

## **Follow Me – A Study of Historiography and Propaganda in the Twentieth Century and Beyond**

*Amy Strong*

### **Background**

This unit will be applied in a diverse high school serving both neighborhood students and students attracted to the school by the International Baccalaureate (IB) magnet program. The school has about 50% of students labeled as Economically Disadvantaged (these students qualify for free or reduced lunch prices). According to the most recent data available from the 2010-2011 school year, the largest ethnicity represented are African-Americans who make up 45% of the population. 35.6% of the student body are White, and 10.6% are Hispanic. There is no recent demographic information available for the IB program specifically. The following unit is designed for high school seniors participating in the IB program in my Twentieth Century International History course. This course is the second year of a two-year History of Americas course. The second year includes study not only of the Americas but also of Europe and Asia. A total of 59 students will participate in the unit, from two classes (of 24 and 35 students). The IB Diploma Programme (IBDP) is designed for highly motivated students with an interest in international mindedness and interdisciplinary study. IBDP students tend to be high achievers and bound for a four year university. Students in Twentieth Century History hail from throughout the northern and western regions of the county and span the cultural and socio-economic gamut.

Twentieth Century History (and History of the Americas) is designed to prepare students to take and pass the IBDP exam in history in May of their senior year. This exam is often used towards college credit for introductory level history courses where colleges accept IB credits. For this reason, this course is taught at a college level using college level texts. The workload requires a significant amount of independent reading and research as well as timed essay writing. Students have been working towards mastering these skills over the course of their high school career so this unit is written with the assumption that students will already have a background in basic source evaluation and textual analysis.

Time is the largest constriction in the full implementation of this unit. As students must be prepared to sit for exams in early May, our academic year is condensed. The IBDP curriculum is valuable preparation for college because it requires great depth of study but by going into depth on all our major units, there is relatively little “wiggle room” to add an entirely new unit. For this reason I have designed this unit as a year-long

study that can be interwoven throughout our existing units. Another challenge in implementing this unit is its reliance on class discussion and participation. This unit was built to work with a particular group of students who have a high comfort level with each other as they have shared classes for the past four years, or longer. A different group of students might not take as easily to open discourse and due to the controversial nature of some topics undertaken through this unit, the teacher should assess the personality of each class before broaching some of these subjects.

This unit, while directly applicable to IB Twentieth Century History has also been designed to be easily modified into a freshman World History unit. The modifications noted later in this curriculum unit are designed for an IB Middle Years Programme (IB/MYP) course. Students in this course are typically more academically motivated but not always. They are more representative of the general school population than their IBDP counterparts and the modifications should reflect this. This unit, while being applied to mostly European and Latin American texts can also be relatively easily modified for use in an American History course. In fact, this unit will start with a mini-exploration of US political propaganda as a way to ground students' understanding in familiar territory.

## **Introduction**

“Follow Me” will act as a yearlong unit that will tie all our content-specific units together. This unit will examine the relationship between historiography (in general terms, an author's purpose and perceived intent or recognition that history is authored from an individual's perspective and in support of or in conflict with powerful interests and perspectives) and propaganda, the application of evidence (either real or fabricated) with the intent of swaying opinion. Twentieth Century History is divided into 9 (10 if we can manage) major content units: the First World War, the Mexican Revolution, the Interwar Period (1919-1936), Hitler, Stalin, the Second World War, the Cold War, Castro, Peron, and Mao (if time allows). It is designed as a survey course of major twentieth century events. Students will study each of these conflicts or figures in depth while identifying and analyzing unifying themes. The unifying themes are identified by IB as: Causes, Practices, and Effects of War and the Rise and Rule of Authoritarian and Single-Party States. “Follow Me” will fold into both of these unifying themes as students seek to understand the role of perspective and author's intent through a study of various texts. The examination of historiography is both a means and an end in this unit as we attempt to understand how historians can come to differing conclusions based on the same evidence (taking into particular account the historical context in which historians write, even more so than the historical context about which the historian writes). As we focus on propaganda, students will learn how to read propaganda for both overt and hidden messages and to identify common goals from across the political spectrum. I am functioning on an evolving definition of propaganda as a tool that is deliberate though not always ill-intentioned and can take many forms, including political speeches, campaigns

and commercials (overt propaganda) as well as school curriculum, private media (especially twenty-four hour news stations like FoxNews and MSNBC), and popular culture.<sup>1</sup> The hope is that as students become more adept at identifying propaganda in historical contexts, they will be able to apply these skills more broadly in their daily lives and become more “media literate”. The broad themes of propanganda and historiography will be intertwined as students understand perspective as an integral component of each and that historiography can shape and is shaped by various forms of propaganda.

