the first scientific history mentioning no myths no Gods no legends, but the truth and only the truth, he sought for the ultimate objectivity and he registered history with strict standards which depend on the testimony of eyewitnesses, so that he released the historical method that is used by nowadays historians (Wu Mingren 2016).

Not only those two great historians that the history knew but many great figures who excelled in writing history such as Julius Caesar, Theodoret, Ibn Rustah, Ibn Khaldun and so many others.

1.1.3 The Historical Timeline:

Historians and researchers designed a set of timelines that explains the development and the changes in which the human history passed on. It started in the early 19th century, where the scientists set a timeline into a three-age system "Stone age", "Bronze age", and "Iron age" which are considered as a "Pre-history" timeline (K. Kris Hirst 2018). While the historian presented a timeline when the recorded history period existed; the period when the process of writing appeared as follow: "Pre-Modern History", "Early Modern History", and "Late Modern History". It was timelines that reordered and named the events that happened in the past and gave it a logical sequence that highlighted the identity of the human, and gathered the past of multiple civilizations and cultures into the History that we are studying it nowadays in schools and universities ("World History Timelines").¹

The periods that were mentioned in the timeline of the recorded history, such as the Ancient history dealt with the earliest records; from the first writings of the first human history to the Post-classical era, while the Post-classical history presented the early middle ages history, generally this period was characterized by the extension of the civilizations through over the world and the rising of religions. The modern history was set in the historical

¹ / <https://www.infoplease.com/world-history-timelines>

timeline for the period of the European Renaissance, Age of Discovery, American Revolution, and the Industrial Revolution and so on (ibid).

In this research, the American history, specifically Slavery, will be an example to use in presenting the methods and ways that are used to deliver and receive history.

1.2. Teaching History:

History Education is an essential part of the pedagogical phase no matter how different the academic levels are. Therefore, as the years progressed and the education developed changes happened in the methods and approaches that are used in delivering the history lessons, so the professor and the student will easily face a lot of serious obstacles as follow.

1.2.1 Problems that Face Teachers and Students:

The importance of the history is from the importance of the personal identity, so the individual has to understand, absorb, and to be aware of the real and ancient sources of traditions, lifestyle, food, and even the morals and way of thinking that they practices nowadays. Frankly, no words could give the history its specific value, due to this, the importance of teaching history equivalents the extent of the knowledge of the identity, thus the history class is one of the substantial and needful classes. However, that did not prevent history classes from turning out to be the most boring after mathematics classes. Both teachers and students faced problems and obstacles during the history lectures.

1.2.1.1 Difficulties during Teaching History:

Since history is talking about ancient people, their life, their attitudes and their contribution to the world progress or destruction, the process is a bit hard and requires skills, so that some of the teachers face a lot of challenging situations. First, the classroom management, of course plays a role in controlling the process of the lecture, so that it determines his or her failure. Moreover, the method that the teacher choose is more than only important, it is the substantial key to kill the boredom if it is effective, or lit problems if it is passive and less effective, which lead to his\her lecture's failure (Mohammad Salem al-amarat, 2011, p37-38). As a history teacher, the way of presenting a lecture is the main issue that caused the falling of the history's importance and the decreasing of the students' attention and admiration. Passing the students strict and endless dates and names make it easily forgotten (Valerie Strauss, 2013).

The teachers ought to present history in its perfect image in different ways, bounded by less picturing and strict articles with a difficult wording that gives the academic imprint; in

which through the years killed the sense of curiosity for the majority, and history started to be a boring issue more than an interesting fact.

1.2.1.2 Difficulties While Learning History:

Students of all levels created a kind of halo to History that decreased its value and in turn, students faced many obstacles that affected their abilities to absorb History. As much as the importance of the history, , so that The old way of teaching history is limited to textbooks with a passive style giving no chance for the student to question, to search, to doubt, or even to analyse. Students got used to the same hard wording textbooks and consider the past life as home works or a test or exam that they need to pass. History classes were and still the dullest and tedious classes according to students; mentioning that the reason behind it is mainly the traditional ways on how history is being taught in class. Where the teacher or professor would only recite all the details from dates, places, names of famous people and events that are so difficult to memorize or even to catch. As result of the mixture of the passive, monotonous, and non-participative ways of teaching along with the difficult wording and the similarity of the dates, places, and names are what makes the students consider the history ambiguous and unclear (Shauna Fowlkes, 2010).

In another words, the boredom became the most convenient word for the history class, which caused the students facing difficulties while absorbing the lecture. The boredom was justified by few of reasons, taking, for instance, the lack of concentration due to overthinking out of the class, or misunderstanding of the history lesson, or the class environment, for example, the huge number of learners, the method of teachers as well (Paul W. Bennett, 2013).

According to Michele Luck's social studies, that the fact that students hate history is deniable, adding by rating the reasons to five causes, he listed them as follow: (1) and again the most famous cause which is monotony, (2) also the student considering the history only about dead people, (3) history is just the memorization of people, places, and dates, (4) they considered it only lecture and text reading as well, (5) and most of all they think history is not relevant (Michele Luck, 2017).

1.2.2 Different Ways of Teaching History:

When the fact of, history classes turned to the dullest, and the most boring class became a true and serious issue, teachers started to enhance and ameliorate their ways of delivering the lessons, and remodel their teaching strategies. Padma suggested on The

Teachers Digest website, ways to kill the boredom and make history class more cheerful as for example implying mnemonics tool to help the student memorize the dates and names of historical characters (PADMA, 2014, para2).

Depending on the post submitted by Dr. Santosh Kumar Jaiswal in 2016 in the Progressive Teacher Magazine, that he started his career as a history teacher thanks to his teachers' methods of conveying the historical events, from his first history classes in school till the history class lectures in college. Adding that the well-planned method of teaching will create a long last interest among students in a history class; later in his post, [he] listed a few tips and ways that can help the educator for reducing the boredom and grasping learners attention, listing as the first tip the excellent knowledge that the teacher should have to win the respect of learners and his information validity. Moreover, he continued giving tips among the methods chosen stating as an example pair-share method, Outside-inside circle method, and other effective methods. He also mentioned the environment of the classroom by suggesting digital classrooms using, for instance, Smart-Boards that will definitely create an atmosphere where the learners became more interested in the lesson (Dr. Santosh Kumar Jaiswal, 2016).

1.3. Teaching History through Popular literature:

To be familiar with the way of teaching history through popular literature, each one of them should be presented by definitions that clarify the reason of their use in this research.

1.3.1 Definition of Literature:

The most common knowledge about literature is that, there is no single introduction as the definitive definition. On the contrary, there are multiple definitions that give literature its right to the words, yet most of the definitions go in one way to the notion that literature is divided into oral literature, which is spoken or sung, and written literature, which is about anything recorded by writing with an artistic manners, and it was categorized to three fundamental types: poetry, prose, and drama.

First, discussing in his work paper "*What is Literature?*", Jim Meyer wrote that seeing precisely what Literature is, has constantly been a defiance; and putting an ultimate definition has ended up being very hard (Jim Meyer, 1997 p.1). While Terry Eagleton mentioned in his book, *Literary Theory An Introduction: SECOND EDITION* (1996, p1), that there have been a lot of efforts to characterize Literature as for instance an 'imaginative' writing in the concept of fiction, which isn't actually valid, he also compared English and French seventeenth-

century literature aiming to say that most of the French literature was about fiction or poetry and explaining that in the late sixteenth and early seventeenth centuries of English literature, any kind of writing whether novels, plays, fiction, or even newspapers were considered literature. Adding in his book, that the formalists viewed the literary language as an unordinary one, describing it as 'special kind of language' which is different from the normal speech (p4).

Furthermore, by the advance to the 20th century, Literature also went through developments on many sides. Literature started to know multiple types, technics, characteristics, and genres that know no limits in developing to present the capacity of human's brain and his creativity. The technological development was also a great factor in the rise of literature and what is called nowadays Popular Literature.

