

Lesson 3

Focus Question Three

Step #2: Extending and Refining Information

Strategy: Role Playing

- How has immigration impacted Germany and Other European Union Member States?

Activities

*Have students use their folders and their notebooks to review key ideas about immigration, citizenship, and naturalization. Reread **Handout #13** with the students and identify key people in this situation and key situations. Put these on the board.*

Have the students work in groups to create a script from the information in the article.

They should:

- ▶ Identify a setting (Charles de Gaulle Airport, Police Station, Bois the Vincennes Theatre Complex, etc.)
- ▶ Identify key players for their scene (Abdel Kader Wague-Dodo, policeman, Cardinal Laustiger, etc.)
- ▶ Create dialogue for the key players (They may use quotes from the article or make up their dialogue to fit the players). Be sure students review **Transparency #11:** Topic 2, Lesson 3 (Pulling up Roots) and **Handout #15:** Topic 2, Lesson 3 (Foreign Population in Selected European Countries) as they create the dialogue.
- ▶ The dialogue should be short, concise and focused on a key idea related to immigration. Groups may select from the following or come up with their own key idea from their readings or previous knowledge:

German naturalization laws need to change to make it easier for immigrants to become citizens.

Laws need to be changed to make it easier to come to Germany and to stay longer in Germany without a requirement for citizenship.

Exceptions should be made for immigrants from countries involved in violence in order to save lives.

- ▶ As the skits are presented in class, the rest of the class is to identify the key issue and decide if the arguments were convincing.
- ▶ The winning skit gets a trophy to be housed in the school trophy case for the following month.