I wrote this unit to build my students’ critical listening, reading, and thinking skills. I am interested in them learning the content of my course but I am even more interested in them becoming informed citizens who will seek out alternate perspectives rather than blindly consuming the party line. This unit is designed for seniors as they are already able (or soon will be able) to vote and will experience more freedom of choice in the coming year at college than ever before. There is no better time for them to become cognizant of how they make decisions, why they consume certain brands over others, and why they hold a particular worldview.

This unit morphed as I became more interested in building a more organic understanding of the definition of historiography as well as the central importance of identifying historiographical perspectives in order to truly understand history. I hope to lead students to become true students of history, rather than regurgitators of names and dates. Responsible historians must understand the different perspectives from which history is written and the influences historians answer to in the creation of their own voices. Students should come to understand that while there is such thing as “historical fact” there is no such thing as “historical truth” and no text they are provided can be read as if in a vacuum. No historian tells the whole story and when my students write history they should account for this and form their own interpretation of events based on historical fact.

### Rationale

This unit aims to show students the value of critical, close reading of documents. This is not limited to primary resources, but will also include critical reading of secondary academic and popular sources. Students will understand that all texts are written from a perspective and there is no such thing as a “perfect” source. High school (and even college) students have a tendency to read textbooks especially as unmitigated truth. In addition, there is the propensity to see primary sources as more valuable than secondary and an unquestionable portrayal of events. The goal of this unit is to encourage students to question all sources and understand that while a source might hold great value, it also must be approached appropriately based on its origins, purpose, and perspective.

In order to do this, students will be introduced to a variety of close reading strategies. The most accessible and immediately applicable to history texts being Kenneth Burke’s

Pentad. The Pentad will give students a tool with which to break down historical texts and evaluate the perspective of authors. This tool will be applicable to many texts we use but it will be particularly useful in reading secondary sources that students often read to be completely objective.<sup>2</sup>

A clear link between propaganda and historiography is central to the success and fluidity of this unit. An understanding of perspective and the absence of “universal truth” must be created early in the year. Propaganda is used by the government or private organizations to advance their own initiatives. Propaganda is rarely publicized by the publisher as one-sided and intended to deceive, yet that is clearly the purpose. While propaganda does not by definition include outright lies, it does selectively disseminate information in order to achieve its goal. Propaganda is often understood to be the irrational dissemination of biased, often incorrect information in order to convince a population. This is not the only form of propaganda, though it is the most easily identifiable. Propaganda can be approached rationally by the selective dissemination of information in order to convince a population.<sup>3</sup> Historiography fits into the study of propaganda in several ways. First, the government is often responsible for the first reading of history through the documents it releases, edits, and/or withholds. In the twentieth century, particularly in single-party states but also in democratic states the first draft of history is clearly one-sided toward a pro-government perspective. The first draft of history becomes the foundation of a metanarrative that is presented in schools. Political entities are also responsible for creating curricula and tests that dictate the most widely consumed versions of history, grade school textbooks. Academics can redraft history but it typically takes generations for alternate versions of the metanarrative to appear in textbooks. A perfect example of this is the marginal place of both gender and race in textbooks. Even when gender and race are presented directly, it is often in a sidebar and they are written from the white, male perspective. Class is almost entirely absent from US textbooks as it might promote Marxist interpretations. Students are rewarded for regurgitating timelines and facts with a dead, white man’s perspective. Introducing gendered or racial histories is inherently punished as it complicates students’ understanding of events and does not allow for verbatim recall on multiple-choice tests. Multiple-choice tests are a relatively modern phenomena that have served to maintain the status quo, even while social, cultural, and gender histories predominate in academia.