1.3.2 Definition of Popular Literature:

It has been possible for a few years to distinguish and discover the apparent increment in studies of objects and products that are thought about as a piece of popular culture, however, generally speaking, the gaps in the examinations stay huge. Yet, what isn't deficient in any way, are meanings of popular culture, so there must be some researchers in the English and German-speaking countries who have perhaps tried their best at providing such definitions; these latter are considered nominal definitions where the present articles distinguishes an aggregate of twenty-three of them [definitions], which sometimes contrast extensively from each other. These differences in views determine the impossibility of define precisely the history or the precise meaning of popular culture. Despite this, everyone is allowed to present their own definition (Hecken, 2010 p.306-307).

Furthermore, Popular Literature was related to the 19th and 20th-century literature where the industrial revolution started its effects on modern and postmodern literature. Popular Literature has been characterized by the fiction nature among its genres. Thus, it was hard to find an evident definition, due to the unclear object of study because of its changes through the time, and its different geographical and historical locations. Hence, the popular fiction is considered in a state of continuous evolution, on account of the fruitful relationship between popular literature and the media advanced technologies such as radio, cinema, till internet nowadays (David Glover and Scott Mccracken, 2012 p.1); While, an anonymous author in the UK Essays website, explains the popular fiction in Ken Gelder's view (2004 p.15), where he stated that the writers of popular literature use the "industrial language" instead of using the artistic language (cited in UK Essays, 2013).

Bates and Ferri (2010 p.3) said about popular culture:

Popular culture is the television we watch, the movies we see, the fast food, or slow food, we eat, the clothes we wear, the music we sing and hear, the things we spend our money for, our attitude toward life. It is the whole society we live in, that which may or may not be distributed by the mass media. It is virtually our whole world. (qtd.in UK Essays, 2013).

Depending on this definition popular literature is found in the culture around us from the inventions that were brought by the industrial revolution such as television, radio, to the modern lifestyle as the way we live and how we dress and what we eat.

1.3.3 Fiction as Characteristic and Genre of Popular Literature:

No matter the massive researches that were made for this dissertation to precise the characteristics of popular literature in specific, there was one word, or more suitable to say, one feature that was repeated a lot to characterize the popular culture which is "fiction". Despite the many types of folk literature that included romance, heroism, adventure, and horror. The most significant side of genre fiction is that it satisfies our human requirement for good old narrating. Because we once in a while require stories we can depend on to limit and escape from the brutal realities of life. Fiction overwhelmed most of the types, so there were genres such as Science Fiction, Fantasy, Paranormal, Mystery and Crime, Westerns, Literary Fiction and most of all Historical fiction where the historical figures were portrayed as fictional characters (Amanda Patterson, 2016).

Thus, according to the Cawelti (1976 p. 16), formulation of fiction provides the readers the full sensation of "escape" and "relaxation", the readers encounter life, fate, savagery depicted in popular fiction in a way that expands his feeling of certainty and regular existence (Cited in UK Essays, 2013).

1.3.4. Teaching History through Fiction:

Through the passage of years, the process of teaching history in general went through ups and downs in terms of captivating most of students' interest. In specific, history classes were proclaimed by students of different levels to be the most boring, dullest, tiring classes ever. As rescue plans, instructors, pedagogues, and professors tried their best to invent new methods, ways, and strategies to facilitate the history classes and reduce the amount of the

boredom in it. One of the innovative and admirable ways that was chosen by some of teachers and professors to present a history lesson is using fiction in manners that help to restore vitality to history classes.

Using historical fiction during history class could provide a lot of help to the teaching process, according to Tarry Lindquist, a teacher and author, in her article that using historical fiction in her classroom highlighted time periods and helped her to consolidate the curriculum, where she could present two lessons in one class, she added saying that the historical fiction is the spice that she use, that's why she has a class of students whom can balance fiction with fact. She continued explaining the reasons behind her using fiction in her history class, saying that it helped to move the learners' curiosity, it permitted and developed historical analogies, moreover, it brought the history back and reinforced multiple perspectives and enhanced the understanding of the past as well (Tarry Lindquist,1995).

Since history is about those people who cannot explain or speak for themselves, and about complicated and interrelated events that happened in a long time, fiction is the most consistently successful vehicle to teach history. In addition, the use of historical fiction in the classroom will bring back those mute voices from the past. Unlike the textbooks of history, other text especially fictional ones will help in creating a connection between the learners' background knowledge and the lesson. through the use of fiction in history class, the historical images and figures turn the classroom into an alive museum where they can learn not only history but they may face situations that support them in their own lives by examining their ancestor lives (Carol Sliwka, 2008, p.61-62).

Using fiction in the classroom is more effective due to the massive coverage of all the aspects of history class curriculum and beyond, in other words, using fiction in any form whether historical performances that are played by students, movies, novels, and comics, it gives the learners the world history in their palms, the learners will be aware of the world different places and even different cultures, beliefs, religions, political systems, the ups and downs of different countries, and even the mistakes and the glories of their own country's history and not to forget the benefits of historical fiction in enhancing the language whether as a mother tongue or as a foreign language simply teaching history using fiction expands the knowledge more (Michelle Moran, 2018).

1.3.5. Using Movies to deliver History:

According to Arthur Schlesinger (1979):

Conventional history has recorded the motion picture as a phenomenon but ignored it as a source. Social and intellectual historians draw freely from fiction, drama, painting; hardly ever on movies. Yet the very nature of film as supremely popular art form guarantees that it is the carrier of deep enigmatic truth. (qtd.in. Richard Paxton, 2010).

In other words, the rise of movies through the years was depicted as a phenomenon that proves the development and the influence of the industry on culture; however, it was neglected in terms of dependable sources as the other form of art and literature. But, the quality of popular films guarantees its effectiveness and considers itself as the carriers of the incredible and ambiguous truths.

Hitting two birds with one stone, by inserting films and short clips in teaching history has the advantage of entertain and intellect the brain. Films engage students in the history directly by presenting motions pictures that the textbooks cannot provide. films are powerful sources of teaching and entertaining at the same time in which the historical info engraved in the brain, not only the students who are benefiting from the usage of films in class, but some of the teachers use it to order the curriculum, as a result, most of the instructors use films and shortened clips for instructional purposes, it is used as Visual Textbook, as a depicter of atmosphere, and as a historiography (William B. Russell III, 2012 p.157).

The history textbooks are nothing but a strict tool for killing the interesting part of history by its hard vocabulary and difficult structure, it turns the history learning process from beneficial, and interesting events, to the boring, and unnecessary facts. One of the effective strategies to teach history class is by using shortened video clips from feature-length movies, investing those clips in history instruction, will nourish the learners' brains to be in the level of critical minds plus to the entertainment that students' will get (Glenn Wiebe, 2013).

Keeping in mind specific goals, motion pictures are considered as a great backup for learning history, in a condition of being associated with the main possible topic that is tackled in class. Whether it was based on facts or fiction, movies help in the way people thinks about history, studies proved that the majority of students were motivated while attending a historical movie, and even learned better than usual. Where other studies demonstrated multiple academic objectives in using movies or clips from movies, which is the

"understanding of the historical controversies" and making narratives of the past alive again by giving it the vivid images (Scott Alan Metzger, 2017).

According to Samantha's experience with learning with movies since she is a former home-school student from Indiana, US, there are plenty of reasons why should teach with movies due to its benefits, claiming that nothing would bring history to life like the movies and big screen do, adding that movies stick better in the mind, due to the advanced vision provided, and mentioning that the visual learners constitute 65% of the population who work with long-term memory. she said that movie inspire and bring characters and history to life better than ordinary textbooks and normal rating of dates and figures, not only that, but films engage easily the learners in the lecture and provide great opportunities for better discussions, and encourage interactions between learners and make them feel the history rather than only learning it (Samantha 2017).

