

EDU 1/268 Content-Based Reading Instruction Module 4 (Online for 2020, in-person activity with online discussion in non-COVID years)

Module 4

Welcome to our evening of role play! In the first portion of class, we will prepare for a role play activity, by learning about the context of the event and the characters being portrayed. This lesson comes from the resource, *Facing History and Ourselves*. If you are a social studies or history teacher, be sure to ask more about this resource, if it is not already familiar. There is a team of trainers in Los Angeles who offer excellent workshops for how to bring awareness of biases and prejudices in our society and how to bring them forward with students to create *upstanders* in the face of injustice, rather than *bystanders*.

We will meet tonight on Zoom. Please see below for the information to Join this session:

The **objectives** for this lesson are:

- Use Role Playing Strategy to enhance reading comprehension
- Understand the links between comprehension and speaking
- Other strategies for public speaking
- Learn about more considerations for successful co-teaching

The lesson we will experience is set in Germany during the rise of the Nazi party. We will explore what was happening during that time, along with learning about 3 of the political parties vying for leadership. The role play takes place in a cafe, where several citizens, with differing views and political leanings come together to discuss what is happening in their world. As a disclaimer, there may be some parallels to current events that may make this feel uncomfortable, at times. For those wishing to explore additional resources for working with students:

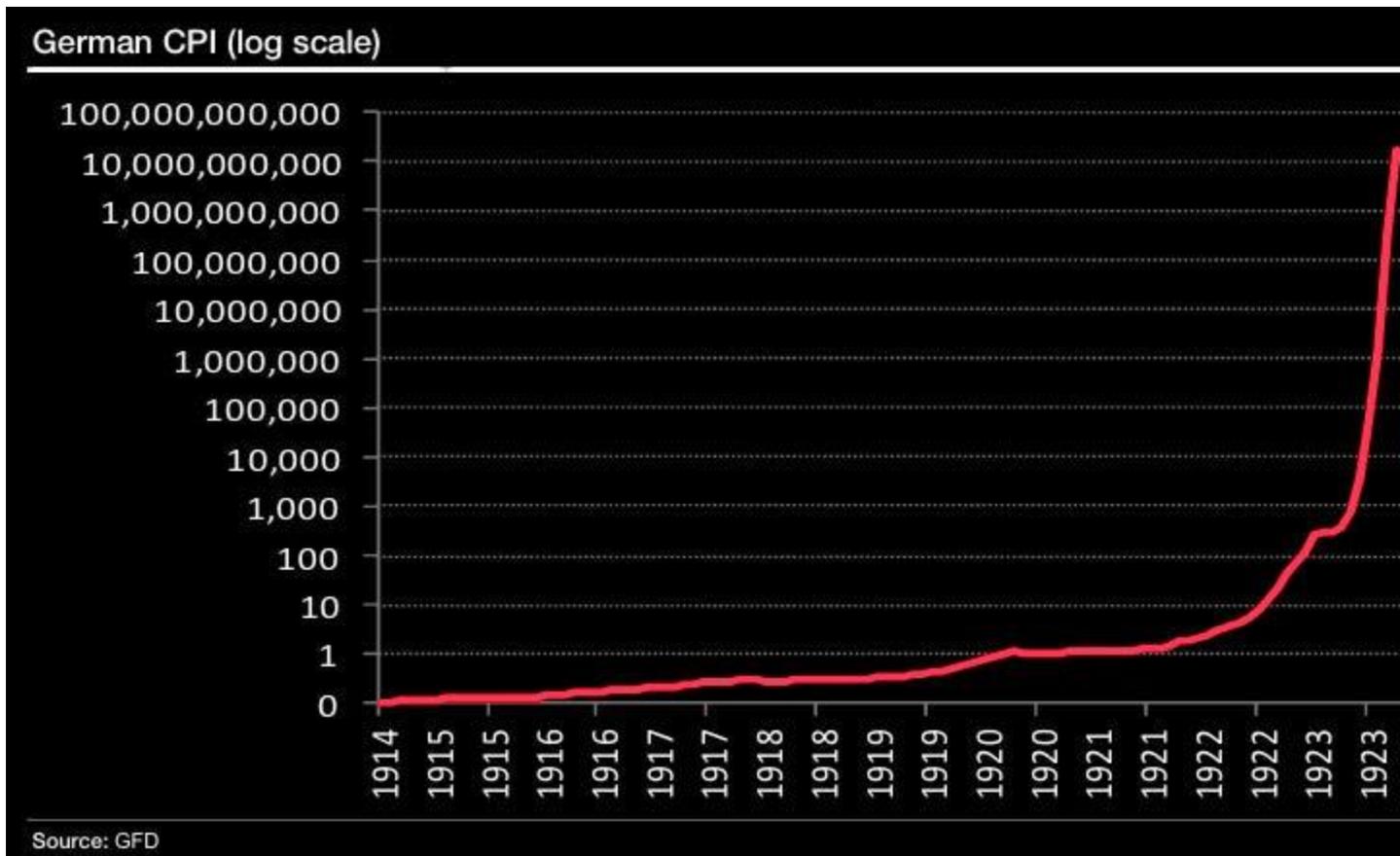
These are some resources sent from Echoes & Reflections, as these Holocaust activities may raise many questions. I find the activity on the Bystander Effect to be particularly useful for high school students, as it shows that everyone, even individually, can make a difference--rather than leaving students (and teachers--we are human, too) with a feeling of hopelessness.