## Objectives

This unit aims to create more critical consumers of media. “Media” includes everything students experience in their day-to-day existence but the focus of the unit will be political speeches, commercials, and posters, commercial advertisements, and various media of literature including fictional and news periodicals.

Students will become more aware of the many ways the world around them influences their opinions and even the creation of their own identity. We will explore the creation of

national identity in Nazi Germany, Soviet Russian, post-Revolutionary Mexico, and Castro's Cuba to identify the ways that powerful officials can create an identity based on a false understanding of the past through manipulation of various media.

To prevent students from understanding the creation of American identity as a wholly pure and natural phenomenon we will take advantage of the 2012 election season to identify ways in which democratic leaders use similar strategies as single-party state leaders in order to win the popular vote and identify with the people.

Students will understand the complexity of identity formation and the role that outside forces play in this. We will look at our own textbooks for clues as to how the American education system is structured to insure the creation of democratic thinkers (as opposed to communist or anarchic). Students will understand my role as a teacher and their roles as students are in fact a creation of political power structures and the media they have consumed in school since Kindergarten has been thoughtfully selected to shape them. (My intention here is not to create a class of paranoid anarchists, but rather to create a generation of thoughtful citizens who will be aware of the many ways they can be emotionally manipulated and able to think independently to create their own political opinions rather than blindly following any one doctrine).

Students will study the act of writing and reading history to gain an appreciation for the many historical explanations for events, rather than accepting the meta-narrative as truth. Students in IBDP History of the Americas must be introduced to historiography and a study of media literacy will allow them a deeper understanding of this somewhat difficult to grasp field. If students can extricate themselves from understanding history the way they have always been taught they will be able to think more openly about different explanations and understandings of historical events. This will allow them to access and appreciate the vast historiography of the fields we study over the course of the year.

My single greatest motivation in applying this curriculum unit is to create independent thinking citizens. This is followed closely by the hope that increased media literacy will result in a greater ability to comprehend and identify differing historiography of our content.

By the end of the year, I hope to create critical thinkers who will vote in the next election as independent citizens based upon issues and record rather than commercials. This is a particular motivation of mine as one of my students quite bluntly stated at the beginning of this school year that he voted based on who had the best commercials. A part of me briefly died until I became very excited at the potential for real-world change afforded by this curriculum unit.

Practically, I would also like to improve my students' scores on their IB exam. Part of the IB exam requires students to evaluate documents, the goal of this unit is to overexpose students to document analysis so they can create more sophisticated analyses on the IB exam. Students must also apply varying historiographical approaches and be able to identify themselves with one of the approaches using evidence in order to score in the higher markbands on the IB exam. Again, I hope our consistent application of close reading techniques will result in a more natural integration of historiography in their academic writing resulting in higher scores on their IB exams.

## **Strategies and Activities**

### Introduction to Propaganda

This unit is designed to build upon itself over the course of the academic year. We will begin the year with a general study of "propaganda" in which students will need to define what they believe to be propaganda then find examples of this in their daily lives. This activity is particularly timely as we are in an election year so finding political propaganda in September in a swing state will be almost unavoidable. As a class we will discuss the examples of propaganda students bring in then discuss the varied techniques used as well as the extent to which the producer of the propaganda achieved his/her goal. Part of the purpose of this particular activity is to reframe how students hear and understand the term "propaganda". The outcome of the activity will vary depending on the kinds of products students bring forth but it is expected that the majority of students will self-define propaganda as related to politics, and quite possible to international politics. In fact, when this exercise was performed in my class there was a surprising absence of advertisements from the Presidential or local election campaigns. Students did provide examples from outside the United States, including Chavez' campaign in Venezuela. Several students also very narrowly defined propaganda to what would show up initially in a Google search. This resulted in several propaganda posters from the Second World War and a couple satirical propaganda posters. This outcome was instructive in several ways. First of all it refined how I will give instructions in the future to emphasize that this must be a piece of propaganda produced recently. Second, I will require that students are able to source their propaganda so as to know exactly who funded it. This will hopefully lead students to a more thoughtful approach to their selection, rather than reaching for what is either comfortable (World War II posters) or easy (the Google search method). Next time I will also emphasize that this is for a participation grade only, so students will not be faulted if they bring in something "wrong". I believe that the students who went the Google search route were probably afraid of misidentifying "propaganda" so allowed the computer to categorize for them. The entire purpose of this activity is to talk about how to define propaganda and to see that individuals define it in different ways.