The young generation has known with their obsessed habits of watching movies each day, consequently, instructors should be aware of the importance of media or films in specific, in conveying information. According to Ferro (1993), film and pictures are considered as important and particular sources and ways in term of presenting history (cited in Wagner, 2018 p.24). David-Alexandre Wagner added that since the appearance of the media and the rise of the audio-visual products, schools tried to use films in order to observe the students' abilities to analyse, interpret, and react to visuals. The results of using films to teach history were acknowledged due to the meaningful and clear image of the historical context, which provides a development in the critical mind of learners (ibid).

Conclusion:

To conclude, the above study has discussed the importance of teaching history and presented some of the challenges that the instructors' face on the level of methods used, as well as the obstacles that the learners face, which is basically the boredom. The research offered also some of the ways that were used to facilitate the history lectures, followed by the usage of one of the popular literature's genre which is fiction, which revived the image of history. The process of the research continued to give a tool to combine the history with popular literature; i.e. enhancing the education of history by using movies or shortened clips for a better atmosphere and richer historical background.

Chapter Two
Historical Portrayals in Django
Unchained

Introduction:

Since the first chapter was devoted for demonstrating the difficulties and struggles that encounter both teachers and learners during history lectures, and since the previous examination suggested tips in ameliorating the teachers' methods, and enhancing the historical classrooms to better and convenient levels, such as using fictional movies to deliver history; this second chapter is dedicated to displaying a case study of a popular fictional movie about a slave adventure of seeking his and his wife's freedom. The study provided below covers the chosen movie from different sides, from the most important, which is the historical input that can be extracted from the movie to the inclusive biography about the writer and director.

2.1 About Quentin Jerome Tarantino:

Quentin Jerome Tarantino is the filmmaker and producer of the movie that is taking to study; this research covered Quentin Tarantino's life, style of filmmaking and his life achievements in order to give more accurate study as follow.

2.1.1 Early and Personal Life:

The Italian-American director, writer, and actor, Quentin Jerome Tarantino from New York was born on March 27th, 1963, in Knoxville, Tennessee. He was born to a 16-year-old Irish lady named Connie McHugh a nursing student, and a 21-year-old Italian law student and aspiring actor Tony Tarantino. Quentin's parents met during a trip to Los Angeles. Soon after, they got married but unfortunately, their marriage was brief so that Connie returned to her hometown "Knoxville" to her parents. Later on, in 1966 Quentin and his mother moved to Los Angeles and they lived in the southern part of the city where Quentin Tarantino grew up in South Bay (THEATREHALL, 2009).

Later on, he attended classes and courses of acting at "The James Best Theatre Company", where he met a lot of people who, in turn, helped him and appeared in his films later. Tarantino worked as a recruiter in the aerospace industry, and for a long time about five years he worked in Video Archives, a video store in Manhattan Beach, California. He gained a great amount of information about movies that will help him to create other movies that grab everyone's attention (ibid)

Tarantino mentioned that he plans to retire from filmmaking by the age of 60 so that he can focus on writing novels and film literature. Furthermore, he stated that he is thinking of retiring after making his 10th movie. In 2010 on February 18, Tarantino bought the 'New Beverly Cinema' the historical theatre of Los Angeles, California (Kevin Noonan, 2014).

2.1.2 Influences and Style of Filmmaking:

After dropping school, Tarantino started working in a video store, where his admiration of movies grew more, which motivated him to fulfil his dreams and then started his career. Tarantino has been greatly praised for his ideas and style of filmmaking, which won the appreciation and love of youth often, and definitely the attention of so many critics. Clearly that Quentin Tarantino's movies considered as modernist and popular movies, due to the availability of intertextuality, juxtaposition, popular fiction, the western stamp and a lot of characteristics (Brent Mckight, 2015).

Quentin Tarantino was not chosen as one of the best filmmakers in vain; Nick Cannata-Bowman stated in the CheatSheet, that Quentin is considered as one of those few who helped giving today's filmmaking a shape. He wrote as well, that Tarantino's style is one of kind and unique style that is hard to imitate, adding that he [Quentin] made his way to the silver screen and influenced others in the industry (Nick Cannata-Bowman, 2015). Adding that [Quentin] contribute in changing the story structure by the non-linear storytelling, Stylistic violence and so many changes (ibid).

However, Tarantino was criticized by some of the characters from the entertainment industry very harshly such as the African American director Spike Lee, who criticized him for using violence and racial slurs, Spike Lee described Quentin as being thrilled by using racial slurs in his movies. In addition, Quentin has to defend his style of filmmaking, by saying that the violence scenes are never counted as influence, it's just western. (Tim Walker, 2012).

2.1.3 Lifetime Honours (Awards):

as any famous figure, Quentin Tarantino was nominated and won some of the considerable well-known awards through the world's entertainment industry, in recognition of his successful filmmaking, for the Academy Award Quentin won twice one of them for Django Unchained for best original screenplay, again for BAFTA awards won twice, one for Django Unchained for best original screenplay as well and nominated as best director. he also won twice in Golden Globe Awards one of them for Django Unchained too; he was nominated multiple times in different awards in terms of the best director so he questions if he will ever win as director (Nigel M Smith, 2015).

2.2 About Django Unchained (2012):

Django Unchained is a subgenre of western American movie written and directed by Quentin Tarantino in 2012, leading by a group of talented and well-known actors. Set in the Old West and Antebellum South², the movie is examined as it is as below:

2.2.1 The Movie Development:

Tarantino clearly said to the Daily Telegraph. London in April 2007:

I wanted to do movies that deal with America's horrible past with slavery and stuff but do them like Spaghetti Western, not like big issue movies. I want to do them like they are genre films, but they deal with everything that America has never dealt with because it's ashamed of it, and other countries don't really deal with because they don't feel they have the right to. (John Hiscock, 2007).

In other words, Tarantino examined a thought for a sort of “Spaghetti Western”³ set in the United States’ pre-civil war Deep South. He named this kind of film “a Southern”, expressing that he wanted to do films that deal with America’s loathsome past of slavery, not in careful manner but in truthful manner, to present what others couldn’t due to the shameful facts, so he decided to do them in Spaghetti Western to differentiate it from other genre of movies.

Later on, in 2012 and to the Entertainment Weekly magazine, Tarantino elucidate the origin of the idea formation, stating that he was writing a book about the Italian film director Sergio Corbucci when he first came up with the idea of a new way to tell a story; he mentioned that he was writing about the violence, the horrible wild West, and fascism⁴ that existed in Sergio Corbucci’s movies, taking his willingness from him, the script was finished on April 26, 2011, so Tarantino sent the final draft to The Weinstein Company (Darren Franich, 2012)

Not only the idea -of the new way of telling a story, that was inspired from the past but also the film itself was taken from old movies to present a slave plantation to the world for example Corbucci’s 1966 Spaghetti Western film “Django” starring by Franco Nero, who has an appearance in Django Unchained as well, both of the movie with the

² History period in the Southern United States, known by the economic evolution

³ Also known Italian Western, is a sub-genre of Western films directed and produced by Italians.

⁴ Set of political actions that characterized by dictatorial power.

same name of the main character. The movie events were inspired more from the 1975 film “Mandingo”, that is about setting slaves to fight each other, as it was mentioned in the Guardian newspaper by Peter Bradshaw. Tarantino even inspired snow scenes from The Great Silence and included them in Django Unchained as homages (Peter Bradshaw, 2012).

The developments concerned the formation of the title as well, on the report of Zach Baron in Grantland.com, Tarantino elicit the title and the amount of romance from Hercules Unchained the American title for the 1959 Italian epic fantasy “Ercole e la regina di Lidia”, that tells a story of the legendary hero’s escape from oppression by Steve Reeves, and The Great Silence movie by Corbucci (Zach Baron, 2012).

2.2.2 The Movie Release:

The teaser poster of the movie Django Unchained was first inspired by an Italian artist fan-art Federico Mancosu. Later on in August 2011, by Tarantino’s request, the production companies purchased the idea of the art work from Mancosu to use for promotional purposes (Sebastian H, 2012).

