



BECOMING A US CITIZEN

Lesson Length: 1.5 hour + Extension Activity

Vocabulary & Expressions: Eligibility, USCIS, N-400 application, naturalization, other vocabulary and expressions related to citizenship


Language/Culture Point: The citizenship interview and formal language

Objective: Students will be able to understand the process of becoming an American citizen

Materials: N-400 Applications, eligibility questionnaire, materials from USCIS study guides, American flag, chart paper, KWL chart, computer, projector, speakers, internet connection, USCIS naturalization video, 10 Steps to Citizenship Brochure, 10 Steps to Citizenship Match Up Cards, Signal Cards, 100 Civics questions, Civics questions flashcards



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- N-400 application, eligibility questionnaire- Various types of realia like a U.S. flag, study materials from USCIS- Chart paper or white board- KWL chart handout 	<ul style="list-style-type: none">- Authentic Materials- KWL chart


TEACHING ACTIVITY

1. Have materials for the citizenship process on student tables and at the front of the room: American flag, study guides, flashcards, applications, etc.
2. Start a K-W-L chart on chart paper or on the white board. Give students a copy of the English Forward K-W-L chart that they can use to record their own notes.
3. Ask students what they know about the citizenship process and who can become a citizen and fill out the Know portion of the K-W-L chart.
4. Then ask students what they want to know, and fill out the Want to Know portion of the K-W-L chart.



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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Computer and projector- Speakers- Internet connection - USCIS Naturalization Video	<ul style="list-style-type: none">- Using Videos- Alternative: Chalk Talk

TEACHING ACTIVITY


1. Ask students what they think they need to know to become a citizen.
2. Before showing the video, tell students that they can prepare to become a citizen a long time before they actually apply. One of the main parts of the interview will involve speaking, reading and writing in English.
3. Show from 2:00 - 3:49 of the video that is provided by the USCIS). This section highlights the process of becoming a naturalized citizen.



<https://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test/becoming-us-citizen-overview-naturalization-process>

4. If you are unable to show the video, use Chalk Talk to tell a story about the requirements and process of becoming a naturalized citizen.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Computer and projector- Speakers- Internet connection - USCIS Naturalization Video	<ul style="list-style-type: none">- Using Videos- Alternative: Chalk Talk

TEACHING ACTIVITY


1. Referring to the video, have the class retell the parts they remember about naturalization and becoming a US citizen, trying to keep the information in order



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2. Review the section of the video again so that the class can see how they did. Add any missing keywords to the list on the board.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	- 10 Steps to Citizenship brochure - 10 Steps to Citizenship Match Up Cards 	- Match Up Cards - Think Aloud

TEACHING ACTIVITY


1. Let students know that there are 10 basic steps to the citizenship process once they determine they are eligible to become a “naturalized” citizen. Naturalization is the legal act of becoming a citizen of another country. In the United States, this is done through the office of U.S. Citizenship and Immigration Service or USCIS.
2. Present the 10 steps with one set of match-up cards on the board. Number 1 through 10 on the board, and as you read a step, write a keyword next to the number. For example, Number 1 could have the words “already a citizen.” Use the 10 Steps to Citizenship brochure as a reference to guide the activity. A PDF can be found here:



<https://www.uscis.gov/sites/default/files/USCIS/files/M-1051.pdf>

3. Do a Think Aloud with the Description cards and tape the Description card on the board next to the corresponding step. For example, “fill out the N-400 application for naturalization. I’m not sure what N-400 means, but I think it’s the citizenship application. I’ll put it next to the step for filling out that application.”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- 10 Steps to Citizenship Match Up Cards 	- Match Up Cards

TEACHING ACTIVITY

1. Students will now practice the basics of each of the 10 steps with just a few key words about each step. Explain that the steps go in chronological order from the beginning to




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the end of the Citizenship or Naturalization process.

2. Using a set of the 10 Steps to Citizenship Match Up Cards, select one Step card and choose two students to read different Definition cards. Make sure that one of the Definition cards is the correct match of the Step you chose.
3. Read the Step card and ask the students to read the definition cards aloud for everyone to hear.
4. Ask which Definition the students believe is an appropriate match for the Step you read.
5. For example, read the card that says, “apply for citizenship.” The student should read the card that says: “Mail the application, fees, photos and supporting documents”
6. Repeat the process with 2-3 more steps.
7. Explain that each Step card has a corresponding Definition card.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- 10 Steps to Citizenship Match Up Cards 	- Match Up Cards

TEACHING ACTIVITY

1. Put students in groups of 3-4 and give each group a complete set of the 10 Steps to Citizenship Match Up Cards.
2. Have each group put the steps in order and match each step with the correct definition.
3. Once all of the groups have finished, review the steps and their definitions.



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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Computer and projector- Speakers- Internet connection - USCIS Naturalization Video	<ul style="list-style-type: none">- Using Videos

TEACHING ACTIVITY

1. Give more detail about the interview process, and show part of the interview video to see what kind of English is required. Ask students to pay attention to how formal or informal the conversation is.
2. Show from 6:00 - 8:15 of the video that is provided by the United States Citizenship and Immigration Service (USCIS). This section highlights the actual interview. Explain that this office processes citizenship applications and performs the interviews.



<https://www.uscis.gov/citizenship/teachers/educational-products/uscis-naturalization-interview-and-test-video>

3. Ask students to tell you what makes the language of the interview formal or informal.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Chart Paper	<ul style="list-style-type: none">- KWL Chart

TEACHING ACTIVITY

1. Fill in some of the Learned portion of the K-W-L chart as a class. Have students fill in their own K-W-L charts as you go along.



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EXTENSION ACTIVITY

Time Frame	Materials	Teaching Strategies
15 - 30 min +	<ul style="list-style-type: none">- N-400 application- Red, green, and yellow Signal Cards- List of 100 Civics questions- 100 Civics questions flashcards	<ul style="list-style-type: none">- Authentic Materials- Brainstorming- Question Asking and Answering- Word Sorts- Signal Cards

TEACHING ACTIVITY #1: PRESENTING THE GOOD MORAL CHARACTER SECTION OF THE N-400 APPLICATION

1. Introduce the reason for the Good Moral Character section of the N-400 application, which has to do with being a law-abiding member of society.
2. As a class, brainstorm words a list of words and vocabulary related to breaking the law.
3. Present the main question categories from the moral character section of the N-400 application: identity verification, criminal background, and behavior in the community. Write each category on the board.
4. As a class, conduct a closed Word Sort. Read questions from the N-400 moral character section aloud. As a class, determine which category the question belongs in. Students should indicate their answers using Signal Cards - Green represents identity verification, yellow represents criminal background, and red represents behavior in the community.
5. Read at least 10 questions from the N-400 moral character section. Have students respond with a card for one of the three categories used in the word sort. If you have more time, review additional questions.



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TEACHING ACTIVITY #2: PRACTICING THE 100 CIVICS QUESTIONS

This section could be turned into a whole Citizenship course or a U.S. history and culture course. List of questions, flashcards and audio of the questions are available at the United States Citizenship and Immigration Services

 <https://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test>

The way this extension activity is structured, the class would need to have enough sets of flashcards for each group of 3 students to have a set.

1. Make notecards with the sections and subsections from the list of 100 questions

American Government: Principals of American Democracy, System of Government, Rights and Responsibilities

American History: Colonial Period and Independence, 1800s, Recent American History

Integrated Civics: Geography, Symbols, Holidays

2. Give each group of students a set of flashcards and work together to sort the questions into the sections and subsections.
3. Students can check their work by referring to the list of 100 questions.