Ideally, the above activity will lead students to the realization that there is overt, intentional propaganda as well as hidden propaganda. Some kinds of propaganda are

quite clearly intended to sway the opinions of the audience while other kinds of media do not state that they intend to sway opinion but based on the kind of information they publish and the way it is published. An extension of our first activity will involve looking at areas of unintentional or hidden propaganda that have, arguably more influence over an individual's day-to-day life.

Students will watch a clip from *The Daily Show with Jon Stewart* that satirizes a SuperPAC advertisement for the Obama campaign and the Fox News response to the ad. This will introduce a discussion of who decides what is "news" and how news channels themselves serve as propaganda, even though they are theoretically independent of political affiliation.

After the discussion of relatively obvious forms of propaganda students will be encouraged to dig deeper into areas of great influence that are not typically seen as media for propaganda more specifically, school and youth groups. This is an important conversation to build the foundation for understanding how single-party states sought to indoctrinate the youth in order to build a long-lasting, stable regime. Democratic states do the same thing and this is an important realization for students to have.

### Historiography

An understanding of historiography is important to the overall success of this unit as it introduces the presence of perspective and theory to students. An intensive study of historiography will only be used with seniors, it is too complex and requires more background knowledge than can be expected of freshmen. However a rudimentary exploration of perspective in history books can be undertaken by freshmen.

### *Howard Zinn v. textbooks*

The concept of perspective and bias in writing history will be introduced via a comparison of the way the First World War is addressed in *American Pageant* (the junior US History book) and Howard Zinn's *A People's History of the United States*. This conversation will begin with the introduction of the concept of a "meta-narrative". Students will define "meta-narrative" using Latin roots and brainstorm the key components of the American meta-narrative. Presumably the list will include: Columbus and exploration, European colonization (particularly British), American Revolution, Western Expansion and Manifest Destiny, Slavery and sectionalism, Antebellum, Civil War, Reconstruction, Jim Crow, First World War, Great Depression and the New Deal, Second World War, suburbanization, the Cold War, Space Race, Fall of the Berlin Wall, Gulf Wars, Tech Boom, 9/11, Age of Terror.

As a journal entry, students will consider who writes our meta-narrative and how do they decide what gets put in and left out. This journal entry will lead into small group

discussions on the same question. Students will be prompted to consider and discuss follow-up questions including:

Whose perspective is missing?

What stories are missing?

How would our understanding of history change if it were written by different groups: women? Blacks? Immigrants? the poor? Artists? Children? Southerners? Mexicans? British?

How would our textbooks read if they used different kinds of evidence, other than chiefly official documents?

What other kinds of sources can historians use besides official documents?

Students will be given a chapter from Howard Zinn's *A People's History* to read for homework with instructions to read with the following areas of focus:

Events Zinn reports that are not part of the typical First World War narrative

Perspectives he provides that are not part of the typical First World War narrative

Historical questions that could be used for a historical investigation

With annotated readings, students will lead a discussion about the differences between Howard Zinn's account of the US in the First World War and the account from their eleventh grade US History textbook. Zinn brings forth many events and characters that do not appear in the traditional accounts of the conflict, with a particular focus on the American Socialist Party. Zinn also uses statistics to his advantage, creating the appearance of an overwhelming socialist movement. However, he presents ample evidence to the contrary, which the more detail-oriented student will identify. These discrepancies will lead the class to a discussion of how historians can use and abuse evidence so students must be aware that works of history are not devoid of bias or perspective. They must read every monograph, textbook, and primary document with a critical eye to understand the author's purpose in writing this text and how who wrote this and why they wrote it should affect how we read and understand a document or text.<sup>4</sup>

Following this, students will apply what they have learned about different perspectives and the use of different sources to create a plan for their own historical investigation. They will brainstorm different kinds of sources to answer a question about history then decide which kinds of sources they most identify with as historians. This will lead the student to begin creating their own identity as a historian and where they will fit in the broader historiography.