The first released date of Django unchained was on December 25, 2012, in the United State by the American independent film studio "Weinstein Organization"(Simon Rrynolds, 2012). Depending on Adam Chitwood of the Collider, the movie was also released on January 18, 2013, by Sony Pictures Releasing in the United Kingdom (2012). While Entertainment Weekly proclaimed that the movie was screened firstly at the Directors Guild of America on December 1, 2012, with extra screening events that were organized for the critics leading to the wide release of the film (Anthony Breznican, 2012).

Pamela McClintock, the Hollywood Reporter submitted that the movie was the first Tarantino’s film that endorsed by the official distribution in China’s well strict and controlled film market (2013). Lily Kuo as well, wrote for Quartz that Django Unchained portrays one of America’s darker period, when slavery was legitimate, in which the Chinese authorities took the movie as a chance to use it to justify their acts. She also stated that due to the film strict censors of China that allows only 34 foreign films to enter the country each year, and because of the lack of the movie rating system in China, films should be suitable for all ages. Django Unchained prevail the Chinese box-office by making so far \$241 million abroad, and \$161 million at home. Even though some parts from the movie were removed, it is probably going to be well known in China from its release on May 12, 2013, till nowadays; knowing that

China is the world's second-largest movie market with the industry incomes (\$2,7 billion out of 2012), after the U.S (2013).

2.2.3 The Movie Plot Summary:

In the word of Sony Pictures, the movie started with a scene in the southern United States, specifically Texas, two years before the American Civil war in 1858, the scene was about two siblings leading a group of topless black slaves chained and brutal wounds covered their backs, they were walking on bare feet. Among them, there was Django Freeman, sold off separately from his wife Broomhilda Von Shaft, a house slave. Later on in the woods at night Django's group was stopped by a German bounty hunter who was a dentist named Dr. King Schultz, he halted them to ask for information about some wanted criminals whom apparently the same bandits that sold Django and his wife, Dr Schultz offered money to the siblings to buy Django but they refused so he had to kill one off them and blessed the other one's hours which fell on him and smashed his leg, however, he gave them money for Django, the slaves who were with Django killed the other brother and took the road to the North Star toward freedom. On the other hand, once Schultz and Django left Schultz decided to give Django his freedom after he helped him killing those bandits plus he determined to help him back in saving his wife (cited in Todd Gilchrist, 2012).

From this point, they become partners and they started their hunting journey when Django got his first bounty payment. days passed and after one-year Django could spot his wife's place, where she was working at her new owner Calvin J. Candie, the charming yet cold-blooded owner of the Candyland plantation the biggest in Mississippi, it was more like hell to slaves there and that what Django and Schultz discovered the moment they arrived there, since Calvin Candie was setting his slaves to participate in the Mandingo fights, which is battles between slaves to death, Django and Schultz pretended that they were interested in buying one of Calvin's slave with a very good price, so he welcomed them in his plantation, however, Django wasn't pleased by his own pretending to be black slaver a nickname for betrayers (ibid).

once they arrived at the Candyland plantation they came to face Candie's ruthlessness and brutal ways of torturing slaves, when he ordered his workers to feed his dogs the slave who attempted to run away, in brief Schultz asked about the slave whom Calvin talked about her and her ability to talk German, so that Calvin ordered to bring her to him and so they did, he explained everything to her. At dinner and after Calvin's faithful house slave Stephen discovered Django and Schultz's plan and informed his master everything the dinner turned to

be negotiation table over Broomhilda's freedom and instead of buying one of Calvin's slaves they bought Broomhilda after harsh philosophic conversation from Calvin. Schultz get sick of Calvin Candie so once he cached Broomhilda's freedom and instead of shaking hands with Calvin he grabbed his pistol and shoot Calvin in the heart causing his death, sadly Schultz get killed by Calvin's man so gun shooting declared although Django killed so many of them but he failed and had to surrender again to chains and this time he was sold to Australian brothers heading to mining farm, however, he succeeded to convince them that he is bounty hunter and he will give them money if they released him and let him catch the wanted bandits, but foolishly the moment they gave him a gun he killed them and took their dynamite and a horse and headed to Candyland to blow it and freed his wife in a western style (Rachel Décoste, 2013).

2.2.4 The Movie Plot Analysis:

When the film started with a group of feet chained, and bleeding black men, who were being dragged all over through the desert and a forest, slavery directly hits the brain. The beginning of the movie shows how hard the road that those slaves took from the heat of the desert of Texas that was appeared in their sweat, to the heavy breaths of cold nights atmosphere of the dark forest. It was not only about the popular slavery that we all know, but the story is all about a fictional heroism of the black slave, who took upon himself a promise to revenge of his owner and free his wife.

Through the years of America's black history, hell is a less heavy word to describe slavery at that time. D. Deborah Khoshaba (2013), said, "*Django puts America's horrible past with slavery up front and center stage in the pre-civil war west*". Thus, Quentin's movie Django Unchained highlighted the history of America with slavery, and presented a different image of slavery with its bloody and harsh reality; she added that the movie, both amuses and stimulates the nerves in a way that only a Quentin Tarantino film can accomplish. And, as similar as the majority of Tarantino's movies, and his extraordinary style of filmmaking, Django Unchained is considered as a cynical blend of humour and violence that steadies you between the awful and the humorous, so that your senses and your recognition towards the events, wouldn't be confused or crushed by the movie's violence nor wasted in denying the seriousness of the subject, due to its humour (Deborah Khoshaba, 2013 para.1).

Furthermore, she claimed that Tarantino shows to the audience that society is still stuck in the theory of survival of the fittest, which indicated humans as competitive and strong depending on their genetics, by the character Calvin Candie the racist slave owner, when he

said that the blacks are inherently obedient and servile people due to their brainstem structure (para 6). Again, since she has specialized in the domain of health psychology, she explained that there are so many symbols about Darwin's and Freud's theories in terms of human nature in *Django Unchained*; where she said that Tarantino makes the audience think about the features of humans that are suitable for survival, elucidating her statement by his characters' descriptions as the violence of Calvin Candy, the intelligence and witty of Dr. Schultz, the love between Django and his wife, and even the fight scene between the slaves (para 11).

In the word of the researcher of this chapter, The amount of fiction in "*Django Unchained*" encourage the brain's critical side to analyse the sarcastic events more than only being entertained by it, moreover, the movie serves a literary aspect as well; where it was obvious the use of the black slang in the movie, the plantation system of Southern, and the racist treatment of the southern white community. However, the movie was taken as a case study in this research, in order to discover how much of historical events that the one can extract from it.

2.2.5 Critics Response to Django Unchained:

The slave hero movie of 2012, *Django Unchained* has received many criticisms, including those which criticized it negatively, and others that promoted him positively. In one hand, depending on the American review and aggregation site for film and television "Rotten Tomatoes", the film rated 87% in light of 262 reviews, and an ordinary rating of 8/10. The site's critical commentaries were repeating remarks like, bloody, stylistically daring, and most it described *Django Unchained* as another exciting and fiery masterpiece from Quentin Tarantino (2012). In addition to Metacritic (2012), it allocates an ordinary amount of critics' views with a score of 81 out of 100 in light of 42 reviews, all of them indicating universal recognition.

Added Peter Bradshaw, a film pundit for *The Guardian* 2012, granting the film five stars as well, claiming that *Django* conveys that specific opiate, and woozy delight that Tarantino still knows how to incorporate in the silver screen (Peter Bradshaw, 2012). Writing in *The New York Times*, A. O. Scott the American journalist and film critic contrasted *Django* with Tarantino's previous work and depicted it as wildly engaging, audaciously reckless and furthermore ethically serious in a way that is altogether reliable with its liveliness. Scott described the film as "the Times critics' choice", he said seriously that *Django* is an essential and troubling movie about slavery and racism. *The Original* (2013) stated that the American documentary filmmaker, the left-wing activist, and author, who is best known

for his work on globalization and capitalism Michael Moore acclaimed Django, by a post on Twitter saying that the movie is an outstanding amongst other film parodies ever, and an unusual American movie about slavery and the origin of their racial history (A. O. SCOTT, 2012).

