
An English Language Lesson Plan by Eileen Bach

MAJOR OBJECTIVE: To identify the means by which Churchill is able to alert readers to the dangers posed by Hitler without alienating his audience, thus ensuring publication of his warning.

LESSER OBJECTIVE: To evaluate the effectiveness of “damning with faint praise” as a rhetorical strategy.

CONTENTS:

1. Questions about “The Truth About Hitler”
2. Chart delineating the difference between Classical and Rogerian arguments
3. Answer Key
4. Multiple choice questions
5. Answer key

THIS LESSON PLAN INCLUDES:

A. Open-ended and multiple choice questions based on close reading of Churchill’s essay titled “The Truth About Hitler”

B. Chart delineating the difference between Classical and Rogerian argument

C. Answer Key

D. Multiple choice questions based on “The Truth About Hitler”

E. Answer Key
Questions about "The Truth About Hitler", page 11
Churchill Archive Document Reference Number: CHAR 8/518A/34

1. Examine the chart that presents two means of organizing arguments, Classical and Rogerian. Which method is apparent based on the first page of this article (page 11)?

2. Which allusions (references to literary or historic figures or events) put a positive spin on Hitler? Which put a negative spin on the man?

3. “… history will pronounce Hitler either a monster or a hero” is an example of which rhetorical device?
   a) metaphor
   b) hyperbole
   c) antithesis
   d) chiasmus

4. The fourth paragraph on page 11 relies heavily upon this construction:
   a) parallel structure
   b) parenthetical statements
   c) rhetorical questions
   d) litotes

5. “… the vanquished are in the process of becoming the victors, and the victors the vanquished” is an example of which rhetorical device?
   a) litotes
   b) antithesis
   c) chiasmus
   d) hyperbole

6. The effect of describing Hitler as “one Austrian corporal” and a “former house painter” at the close of the fourth paragraph is most likely:
   a) This offers his credentials and is an appeal to authority.
   b) This denigrates Hitler and is an appeal to pathos.
   c) This shows the process by which Hitler attained his status and is an appeal to logos.
   d) This is intended to show the research Churchill did in preparation for this article.

7. “Whatever else may be thought about these exploits, they are certainly the most remarkable in the whole history of the world.” This statement indicates all EXCEPT:
   a) It is likely the reader will view the exploits in a negative light.
   b) The exploits are extreme.
   c) The author makes a grudging admission that the exploits are worthy of attention.
   d) It is likely the reader will view the exploits in a positive light.

8. This page includes this note from the editors of the magazine:
   “In this powerful article Mr. Winston Churchill very characteristically and outspokenly states his views on the actions and ambitions of the German leader. The opinions expressed and the deductions made from the facts stated are of course Mr. Churchill’s own and are not necessarily endorsed by the editors of the Strand Magazine.” This statement is known as:
   a) disclaimer
   b) frontispiece
   c) appendix
   d) footnote
9. The reader may infer from the statement above that the editors:
   a) do not support Churchill’s viewpoint
   b) are allowing Churchill to speak for the opposition
   c) are concerned about the impact of the controversy
   d) disapprove of Churchill’s outspokenness
# Classical and Rogerian Arguments

<table>
<thead>
<tr>
<th>Classical</th>
<th>Rogerian</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
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</tr>
<tr>
<td>(Exordium)</td>
<td>State the problem you hope to resolve. By presenting your issue as a problem you raise the possibility of positive change. Often opponents will want to solve the same problem.</td>
</tr>
<tr>
<td>Capture the audience’s attention.</td>
<td></td>
</tr>
<tr>
<td>Introduce the issue and create exigency for your claim. Why is this an issue? Why do we need to pay attention?</td>
<td></td>
</tr>
<tr>
<td><strong>Statement of Background</strong></td>
<td><strong>Summary of Opposing Views</strong></td>
</tr>
<tr>
<td>(Narratio)</td>
<td>As accurately and neutrally as possible, state the views of the people with whom you disagree. By doing this you show that you are capable of listening without judging and have given a fair hearing to people who think differently from you.</td>
</tr>
<tr>
<td>Supply the context needed to understand the case you present. What circumstances, occurrences, or conditions do we need to be made aware of?</td>
<td></td>
</tr>
<tr>
<td><strong>Proposition</strong></td>
<td><strong>Statement of Understanding</strong></td>
</tr>
<tr>
<td>(Partitio)</td>
<td>Also called the statement of validity. Show that you understand that there are situations in which these views are valid. Which parts of the opposing arguments do you concede? Under which conditions might you share these views?</td>
</tr>
<tr>
<td>State your position (claim/thesis), based on the information you have presented, and outline the major points that will follow. The partitio divides the background information from the reasoning.</td>
<td></td>
</tr>
<tr>
<td><strong>Proof</strong></td>
<td><strong>Statement of Your Position</strong></td>
</tr>
<tr>
<td>(Confirmatio)</td>
<td>Now that readers have seen that you’ve given full consideration to views other than your own, they should be prepared to listen fairly to your views. State your position.</td>
</tr>
<tr>
<td>Present your reasons, subclaims, and evidence. Establish inferences between claim and support. Provide additional evidence for subclaims and evidence, where necessary. Explain and justify assumptions.</td>
<td></td>
</tr>
<tr>
<td><strong>Refutation</strong></td>
<td><strong>Statement of Contexts</strong></td>
</tr>
<tr>
<td>(Refutatio)</td>
<td>Describe situations in which you hope your views will be honored. By showing that your position has merit in specific contexts, you recognize that people won’t agree with you all of the time. However, opponents are allowed to agree in part and share common ground.</td>
</tr>
<tr>
<td>Anticipate and refute opposing arguments. In this section you demonstrate that you have already considered the issue thoroughly and have reached the only reasonable conclusion.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td><strong>Statement of Benefits</strong></td>
</tr>
<tr>
<td>(Peroratio)</td>
<td>Appeal to the self-interest of your opponents by showing how they would benefit from accepting your position; this concludes your essay on a hopeful, positive note.</td>
</tr>
<tr>
<td>Summarize the most important points. Make a final appeal to values, motivations, and feelings that are likely to encourage the audience to identify with your argument.</td>
<td></td>
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</tbody>
</table>
1. **Rogerian**: Opposing views are considered (it is possible that Hitler will turn out OK despite atrocities) and then crushed with the weight of evidence to the contrary.