Following this activity, students will be provided with a list of questions to apply to all documents read in class, both primary and secondary. These questions will parrot the questions asked about Zinn but will hopefully have greater meaning and elicit more thoughtful responses as a result of this first application:

1. Who was the author's original/intended audience?
2. Who was the author's actual audience?
3. How does the author's intended audience influence how you understand the work?
4. How does the author's actual audience influence the historical significance of the work?
5. Whose perspectives are privileged?
6. Whose perspectives are missing?
7. What kinds of sources did the author use?
8. How does the author's choice of source influence the perspective presented?

### *AJP Taylor and the Origins of the Second World War*

Continuing our study of historiography and historical literacy, students will read a chapter from AJP Taylor's *The Origins of the Second World War* and evaluate Taylor's argument. Taylor has been broadly criticized for the thesis he advances in this book, he basically lets Hitler off the hook as a major catalyst for the war. However, Taylor writes clearly and convincingly, particularly if you are a high school student with little exposure to the concept of historical dialogue.

After a brief in-class discussion, students will form small groups to dig deeper into Taylor's thesis and find evidence in support and contrary to his thesis. The following evening's homework will be to read a relatively current review of Taylor's work. Positive reviews are somewhat difficult to find, but more recent reviews are less scathing and more objective than reviews written in the 1960s. The review published in *The Montreal Review* is accessible and well reasoned. It also brings forth the point that while Taylor's thesis is widely discredited it still holds value because it made historians rethink the origins of the Second World War.

I chose this work to illustrate to students the value of source analysis. This reiterates that students cannot blindly accept even widely published historians and primary sources without a critical examination of their origins. In the case of Taylor, students will see that there is value to even questionable history and often the value is in the reaction to a work, rather than in the work itself.

### Education

The importance of education in the creation and consolidation of power will be a consistent theme through the course. The idea of education as propaganda will be introduced at the outset of the year with the examination of textbooks and who writes them. Students will recognize that education is one of the most direct, yet subtle ways that parties in power have of exerting influence over the population. Children are impressionable and generally trusting of what they learn in school. Indeed, children only know what they learn in school unless they have particularly pro-active and perhaps

skeptical parents. Education is also important as parties in power need literate populations in order to rapidly spread their ideas over wide swaths of territory.

### *The Mexican Revolution*

Our study of the Mexican Revolution will be our first intensive exploration of the power of education. Mexico was a bit of a mess during the revolution, with no unified identity of what it meant to be “Mexican”. Jose Vasconcelos almost single-handedly created Mexican identity as the Minister of Education over the course of several presidencies. He spearheaded a mission to collect bits of local tribal cultural from across the country and created a Mexican identity by piecing these together. The majority of Mexicans did not speak Spanish until it was decreed that Spanish be the only language taught in all Mexican schools. Students will read several secondary sources about Vasconcelos and the Mexican education system and discuss parallels between the American education system to lay the groundwork for our studies of single-party state leaders.

Our first reading on the Mexican Revolution is a brief survey of the period between 1910 and 1940, the period most commonly identified as the height of the revolution (though depending on the perspective of the author, these dates are highly controversial) by Jurgen Buchenau. Students will read the survey of the period first in order to gain a general understanding of the main characters and events of the Revolution. Students will create a character chart to track the major players and gain a general comfort level with the chronology of the Revolution.

The second reading of this text will be more critical. This will be the first content specific introduction students have to Burke’s Pentad. Using their general introduction to the Pentad through a newspaper editorial, students will identify the act, agent, agency, scene, and purpose of the first section of the chapter on the Mexican Revolution from Buchenau’s *Mexican Mosaic*. This will be introduced after all lecture and general discussion around the Revolution has completed. Students will find that there is a significant focus on agent in this reading, and in particular agents in positions of power. Buchenau writes political history from the perspective of power players in Mexico.

To provide a foil for Buchenau’s work students will use the Pentad to evaluate two other sources. One of which is a historiographical essay on Marxist perspectives of the Mexican Revolution. Students will focus on the 1930s historians where the ratio favors purpose. This will serve as a general introduction to the differences between historiographical approaches to history.