On another hand, Owen Gleiberman, film critic for the Entertainment Weekly, expressed that Tarantino's film Django Unchained is not good enough as the previous movie, giving it negative criticism, hinting that the movie lacks Tarantino's trademark, adding David Fellerath (2012) in his review for the Indy Week, a scathing criticism that Tarantino hasn't made his research well of Sergio Corbucci's 1966 spaghetti Western Django, Anthony Lane added to The New Yorker (2013) an article where he wrote that he was disturbed and bothered by the screaming of Tarantino's fans when a white woman was killed by Django's guns.

On the contrary, The Journal of South African and American Studies "Safundi" has devoted a whole case of the academic journal under the title "Introduction: Django Unchained and the Global Western", including researchers and scholars who considered Tarantino's film as a classic "western", where Dana Phillips wrote in the article that Django Unchained is massively entertaining and engaging not only that it is so extremely bold but on account of its treatment of slavery, race relations, and this major component of Western brutality. She added, saying that surely if it was another director, he would have taken care of it more carefully, and with less stylistic than Tarantino, who has never been reserved. Another chief additionally, would have been less ready than Tarantino was, to announce his film as the first in another genre, the 'Southern'(Dana Phillips, 2015 p.235).

In addition, and in the light of the controversy that the movie grasped, which accusing the movie as disrespectful portrayal of slavery due to the sense of humour in it, Deborah Khoshaba clarified in a post by her in Psychology Today website, that she can appreciate and understand the critics' disagreement with the movie Django Unchained, but she opposed them respectfully by defending on the film proclaiming that the usage of humour was not with the aim of covering the harsh abuse that slaves suffered from it all these years, nor to disrespect it. But, frankly, the film absurdity shows the severe description of the dehumanizing treatment of slaves. For this reason, the horrors of slavery were highlighted more than the movie's sarcasm (Deborah Khoshaba, 2013, para 3).

2.3 Historical Portrayal of the African American in the Movie:

Quentin's movie, which portrayed the African-Americans and the harsh reality of slavery in America, captured a lot of attention over the African-American audience despite others' negative views. The attempts of Tarantino in using the black slang in the movie considered it justified by, first freedom as an artist (Tim Walker, 2012, para7). Second, by his saying later on, in an interview with Henry Louis Gates Jr. Tarantino where he claimed that the use of the slang language and precisely the description words of blacks is justified as well by the historical accuracy, and he stated clearly, that making a film about slavery along with viewers of our generation, things will be very bad, adding that he is dealing with the matter truthfully because that was the real use of the slang in 1858 in Mississippi (AlterNet, 2012).

In BAFTA awards, Tarantino announce to the audience that the harshness that was presented in his movie Django Unchained were nothing comparing it to the reality of the horrors of slavery, explaining that after searching about slavery you wouldn't see it as knowledge, but you will feel the savagery of the bondage in your bones. He added that no matter what the movie portraits will never be as much as the real horrors of slavery because in reality a lot of worse things actually happened (Ben Child, 2013, para5).

Tarantino's film portrayed the plantation system in the Southern, where he declared that the movie mostly was targeting what he called the southern aristocracy, saying that he had pictured them in Calvin Candie character and Candyland plantation, adding that he had made a lot of researches about how slavery labour worked, and how was the social breakdown inside a plantation, from the status of the white families that owned the houses and plantations to the black servants who worked inside the houses and outside in the fields (Andrew Pulver, 2012, para5).

Torturing scenes in Django Unchained such as the first scene when Django was shackled in chains and dragged with others, the image presented a true historical savagery in slavery, as well as the attempt of cutting some parts from Django's body by Calvin's man was another historical portrait of slavery.

Conclusion:

To recap, this chapter overhead provided the reader with beneficial knowledge about the different style of the writer and director Quentin Tarantino that he has used in order to come up with new idea and presented the movie in a completely distinct manner using postmodern types like intertextuality, and a popular fiction to convey his thought of combine fiction with facts in a realistic mode. Adjoining the harsh of slavery pre the American civil

war, along with some critics' opinions about his style and his movie presented Django Unchained.

Chapter Three
Data Collection and Interpretation

Introduction:

Depending on the previous studies that were presented, this section deals with the practical part of this work, where the analysis of the data collected from the questionnaire, are exhibited through using the quantitative method, in order to examine the survey question and objectives. The findings of these instruments encourage the research study to draw conclusions about the general results.

3.1. Research Instruments:

Since this study, requires fast investigation and fast finding of results, so the instruments that were chosen are a questionnaire along with examination with a quantitative method in order to gather beneficial and final findings in a short period of time.

3.1.1. Definition of a Questionnaire:

The questionnaire designed from different process steps, and it permits the accumulation of both subjective and objective information that is collected from a considerable sample of the examined population for the sake of obtaining last findings that are statistically significant, the analysis of the questionnaire can be achieved by two methods, qualitative and quantitative methods. But preferably, when it comes to a more appropriate data collection the quantitative method is more useful (Dr. Karim Abawi, 2013).

In another word, the questionnaire is a series of questions about a specific topic which is provided by the investigator, it is ordered in parts each part contains multiple questions it may be direct, indirect, short answer questions the investigator can explain the questions if the contributor find any difficulties (Dilip Chandra, 2017). The questionnaire in this research ordered in 3 parts, each part contains questions that serves important points that lead to the general findings of this study.

3.1.2. Definition of a Quantitative Method:

Whenever thinking about the quantitative method, statistics and numbers come across in mind, according to Daniel Muijs, quantitative research needs a numerical data collection. Indeed some life phenomena are not in the form of quantitative, so when encountering such kind of studies that its data need to be translated into quantity and relative statistics, in order to prove some specific main points that the whole research depends on. In other words, when the investigators need some numbers and percentages to support his\her suggestions on a specific matter, the quantitative method is surely needed. Thus, to accomplish the use of the

quantitative method in the accurate study, questionnaires and interviews are made as steps to facilitate the process of the general findings (Daniel Muijs, 2004).

Consequently, since this given study depends on suggestions and ideas that need multiple views, different conceptions, and collections of other perspectives. The researcher found no other appropriate method and steps to follow than using a quantitative method, accordingly, the researcher used a questionnaire to collect the appropriate data for the study and analyse it on the quantitative method steps applying tables, Bar-graphs along with Pie-charts to show the numbers and percentages that are found.

3.2 The Sample:

The topic was not addressed to a specific level of students, therefore, with the help of the supervisor the sample was chosen randomly due to the lack of time, and the questionnaire was served to the Second Year Students of English language department at Amar Telidji University during the second semester (2017/2018). The entire number of the second year student was 208 students (see Appendix B) so that it was more convenient for the researcher to provide the questionnaire only to a sample of 20 students from different groups which helped a lot in collecting different points of views.

3.3 Questionnaire Analysis:

The analysis of the questionnaire depended on the use of the quantitative method using tables, pie charts, and bar graphs in order to form the data in understandable shapes. The following is a table for the sample of the students:

Female	Male	Total students
18	02	20

Table 3.1 student's sample

The table above shows that the sample consists from eighteen females and two males whom their ages between 19 to 24 years old, but the majority of them in 20 years old.

3.3.1 Analysis of the First Part:

Question One: Your background knowledge of History is?