2. **Allusions suggesting a positive outcome:**
   *Valhalla, Pericles, Augustine, Washington* (positive warrior associations)
   **Allusions suggesting a negative outcome:**
   *Inferno, Attila, Tamberlane* (evil incarnate)

3. C (this may also be considered a *false dichotomy* [either/or] since no middle ground or concessions are noted)

4. A (“when the… when the… when the…” might also be considered *anaphora*, the repetition of words at the beginning of clauses)

5. C (chiasmus – word order reversal for effect)

6. B (corporal and house painter are lower status positions)

7. D

8. A

9. C
Multiple choice questions: “The Truth About Hitler,” page 18
Churchill Archive Document Reference Number: CHAR 8/518A/34

1. “… the promulgation of these ferocious doctrines” is a reference to:
   a) Hitler’s book, *Mein Kampf*
   b) proved patriotism
   c) Jews expelled from the professions and silenced in the press
   d) the disloyal and pacifist influence of Jews

2. The reader may infer that there is an expectation of mitigation based upon:
   a) proved patriotism, including wounds sustained in war
   b) the collapse of Germany at the end of the Great War
   c) being a Trade Unionist or member of the liberal intelligentsia
   d) courts of justice

3. “The courts of justice, though allowed to function in ordinary cases, are superseded… by so-called people’s courts.” In this context, the word “superseded” means:
   a) placed above
   b) over ruled
   c) appeals courts
   d) infiltrated

4. “… concentration camps pock-mark German soil” is an example of which literary device?
   a) onomatopoeia
   b) allusion
   c) metonymy
   d) metaphor

5. The penultimate paragraph on page 18 notes that, “Thus the conflict broadened swiftly, and Catholic priests and Protestant pastors fell under the ban of what is becoming the new religion…” This is a historical illustration of which rhetorical device?
   a) slippery slope
   b) logical fallacy
   c) red herring
   d) bandwagon appeal
6. What is the “burning question” alluded to in the last paragraph on page 18?
   a) “Is he wracked by the hatreds and antagonisms of his desperate struggle?”
   b) Will Hitler “discard like armour and the cruel weapons of strife?”
   c) “What manner of man is this?”
   d) Will Hitler be changed “under the mellowing influences of success?”

7. The reader may infer that Hitler’s personal magnetism is due in part to:
   a) being well-informed
   b) the popularity of his book, *Mein Kampf*
   c) the new training grounds and aerodromes
   d) his relationships with Catholic priests and Protestant pastors

8. The cartoon that is centrally located on this page is described as a *fetish*. This may be presumed to indicate:
   a) Hitler’s healing powers
   b) the cult-like status attributed to Hitler
   c) Hitler’s charmed life
   d) religious status

9. Churchill’s attitude towards Hitler at the date of the publication of this article is best described as:
   a) condescending
   b) awe-struck
   c) fearful
   d) cautionary

10. Match the phrases with the appeals:
    i) ethos  a) “wretched little Jewish children”
    ii) logos  b) “these ferocious doctrines”
    iii) pathos  c) [I have] “read Herr Hitler’s book *Mein Kampf*”
"The Truth About Hitler", page 18: Answer Key

1. C
2. A
3. B
4. D
5. A
6. D
7. A
8. B
9. D
10:  i  C
     ii B
     iii A