Once students understand that the Mexican Revolution can be examined from a myriad of perspectives, we will link our study of the Mexican Revolution back to our study of historiography and the First World War. The United States has a very clear metanarrative of the First World War, while the Mexican Revolution is a challenge to

understand because the Mexican government did not succeed in creating an overwhelming metanarrative of the Mexican Revolution. The characters celebrated in the Mexican Revolution have a variety of causes and backgrounds. There is no unified identity presented by Mexican history. This causes confusion for students. This realization will allow class discussion of whether the history of the First World War is really as simple as we understand it to be or if Howard Zinn is really just the tip of the iceberg as far as alternate understandings of the War.

Our discussion of historiography will lead to an exploration of the creation of Mexican national identity and the importance of official histories in forming a national identity. This concept will first be approached largely through a study of Jose Vasconcelos and the creation of the Mexican public education system based on his idea of *indigenismo*. This will provide a clear link between propaganda and historiography. Vasconcelos played a central role in the creation of Mexican identity. He was the individual most directly responsible for deciding what constituted “Mexican-ness” through a systematic selection of what parts of which indigenous cultures to embrace and which to discard. While Vasconcelos is celebrated in Mexican history (no doubt a result of his intimate role in the creation of the Mexican public education system) he is also responsible for the selective destruction of the myriad of regional identities present in Mexico prior to 1940. We will read a secondary review of Vasconcelos’ role in the creation of Mexican identity as well as a personal reflection of Vasconcelos on his approach to education and Mexican nationalism. Students should understand through this study that national identity is a construct and one of the central components in construction identity is government-controlled education.<sup>5</sup>

### *National Socialism*

Our study of Hitler and National Socialism will go beyond the typical review of the Second World War and the Holocaust. While these are clearly central components of Hitler’s legacy, this course is more concerned with how Germany and the world approached an atmosphere allowing for these events. This portion of the unit will focus more on propaganda than historiography. Historiography will continue to play an important role as students will be expected to read secondary texts closely and identify the historiographic perspective as well as the perspectives that are absent. However, propaganda is so clearly demonstrated, and effectively used by the Hitler regime it must be the focus.

Students will have read *In the Garden of Beasts* by Erik Larsen over the summer. This book will allow students a general acquaintance with the early years of Hitler’s regime from the perspective of an American ambassador and his family. This book effectively demonstrates the extent of Nazi propaganda from the earliest stages of the regime. Students will identify examples of both overt and hidden propaganda in this book while preparing for an in-class discussion on the book. Examples of propaganda from the Hitler

regime will then be compared to modern propaganda from the 2012 presidential campaign.

Students will practice their source analysis skills on Nazi propaganda using the IB method of identifying values and limitations of primary sources based on their origins and purposes. This will allow students to practice skills they will need for their IB exam while also familiarizing themselves with different forms of Nazi propaganda. Students will watch the Leni Riefenstahl film “Triumph of the Will” while identifying practices of both Hitler and Riefenstahl that would help win the German public to the National Socialist cause. This asks students to apply their close reading strategies to a different kind of text. Students will also analyze a variety of Nazi propaganda posters. These posters serve several purposes. First students can identify visual techniques Nazis used to gain support. However, these texts also introduce students to social programs like Winter Aid that served as propaganda of a different kind. Students will also be introduced to the children’s story “The Poisonous Mushroom”. This will be evaluated using OPVL and evaluated using the Pentad. This will present the importance of education and youth in indoctrination to National Socialist ideology. Students will then compare the Poisonous Mushroom to American children’s stories, like Dr. Seuss’ *The Butter Battle Book* that promote democratic ideals. This should lead to a discussion about propaganda as a tool used by both the “good guys” and the “bad guys”.

The culminating activity for this portion of our propaganda unit will be a student-created document-based question. Students will be give the following guidelines and will be expected to gather relevant documents through which other students can answer their questions. Students who create the DBQ will also create a markscheme including model answers for each component.