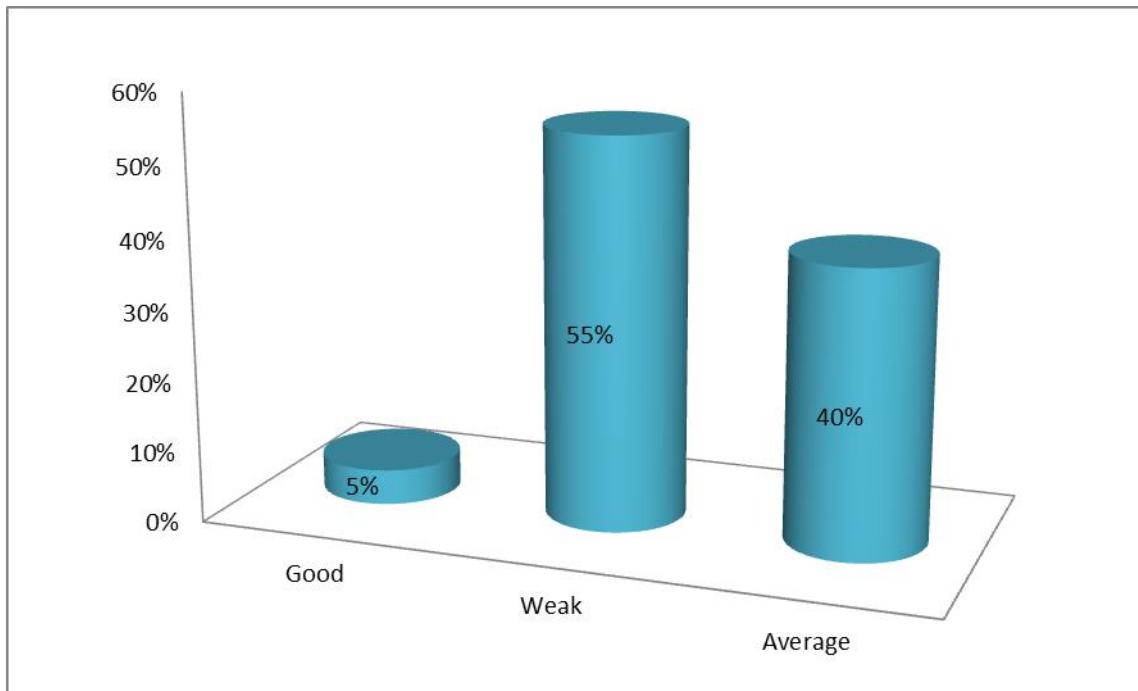


Figure 3.1 students’ history background knowledge

The above bar-graph shows that more than half of the students by 55% admitted that their background knowledge of history is weak, while 8 (40%) of them considered themselves in the average rate; however, 1 student saw that they are good in history.

Question Tow: Do you like History?

Options	Students’ number	Student’s number in percentage
Yes	12	60%
No	08	40%
Total	20	100

Table 3.2 students’ admirations towards history

Gladly, when asking the student this question most of the students (60%) answered by yes, confessing their admiration towards history, whereas only (40%) of them answered by no.

Question Three: Do you have problems while studying History? Explain why?

The discovered results after the students' answers of this question, revealed that 15 students (60%), even those who admitted their admiration toward history in the previous question, said yes they encounter problems and obstacles while learning history, explaining that it is due to its difficult wording, and its confusing dates that made them mix the long events, while others briefly answered that they failed in their history exams even if they love it [history], adding that they suffer from recalling and relinking or even remembering the dates, events, and all the details.

Some of the students admitted that their weak efforts in researching and studying are the reason behind the problem they faced, whereas a lot of them repeated the same answer which is "boring", a lot of them confessed that the major problem in studying history is the boredom of studying what they cannot understand. On the other hand 8 students (40%) reclaimed that they have no problems when studying history, elucidating their answers by some steps that they use in order to facilitate the process of learning history.

Question Four: What kind of struggles you face while studying history?

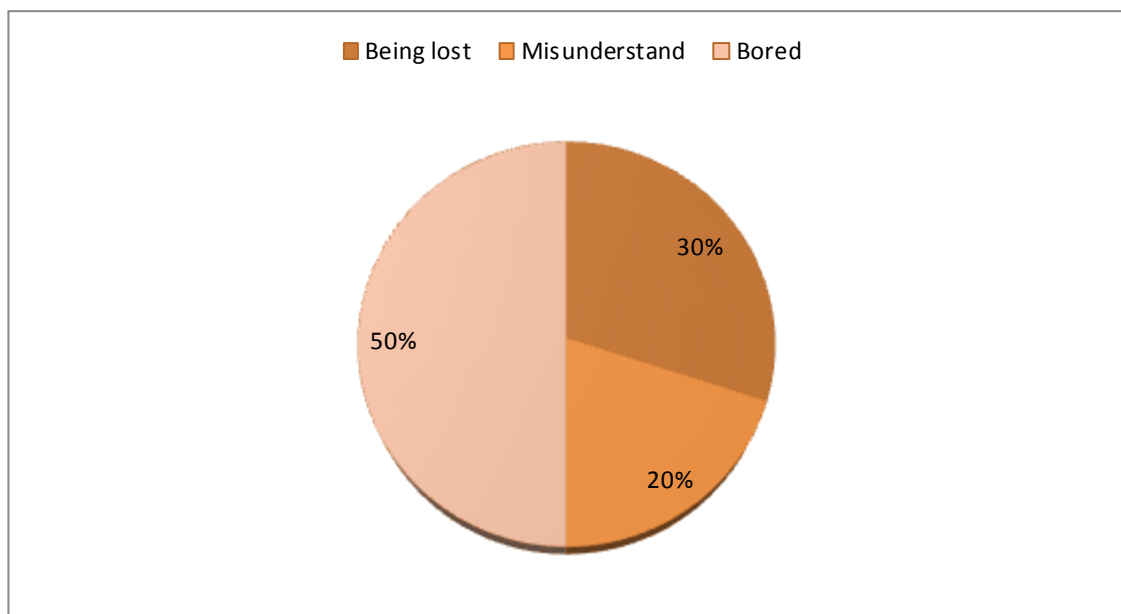


Figure 3.2 students' struggles while studying history.

6 students (30%) proclaimed that they feel lost when history class started, and around 20% from them mentioned the misunderstanding as the struggle that they face during learning history, while the major part of the answers were about the “boredom” by a rating of 50% out of 100%.

3.3.2 Analysis of the Second Part:

Question One: How would you like to study history?

