

Ideological discourses

Goals	<ul style="list-style-type: none">• Student is able to creatively think about the historical event• Student comes up with one's own ideas and original insights• Student is able to collaborate in a team and thus to accept one's assigned role in a group• Student is able to both analyse, reflect and adjust one's own arguments concerning historical thoughts• Student can write a reasonable and convincing textual output ("newspaper article")• Student can identify the specific meanings of "ideological" language
Duration	30 minutes
Difficulty	High school
Tools and space	Seminar room, list of narratives (see Supplement below), notebook, online connection

Structure of the educational situation

- Each "journal team" should make up its own title for their "newspaper" that should correspond to the narrative that they support
- Together with the title of the newspaper, each team is also assumed to create an original title for their article
- Each team is expected to provide their interpretation of the selected historical event based on the world-view that they are assumed to advocate by writing a newspaper article of approximately 8–10 sentences.
- To do so, the team should first write down the "outline" of all the aspects concerning the historical event that they want to discuss and then to "enrich" this draft with the vocabulary from the list of narratives
- After the textual output is ready, the team will adjust the text into a "newspaper style" (i.e. with the help of digital and online tools, each team formats the text into the visually and graphically attractive form; for example you can use classtools.net)

Methodological instructions for the lecturer:

- All teams should have internet access to be able to look for particular important historical pieces of information about the defined event (the exercise should not test the level of students' historical knowledge but their ability and skills to apply discursive and narrative interpretation of historical reality; hence, even students who are not very well aware of the details of the French revolution are supposed to be engaged and have an opportunity to find the required information online).
- Of course, the differences in ideological explanations are supposed to be the first clue that the teams should follow to write an article in the defined narrative (i.e. concerning the interpretation of the French Revolution, a Nationalist narrative should promote the ideal of national greatness and threat, a Marxist narrative an opportunity for class struggle, and a Liberal narrative should use the vision of emancipatory ideals, etc.). However, since the content is not thinkable without using the "right" words, and teams are thus equipped with the "narrative dictionaries", the "journal teams" should focus on the precise wording as their primary goal.

Conclusion

- At the end, the teacher should sum up with students the main principles, messages, and outcomes of this activity, i.e.:
 - to understand that all interpretations of historical events are contextually or even ideologically based and thus might be biased
 - that history is not only the object of scientific research but an indispensable and significant part of the "cultural" and "identitary" wars (i.e. the ideological tensions in the current world over the "right" interpretation of the past)
 - to realize how important and powerful language is for both politics and our everyday life

Supplement

I) List of narrative words for each discourse:

Marxist narrative	Nationalist narrative	Liberal narrative
reactionary	our ancestors	love and peace
capitalist traitors	traditions	compromise
exploitation	crisis of values	no prejudices
people's democracy	national interests	pluralist
proletarian	dangerous cosmopolitanism	tolerance and hope
unity of all people	protection of our people	cancel borders
working classes	motherland	human rights
masses	high traitors	cultural enrichment
warmongers and agitators	foreign elite	against xenophobia
bourgeois relics	foreign interference	mutual help
brighter future	identity	solidarity and understanding
imperialists	sovereignty	trust
social progress	neo-Marxist	universal values
revanchist	global hegemony	freedom and equality
revolutionary	dangerous refugees	brotherhood
kowtow to the West	our traditional values	politically incorrect
pamphlets	European bureaucrats	positive discrimination
internationalism	loyalty	toxic masculinity
camp of peace	our country	gender
comradeship	hierarchy	private
party line	historical truth	against racism
forward, left, not one step back!	natural interests of our community	"no!" to homophobia
counter-revolution	enslavement of our nation	justice and fairness
saboteurs/diversionists	compatriots	non-violent
clericals and clero-fascists	fight for independence	peaceful
Western agents	intruders and invaders	global responsibility
workers and Peasants	unscrupulous and servile flunkies	protection of the environment
action Committees	national democracy	humanity
opportunists	family and homeland	religious freedom

II) Historical events for interpretation/writing articles:

- Fall of the Western Roman Empire 476 AD
- Discovery of America 1492 AD
- French Revolution 1789 AD
- Outbreak of WW1 1914 AD

Example