#### DBQ Guidelines:

- Gather 5 document excerpts about German propaganda
- Choose NO MORE THAN five (5) sentence excerpts from each document
  - Two documents can be secondary, the rest must be primary
  - One of your documents must be visual
  - Provide a correctly formatted citation for each document
- Create a DBQ following the below specifications
- Create a key that clearly explains what you expect to see in a perfect response (you must provide a key for each question), this should include outside evidence and specific details

#### DBQ Specifications:

- Five (5) questions

- Question 1: A question requiring basic comprehension of ONE of your written sources (“Why, according to Source P, was/did ....?”)
- Question 2: A question requiring analysis of your visual source (“What message is conveyed by Source Q?”)
- Question 3: A comparative question (“Compare and contrast Source X and Y”)
- Question 4: A source evaluation question (“With reference to their origins and purpose, assess the values and limitations of Sources W and Z”)
- Question 5: An essay question (“Using the sources provided and your own knowledge...?”)

### *Burke’s Mein Kampf Pentad*

This portion of the unit should tie together several of the themes addressed thus far. Kenneth Burke’s “The Rhetoric of Hitler’s ‘Battle’” serves as an example of both propaganda and historiography while also evaluating a relevant primary document (Hitler’s *Mein Kampf*). Students will read “Hitler’s ‘Battle’” three times. The first time through they will read with the intention of understanding *Mein Kampf* and the historical parallels Burke identifies. The second read will be to identify the Pentad according to Burke. The third read will be to evaluate this document as a piece of propaganda. The document is not a particularly easy read, so the third read, which should prove the most difficult to decipher, will be accompanied by a review of the article as a historical document. The final product of these exercises will be a class discussion of the many faces a document can take on. Students will complete an OPVL of this document that shows the complexity of a document such as this.

### **Resources**

#### Student Resources

Jurgen Buchenau, *Mexican Mosaic* (New York: Wiley-Blackwell, 2012).

This text provides a general overview of Mexican history. Students will read the chapter on the Mexican Revolution. This is the most succinct and direct explanation of the major players and events of the Revolution I have found yet. Accessible sources on this topic are hard to come by and even this book is overwhelming for students new to the subject. This requires a significant amount of in-class discussion and explanation. I plan to use this chapter as an academic introduction to how to use the Pentad with secondary sources and to illustrate the usefulness of the Pentad in identifying historiographical perspective but this will require several readings of this text. The Pentad should not be approached until after students have a solid grounding in the characters and events of the Mexican Revolution.

Kenneth Burke, "The Rhetoric of Hitler's 'Battle'", *Readings in Propaganda and Persuasion: New and Classic Essays*, ed. Garth S. Jowett and Victoria O'Donnell. (Thousand Oaks, CA: Sage Publications, 2005), 149-168.

This text is the foundation of our Pentad study of Hitler's *Mein Kampf*. This is also Burke's seminal work using the Pentad. This work is valuable for use in this unit because it not only models the use of the Pentad in its original intent but can also serve as a study of evaluating a source as a product of the historical context in which it was produced. "Hitler's Battle" was originally published in 1939 as a response to the publication of a number of versions of *Mein Kampf*. Burke used his analysis as a political tool. This article allows for a discussion of historians as simultaneous makers of history.

Jose Itzigsohn and Matthias vom Hau, "Unfinished Imagined Communities: States, Social Movements and Nationalism in Latin America," *Theory and Society*. 35 (2006), 193-212.

This text is challenging but readable for advanced seniors. It discusses a variety of ways nationalism is produced and simplifies Benedict Anderson's argument using case studies from Latin America. I chose this text to use with the Mexican Revolution unit because it directly addresses the role of culture and education in creating a unified identity and the role of the state in selectively identifying culture that is representative of "Mexican-ness".

Erik Larsen, *In the Garden of Beasts*, (New York: Crown Publishers, 2011).

*In the Garden of Beasts* is an entertaining easy read that is rich in historical detail. This book lends itself to summer reading because students can easily comprehend the plot and Larsen writes free of historical jargon. He tells a tale that allows students to glean details about propaganda and the consolidation of power.

Garth Pauley, "Criticism in Context: Kenneth Burke's 'The Rhetoric of Hitler's 'Battle'" | KB Journal." KB Journal | The Journal of the Kenneth Burke Society.  
<http://www.kbjournal.org/content/criticism-context-kenneth-burkes-rhetoric-hitlers-battle> (accessed November 26, 2012).

This article is to be used in conjunction with Kenneth Burke's original "Hitler's Battle", as referenced above. This provides a scholarly critique and explanation of the article and its importance as a historical document as well as rhetorical work. This should provide fodder for a lively discussion of the role of historiography as propaganda.