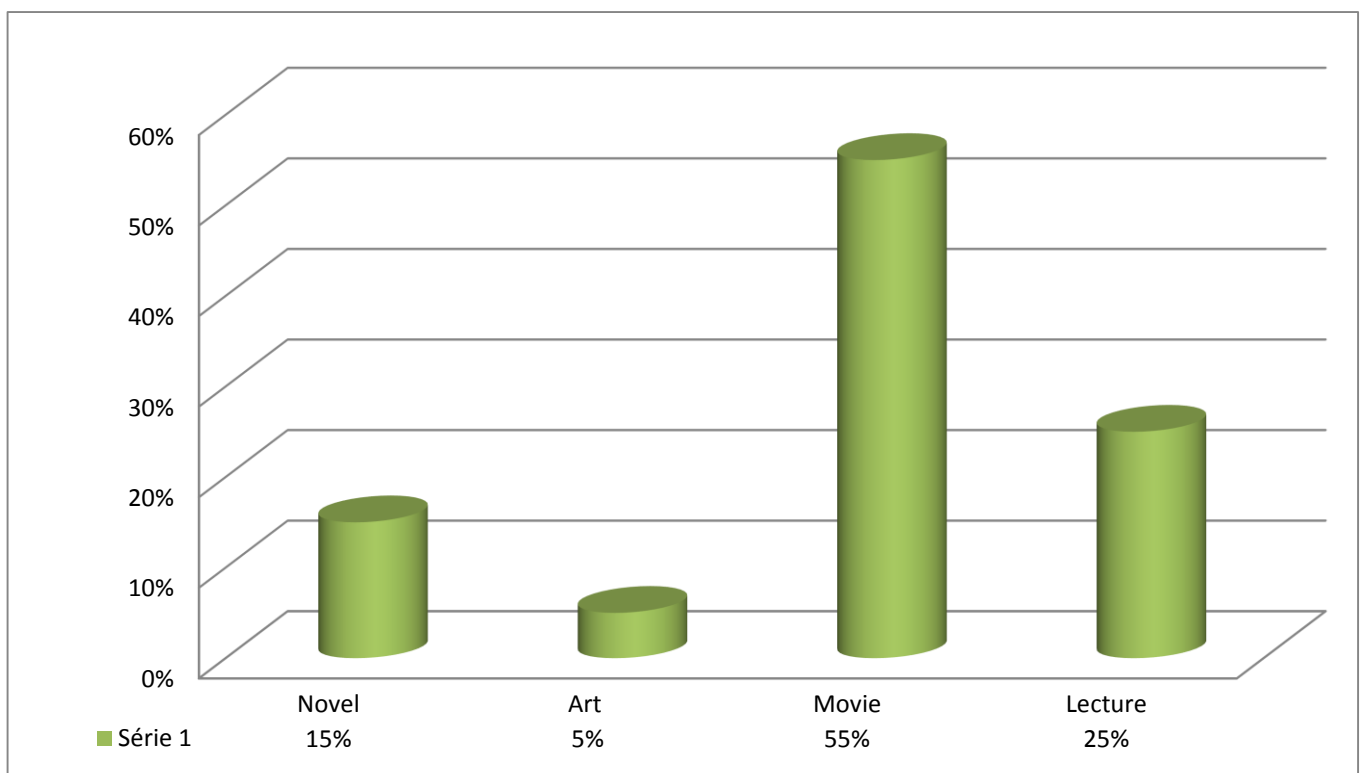


Figure 3.3 Students' preferable way to study history

According to the Bar-graph 3.2, the movies got the highest rate among other ways that the options offered it by a rating of 11 students (55%). however, 5 (25%) of them choose the lecture, while novels were choice of 3 students (15%), and only one student consider Art as his preferable tool to learn history.

Question Two: Does Literature help you to understand historical events?

Options	Student's number	Student's number in percentage
Yes	19	95%
No	01	5%
Total	20	100

Table 3.3 Students' opinion about Literature as an auxiliary tool to understand history

The majority of students 95% replied that Literature is a help in terms of understanding historical events, nevertheless, only 5% disagreed with them, answering with no.

Question Three: Do you think using popular historical fiction movies will help you more in history class? Explain?

The question showed a massive agreement of using popular fiction movies with the historical print by 19 students (95%) out of 20 students, all supporting the idea and wishing it to happened saying that movies are the best tool that can close the events to them, mentioning that motion pictures relate directly to the visual memory which is the strongest, in addition to the excitement and entertainment that the movie provides, adding so many of them their thrills of wishing to experience this idea in class describing that only imagining themselves watching a fictional movie in history class opened their appetite to know more and attend a lot promising that they will never drop the class again .

3.3.3 Analysis of the Third Part:

Question One: How do you feel while learning the history? Explain why?

In the point of 14 (70%) students' views, they feel passive during the history lessons, their responses ranged from being not interested in the past events nor to dead people by

wondering why should they confuse themselves by some things already happened when they are barely having time for what is happening in the present, to the reality that history is a long story, with a disturbing plot. In contrary, the 6 remained students claimed that they considered themselves actives during history class because of their passion to know more about history.

Question two: How do you find the teacher's methodology of teaching history

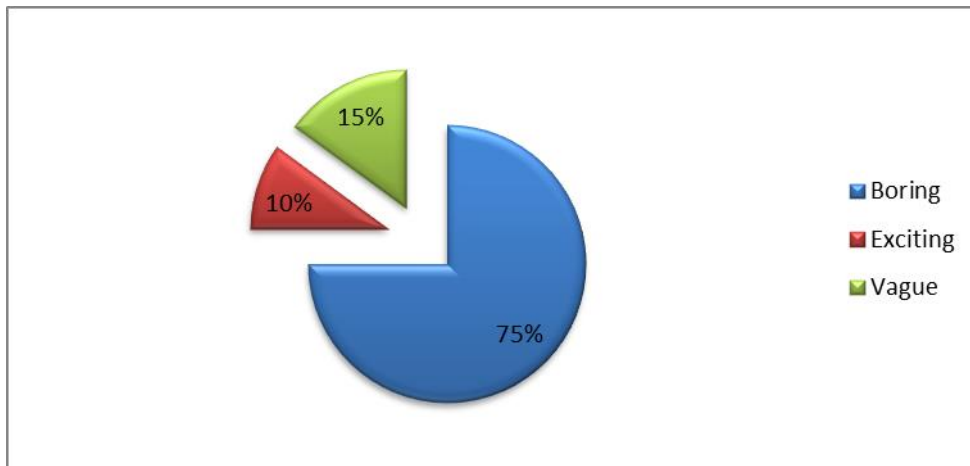


Figure3.4 students' opinion about teacher's methodology

The boredom again hit the statistics when 15 (75%) students answered the above question about the methodology that their teacher applies during history class, in addition to other 15% who described the method used in class as a vague, the remaining student (10%) considered the teacher's method exiting.

Question three: In your opinion, is it the teacher's methodology or the History itself that makes you bored? Why?

This question set a fire in the answering papers where there was almost equality between the answers rate. The answers reviled 11 students picking the teacher's methodology considering it the reason that is history getting to be worse than ever, while 9 of the insisting in their responses about the history itself that makes them bored and dulled, wishing for the

lesson to end, and paying no attention to it due to the repeated event and similar dates, and boring figures.

Question four: Since the history is difficult to be understood, do you think popular literature may facilitate it and be a reliable method?

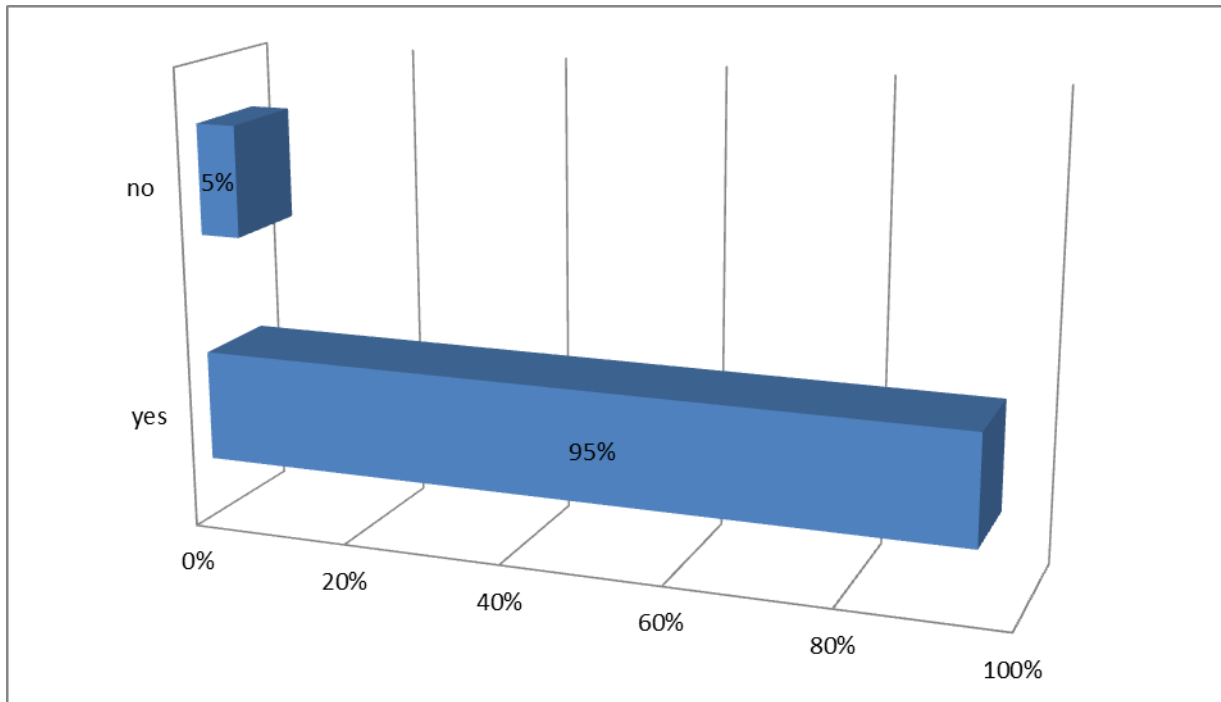


Figure 3.5 students' expectations for the popular literature to be reliable method

The bar-graph shows clearly the amount of students who support the popular literature to be a reliable method for teaching history and 5% who doesn't.

