

EDU 724 Unit Plan
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Lesson Plan is for A.P. Language students, eleventh grade

The following notes in the schedule below are for introducing the memoir Night and fallacies of argument pertaining to The Holocaust and the state of Israel. A Synthesis essay will conclude the unit whereby students will culminate all of their learned background information and respond in a collegiate fashion to a given prompt. Please refer to the works cited page and the works consulted page for background sources pertaining to class lectures and handouts for students.

Day 1: Have students read The Poisonous Mushroom found online at <http://www.vho.org/aaargh/fran/livres10/PoisonMush.pdf> and discuss in small groups. After discussing with groups, we will discuss collectively as a whole class via Socratic Seminar regarding students' findings/discussions.

Day 2: Students as Attorneys. Students will read from The Nuremberg Trial court documents, specifically, testimony from Eichmann and Himmler. Students will be required to name multiple fallacies of argument in their claims including: equivocation, either-or-fallacy, false authority, and dogmatism as these terms are defined in the textbook, Everything's an Argument. How has propaganda warranted these fallacies? How does Eichmann justify himself as being "like Pontius Pilot...and innocent of all charges brought against me [him]" ()?

Day 3: Socratic Seminar and class discussion on students' findings regarding yesterday's investigation. The gear question for today's transition will be "What types of research would be best for approaching this subject and how/where can we go about finding it?"

Day 4: Take students to the media center and review/skim/analyze the varieties of references pertaining to Eichmann and Himmler utilizing online sources, facing.org, DISCUS, Destiny Quest Online (the library card catalog system) and primary source documents pertaining to the trial. Inform students that they will need to acquire five sources total: one primary source, one DISCUS source, one reference book, one online source, and one other choice of their preference. Students will complete an annotated bibliography of the sources in class over the next day in the computer lab.

Days 5—14: At the beginning of class today, tell students that they will be using their five sources acquired yesterday in the media center by collectively comparing each source and identifying a unifying question pertaining to each. Using these questions, we will begin reading Night during class and discussing the book aloud completing various activities pertaining to the memoir over the course of the next ten days. The questions for today will serve as a foundation for questioning further as we encounter Elie Wiesel's version of The Holocaust. I will also utilize the unit plan for Night that I purchased from www.4secondarysolutions.net I have included a copy of this in the enclosure section.

Day 15: Distribute copies of academic essays pertaining to Night. These essays include essays from the book Readings on Night. Students will read the required essay(s) and write response argumentative essays in response to one of the seven authors' texts. Essay topics for rhetorical analysis and argumentative questions follow each essay in the book, Readings on Night. Students will have the option to choose their preference of writing prompt. Students will write the essay for homework.

Days 16 & 17: Lecture/give background context of Mahmoud Ahmadinejad, Iran, and the leader of Hezbollah who declares "If all Jews would come to the state of Israel, it would save us the trouble of pursuing them [the Jews] worldwide." As a class, discuss why this statement is so particularly threatening to the Jews. Then, distribute copies of "Zionism is not Racism" found online from http://www.jewishvirtuallibrary.org/jsource/Zionism/Zionism_Is_Not_Racism.html and other article entitled "Zionism"

By Prof. Benyamin Neuberger found online at

<http://www.mfa.gov.il/MFA/Facts+About+Israel/State/ZIONISM-+Background.htm>

Have students analyze and discuss the sides of both arguments pertaining to Zionism: Palestinians vs. Jews. View (using SmartBoard) historical timeline of the history of the state of Israel at <http://www.mideastweb.org/timeline.htm>. Construct argumentative claim warranting one side's claim over the other. Be prepared to discuss warrants collectively with the class.

Days 18 & 19: Utilizing excerpts from the following sources: transcript of "Israeli Prime Minister Benjamin Netanyahu's AIPAC Speech", "The Balfour Declaration", The Jewish State, Exodus, "On Israel's Right to Exist" by Dennis G. Rancourt found online at http://palestinechronicle.com/view_article_details.php?id=16096 A History of Israel: From Zionism to Our Time by Howard Morley Sachar, and a map from the Holocaust Memorial Museum in Washington D.C., defend, challenge, or qualify the following introduction and assignment:

- After the Holocaust became known to the world, the initial reaction of the Jews, like that of other peoples, was to take action, namely the historic action of establishing the State of Israel. Thus, destruction unparalleled in history was contrasted with a creation unparalleled in history. Since its creation, Israel has faced countless threats of obliteration from the War of Independence, The Six Day War, The Yom Kippur War, and countless terror attacks. After the six-day war in 1967, one Jewish soldier recalls "it's true that people believed that there, we would be exterminated if we lost the war. They were afraid. We got this idea—or inherited it—from the concentration camps. It's a concrete idea for anyone who has grown up in Israel, even if he personally didn't experience Hitler's persecution, but only heard or read about it. Genocide—it's a feasible notion. There are the means to do it. This is the lesson of the gas chambers." Because of this lesson, the Jews are very protective of their homeland. The Jewish philosopher Emil L. Fackenheim argues, "The state of Israel after the Holocaust may be viewed as a near necessity...the heart of every authentic response to the Holocaust is a commitment to the autonomy and security of the State of Israel.

Assignment— Read the following sources (including any introductory information) carefully (see enclosures for complete copy of student assignment). **Then, in an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies the claim that the study of the Holocaust directly coincides with the study of the State of Israel.**

Students must incorporate at least three of the sources in their response. In addition, they will be following the practice rubric for synthesis essays from the college board website that was given to them earlier in the school term. Students will be required to include quotes with proper MLA citations.

Day 20: Give back students' synthesis essays. Review areas of strength and areas needed for improvement. Offer students the opportunity to revise their arguments for homework. For the remainder of class, allow students the opportunity to share their essays with the class and facilitate discussion from there...

From this unit, we can merge into completing rhetorical analysis essays, and using the background information of what we have learned and what we now know as a class, we can pursue and annihilate the lies and terror of the rhetoric of the radicalist deniers...I can teach the students how to become more analytical and appreciative of freedom, history, and our ability and rights as human beings. All so that history may never repeat itself in regards to what we have learned to be negative from history.

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