Howard Zinn, *A People's History of the United States*, (New York: Harper Perennial, 1980).

This is an exceedingly valuable source through which to introduce the concept of historiography and historical perspective. Zinn is accessible for high school students and makes little attempt to mask his perspective, and even his bias. This allows students to read a perspective that is vastly different than what they read in their textbooks without having to wade through difficult academic language. In this unit I use his chapter on the First World War in the United States, "The Health of the State". This chapter focuses on popular anti-war movements, particularly socialist movements. Students read this chapter and come away relatively convinced that everything they have ever learned about US History is a lie. This is particularly valuable for the objective of this unit as it allows for discussion of "truth" and bias. The result should be an understanding that neither the textbook history nor Zinn's history are objective, or complete explanations of the American experience of the First World War.

#### Teacher Resources

Benedict Anderson, *Imagined Communities*, (New York: Verso, 1996).

This book is too dense for students but provides a valuable understanding of how national identity is constructed rather than primordial as is often presumed by the majority of the population. It does not directly refer to the Mexican Revolution or National Socialism but the principles can be applied to both.

Kenneth Burke, "Questions and Answers about the Pentad", *College Composition and Communication*. 29, 4 (1978), 330-335.

This text is somewhat rambling but a good general overview of how to use the Pentad. He dispels some popular myth about using the Pentad as a constructive tool and reiterates that this should be a critical tool. This is good background reading for a teacher who plans to use the Pentad in their classroom.

J. Michael Sproule, *Propaganda and Democracy: The American Experience of Media and Mass Persuasion*, (New York: Cambridge University Press, 1997).

This book helps link the concepts of official propaganda and popular news media while tracing the evolution of propaganda throughout twentieth century America. It is too "jargon-y" to use with students but provides teachers with a solid academic foundation of how to discuss propaganda, particularly in regards to historical context.

#### Class Resources

"German History in Documents and Images." German History in Documents and Images.  
<http://germanhistorydocs.ghi-dc.org/> (accessed November 1, 2012).

This website is a database of documents related to all of German history, not only National Socialism. This database includes documents like textbook excerpts, personal memoirs, and extensive official government documents. This source is valuable for students in creating their document-based question.

"German Propaganda Archive (Guide Page)." Calvin College - Minds In The Making. <http://www.calvin.edu/academic/cas/gpa/> (accessed November 1, 2012).

This website holds a plethora of Nazi propaganda posters, speeches, photos, and cartoons. Resources for the National Socialism unit will be drawn from here and students can use this website to build their own document-based question.

Norman J.T. Goda, "A.J.P. Taylor, Adolf Hitler, and the Origins of the Second World War", *The International History Review*. 23, 1 (2001) 97-124.

This is a relatively recent analysis of Taylor's widely criticized work. It provides students with a well-supported critical evaluation of the work. This allows students to experience how historians dialogue about ideas (even though Taylor is long deceased).

A.J.P. Taylor, *The Origins of the Second World War*, (London: Penguin, 1964).

This text is not an easy read but the majority of advanced seniors will be able to identify Taylor's thesis absolving Hitler of blame for the Second World War. This thesis has been widely discounted and provides valuable material for class discussion.

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<sup>1</sup> This definition of propaganda as an evolving and multifaceted beast is extensively explored in: J. Michael Sproule, *Propaganda and Democracy: The American Experience of Media and Mass Persuasion*, (New York: Cambridge University Press, 1997).

<sup>2</sup> Kenneth Burke, "Questions and Answers about the Pentad", *College Composition and Communication*, (Vol. 29, No.4: Dec., 1978), 330-335.

<sup>3</sup> Jacques Ellul, "The Characteristics of Propaganda", in *Readings in Propaganda and Persuasion*, ed. Garth S. Jowett and Victoria O'Donnell, (Thousand Oaks, CA: Sage Publications, 2005), 41-42.

<sup>4</sup> Howard Zinn, *A People's History of the United States*, (New York: Harper Perennial, 1980), 350-367.

<sup>5</sup> Benedict Anderson, *Imagined Communities*, (New York: Verso, 1996).