3.4 Findings and Discussion:

In this part, the researcher will display discussions about the main findings that were analysed in the previous study.

3.4.1 The Main Results from the First Part:

The analysis of the first part from the questionnaire that was served to the second year students revealed that more than half of the participants aged from 19 to 24 years old have a weak historical background. due to the struggles and some obstacles that they faced; even though the majority of them truly likes history in its sense, however, that couldn't stop the

failure in exams, the misunderstanding, the difficulty of absorbing, and even enjoying the history from happening, on the contrary, it turned out to be worse, the history started to be boring day by day and more obstacles appeared to reduce the interest from history.

3.4.2 The Main Results from the Second Part:

But, in the amount of their admiration toward history, they couldn't surrender easily yet, some of them found their own ways of succeeding in it as an academic material study while others expressed their wishes of studying history with different tools, stating that literature in general helps more in giving meaning to history and reducing the amount of ambiguity in it. adding that using movies is a great help of giving a new image of delivering history, especially fictional popular ones that deliver history with the vivid way that revive history in front of them so they feel like living it again with a modern temper

3.4.3 The Main Result from the Third Part:

the third part revealed the truth about the reason behind the collapse of the importance of history in the students' eyes, claiming that they feel passive during the class rather than being active some of them proclaimed that the interesting history stopped for them since the middle school because, since then, history started to be more like old news articles about dead people, dead events, and confusing malicious plots that are repeated through time a lot, adding that they can barely afford their few years past so why should they waste time on things that already happened. While most of them blame the teachers' method of delivering history resembling their methods to a boring newscast and some too long difficult wording articles; some others accused the teacher's methodology of being incomplete and boring again. In contrary, few of them accused history itself of being boring and mostly unreliable suspecting the historian credibility. However, the last question of the last part was interesting because it proved in accordance to the students' point of views, that the popular literature could be a

reliable method if only teachers gave it the chance to try it in class for the agreement of all except one of them only.

Conclusion:

The analytical study took place in the third chapter in order to show the main based data that the whole research deepened on in brief with a statistical manner by using the questionnaire in a structured sequence from the average questions to the most important ones to serve the actual study correctly. Furthermore, the statistical study clarified the data with the use of Pie-charts, Bar-graphs, and table.

General Conclusion

General Conclusion

The fact of the contribution of history in the formation of the world's dimensions is not debatable; it's considered the human's first companion, which has existed since the presence of man, and for this seniority, the study of history appeared at different stages of time from the earliest to the latest. Because of its importance in highlighting the identity of various peoples and their lives development, the process of teaching the events which the world has experienced it in a specific time period, in educational institutions with different levels of education is also significant. However, it countered a lot of obstacles, history started to be distinguished as “Politics” more than facts and guides, studying history became dull and hard to accomplish.

In the light of that, the research is about the importance of teaching history, proposing and examining popular literature and popular movie as a way of reviving the significant value of history in classrooms, so that the study was divided into three main chapters where the first one deals with the theoretical part that contain definitions of history and literature in order to clarify the emerge of popular literature; along with the difficulties that encounter the teachers while teaching history due to their methods, and the difficulties that the learners faced while absorbing history. In addition, the proposing tool in order to reduce the amount of these obstacles that face both of them; is popular fictional movies that incorporate historical prints. So that the movie that was presented in the second chapter as a case study for the historical imprint in it; is Django Unchained, Quentin Tarantino's movie. It was studied from so many different sides, highlighting in the chapter the fictional popular touch along with the portrayal of the slavery that the learners can extract from the movie.

Furthermore, the third chapter was left for the data collection and discussion, by using instruments to accomplish the points that the researcher displayed in the form of questions that demanded hypotheses. So to answer these problematic the researcher designed a questionnaire from three parts each part attempt to find data that helps in finding the general results of each hypothesis that was presented.

The data were analysed and offered in quantitative steps where percentages and relative statistics took place; the sample of 20 students of 2nd year at Ammar Theldji University that was chosen randomly gave answers that proved the hypothesis as follow. First, thanks to the students' responses to the questionnaire it was proved that history was and still the dullest class, second, the majority of the learners admitted that they suffer from obstacles most of it is due to the teachers' weak methods and the boredom atmosphere of the classrooms. The analysis of the questionnaire revealed that the students consider the popular

General Conclusion

literature as the best method to revive history class hoping that it will be a method used by most of the history teachers.

For better to mention that during the study and the investigation for this dissertation, the researcher has faced several problems, the most important one is the lack of references that are directly related to the subject, for this reason, the research paper was delayed to September. In addition, even if the results were proved but in order, the Popular Literature reaches the point of a method used in history class it should be used widely

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Appendices

Appendices

English Department
University of Laghouat
Students' questionnaire

Teaching History through Popular Literature

Hello dear students

You are invited to answer this short questionnaire. In this survey, you will be asked few questions and your answers will help to determine whether it is possible and appropriate to use Popular Literature as a method to teach history. This survey will discuss the contribution of the popular literature in kicking the boredom out of the history class. This questionnaire will take no longer time to answer it, thank you in advance for giving it your time and please answer the following questions by choosing what convince and suits you.

First, we would like to know some specifics about you:

- 1) How old are you? _____
- 2) What is your gender? Male Female

Part One:

- 1) Your background knowledge of History is:
- Good -Average -Weak

- 2) Do you like History?
Yes No

- 3) Do you have problems while studying History?
Yes No

Explain why?
.....
.....
.....

- 4) What kind of struggles you face while studying history?
Being lost Misunderstand Bored

Part Two:

- 1) How would you like to study history?

Appendices

Novel Art Movie Lecture

2) Do you think using popular historical fiction movies will help you more in history class?

Yes No

Explain:

.....
.....
.....

3) Does Literature help you to understand historical events?

Yes No

Part Three:

1) How do you feel while learning the history?

Passive Active

Explain why:

.....
.....
.....

2) How do you find the teacher's methodology of teaching history?

Boring Exciting Vague

3) In your opinion, is it the teacher's methodology or the History itself that makes you bored? Why?

The teacher's method History itself

.....
.....

4) Since the history is difficult to be understood, do you think popular literature may facilitate it and be a reliable method? Yes No

Thank you for your efforts

Appendices

Appendix B: Official statistics of English department students

Université Amar Telidji de Laghouat

Faculté : FACULTE ET LITTERATRES ANGLAISES

Département LANGUES ET LITTERATURE ANGLAISES

Année Universitaire : 2017/2018

Effectifs du Département

Date : 02/05/2018

Domaines	Filières/S spécialités	Année	Régulièrement inscrits				Congé académic	Abandon	Total
			Garçons	filles	Répétitifs	Total			
LETTERS ET LANGUES ETRANGERES	LANGUE ANGLAISE	1	108	160	110	268	40	0	308
	LANGUE ANGLAISE	2	78	128	60	206	2	0	208
	LANGUE ANGLAISE	3	50	137	27	187	1	0	188
		Totaux par domaine :	236	245	197	661	43	0	704
		Taux (%) par domaine :	35.70	64.30	29.80	93.89	6.11	0.00	
		Totaux par département :	236	245	197	661	43	0	704
		Taux (%) par département :	35.70	64.30	29.80	93.89	6.11	0.00	