- Echoes & Reflections classroom lesson plans on [\(Links to an external site.\)Historical Antisemitism \(Links to an external site.\) \(Links to an external site.\)](#)and [\(Links to an external site.\)Contemporary Antisemitism \(Links to an external site.\)](#)
- Our just released [On-Demand Webinar "Why the Jews?" \(Links to an external site.\)](#) featuring Yad Vashem Senior Historian Rob Rozett who discusses the negative stereotypes and perceptions of Jews in traditional antisemitism and how radical Nazi ideology built on this longstanding hatred.
- Echoes & Reflections [Video Toolbox on Antisemitism \(Links to an external site.\)](#) which can be used in the classroom or as a reference for educators.

- USC Shoah Foundation's [\(Links to an external site.\)Witness Activity: Antisemitism and the Bystander Effect \(Links to an external site.\)](#)
- ADL Education's [5 Tips for Talking with Children about the Shooting at the Tree of Life Synagogue](#)
 - Let's begin with what happened after World War I, as the Weimar Republic replaces the monarchy in Germany. This brief video gives some highlights of this time. Listen for information about the Treaty of Versailles and how the German citizens might have felt about it.
 - <https://www.britannica.com/video/180212/Overview-founding-Weimar-Republic-1919> (Links to an external site.)
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 - We will now read about the Treaty of Versailles. You will be moved into small groups (break-out sessions) for the readings. For this first one, each group member should read aloud one paragraph. After each group member has read a paragraph, pause and think about what was read. Each group member is then allowed to make one comment on what was read, "Say something". No one can comment until each person has the chance to make one observation about the reading. Once completed, finish the reading silently and then have a short discussion regarding the reading. You will be given 15 minutes for this activity before you are returned to the main session.
 - [Reading 4 Treaty of Versailles.pdf](#)
 - We will now move on to the next topic and reading...

Background Information-- The rise of the Nazi Party

After the stock market crash in the US, Europe was also feeling the effects of inflation. The German "mark" was being devalued at a record pace.



To get more perspective on the reality of this hyper-inflation, we hear the testimonials from two survivors:

- Alfred Caro, born July 27, 1911 in Germany.
- Frank Shurman, born Jan 8, 1915 in Germany.

[http:// \(Links to an external site.\)iwatch.usc.edu/sfi/echoes/enresourceguide.aspx](http://(Links to an external site.)iwatch.usc.edu/sfi/echoes/enresourceguide.aspx)

(lesson 3--Nazi Germany)

or go directly: <https://echoesandreflections.org/unit-3/>

With this background, let's continue with the second reading. Again, you will go to your breakout room to read and discuss together. This round, we will use "read and summarize". Each member will read aloud one paragraph and then choose the next reader. That person will summarize what was just read, and then read their paragraph and choose the next reader. This repeats until all members have had a turn. The final summary is done by the first reader. After all have participated, read the remaining text silently and use the time remaining to discuss the entire reading.

[Reading 5 Anger and Humiliation \(1\).pdf](#)

We will now begin preparing for our Role Play activity. You will now be separated into smaller groups of 2-3 students each. You will be given the character you will portray at the cafe, with a brief description of the person. Your team should decide how your character might lean in terms of the three political parties. The final reading will help to share the views of the three parties.

[Reading 14 Hard Times Return \(1\).pdf](#)

For the first part of the reading (Stop when you get to the list for the Social Democratic Party Platform), each person should read silently and annotate using the following marks:

! This is interesting.

? This raises some questions.

* This seems very important.

You should now take a moment to compare the 3 parties given the lists in the readings for the Nazi platform (reading 5), the Social Democratic Party and the Communist Party (reading 14). Which party do you think your character most identifies with. However, note that an individual may align with different parties dependent upon the topic. For example, a person in our current times may side with a different party when discussing economic topics as they might when discussing immigration topics.

In summary, The **Nazi Party** promoted that Germany was for the Germans--and that Germans should control their own destiny. The **Social Democrats** argued that the German Republic should remain and take its rightful place among the free governments of Europe. The **Communists** countered with the need to remove the oppressive system that allowed French, British, and American capitalists to exploit German workers to get rich themselves.

Use this template to think about how your character might side...

[Education 168 Speaking and Role Play 9-30-19 \(2\) one slide.ppt](#)

When we return as a class, each character will be "seated" at the cafe to begin the conversation. These students will be unmuted, the others will be muted observers. Since each character has more than one person who has prepared, the ones not initially seated, will be asked to rotate in, replacing their partner. All group members must take a turn at the table.

[Which Political Party 0.pdf](#)

The group of strangers are placed at the "community table". They begin discussing politics and their feelings regarding the rising parties.

Note: Please do not add accents or stereotyped portrayals, as these could be interpreted as offensive. Imagine a welcoming and open conversation among fellow citizens of a city.

Debrief:

Let's think about this activity;

- How could you use this type of an activity in your classroom?
- Why were the pre-activities and readings needed?
- What were the purposes for using videos and pictures?

For further thinking about the use of role-play and/or other performance arts for learning, let's take a moment to discuss the following:

- What role(s) does public speaking play in your content area (professionally)?
 - How can this be modeled in the classroom?

We hope you enjoyed tonight's activities and are inspired to find ways to include role-plays in your content. The topic chosen is difficult, and may be particularly disturbing with the social issues we are currently facing. Please take a moment to jot down your thoughts as you take this in. Feel free to share--or not to share on this discussion board: [Using Role Play in the Classroom](#)

As a reminder, next week's session will be fully asynchronous. Feel free to complete at any time during the week--or use the regular class time! Please email if you have questions, but we won't be with you online that week!