



Welcome to BIIN's Citizenship Classes!

We're so grateful that you decided to volunteer today.

First, make yourself a nametag and sign in on the volunteer sheet if you didn't already sign in online. Then sit anywhere.

Everything you need to know is in the facilitator guide for the week. Go to the correct week, and you'll find a guide that explains what you need to do, includes a copy of the handout that the students have, and a copy of the answers to all of the questions in the student handout.

When you see this icon in the facilitator guide:  That means the instructor will be talking to everyone.

When you see this icon:  You will be in your group, helping the students go through that material. Ask the instructor any time you have a question.

A few guidelines for your time:

1. **Speak slowly and clearly!** Give the students many opportunities to ask you to repeat yourself, clarify what you are saying, or explain words. One of the goals of the class is to *practice talking in English*, because that is how the interview will be conducted.
2. **Speak in English only!** Since the goal of the class is to practice English, once class has started, please only chat in English. You can use a word in another language now and then to help clarify the meaning of an English word, but please do not chat in another language during class time. We know that you only mean to be helpful, but it detracts from the learning experience if students don't have to practice their English.
3. **For the U.S. history and civics part of the class, focus most on the information covered on the test.** The purpose of the civics and history lessons is to learn the material to pass that portion of the exam. Having some context and background is helpful, and while more may be interesting, if the student is still learning the material, it may be confusing or overwhelming. If students want more information, great! But make sure it's clear that they only need to *remember* what's on the list of 100 questions.
4. **Please leave your politics, no matter what they may be, at the door.** Do not engage in political conversations or make any comments, positive or negative, about the materials in the course (particularly specific elected officials). We want everyone, no matter their background, to feel at home and welcome, and we appreciate your help. Do not wear clothing or accessories that advocate for a specific politician or political position.

Thank you so much for volunteering your time here at BIIN! We're so grateful for your help – we couldn't do this without you!

Facilitator Guide

BIIN Citizenship Classes – Session 1

Objectives

In this class we will:

1. Welcome students to the class, introduce ourselves, and begin to establish relationships among them and with us.
2. Distribute and explain Student Notebooks
3. Introduce the Interview and Test Components
4. Give overview and practice with USCIS section Symbols and Celebrations.

Materials





Flash cards 52, 64, 95-100

Posters: Pledge of Allegiance
92% Pass the First Time
It's MY Interview!

On whiteboard: link for <https://www.uscis.gov/citizenship>
Find Someone Who (handout)

Map of the colonies for each table from the facilitator binder

U.S. flag and U.S. wall map

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework
Q-#	Question on Civics Test

PART I – INTRODUCTION/ICE BREAKER

A. WELCOME



“Buenos Dias” – **Thank you** for your interest in becoming a citizen of the United States of America. Your decision to apply for U.S. citizenship is a very meaningful demonstration of your commitment to this country and we applaud your efforts.

Our class is designed to help you learn about the interview and test required to become a citizen. We will give you materials you can use on your own, too, because in our eight weeks together, we can just get you started.

As you prepare for U.S. citizenship, we will give you **information, some practice, and handouts** that will help you study for the civics [and English] portions of the naturalization interview.

Purpose of classes – We believe that the classes will help you: (1) know what to expect (**expectations**), (2) learn material that will be covered on the civics test (**knowledge**), and (3) become more comfortable with the process (**confidence**).

Today’s objectives:

1. Introduce the Interview and Test Components
2. Give overview and practice with USCIS section Symbols and Celebrations.

B. ICE BREAKER – GETTING TO KNOW YOU



“**Getting to Know You**” (20 minutes) – Students and volunteers walk around meeting each other and fill in “Find Someone Who” handout

Volunteers – Introduce Today’s Tutors

PART II – THE INTERVIEW PROCESS



- A. **Guest Speaker** (10 minutes) – If possible, a newly naturalized citizen to speak about process.
- B. **The Interview Belongs to You** (poster) and **92% Pass First Time** (poster)

Explain that the student has the right to ask for clarification, repetition of the question, and time to think. It is their interview! Explain that the government wants permanent residents to become citizens, to enjoy the rights and responsibilities of citizens. They are on your side for this interview.

- C. **Interview Process** – You have two opportunities to take the English and civics tests per application. If you fail any portion of the test during your first interview, you will be retested on only the portion of the test that you failed between 60 and 90 days from the date of your initial interview.

English class only: To become a naturalized citizen of the United States, you must pass the naturalization test, which is part of the naturalization interview. It consists of two parts:

1. **English ability** – During the interview, a USCIS officer will also test your ability to **read, write, and speak English**. Don't worry – your spelling and grammar do not need to be perfect! You just need to demonstrate that you can communicate in English (understand and be understandable).
2. **Civics Knowledge** – You will also be given a civics test in English (to test your knowledge and understanding of **U.S. history and government**). There are **100 civics** questions on the naturalization test. You will be asked up to 10 questions from the list of 100 questions. **You must answer correctly six (6) of the 10 questions** to pass the civics test.

We will talk more about these in the weeks to come.

BREAK (10 minutes)

PART III – CIVICS: SYMBOLS AND HOLIDAYS

Display a U.S. flag and a U.S. map in your classroom.

Student Handout: American Symbols and Celebrations (with answer key)

A. Module Introduction



An understanding of America's symbols and holidays is important. They provide background and more meaning to historical events and other landmark moments in U.S. history. The following section offers short lessons on our country's national symbols, and national holidays. Through visual symbols such as our flag and the Statue of Liberty, the values and history of the United States are often expressed. Finally, you will also learn about our national holidays and why we celebrate them. Most of our holidays honor people who have contributed to our history and to the development of our nation. By learning this information, you will develop a deeper understanding of the United States and its principles and freedoms.

B. Symbols



Briefly introduce the following:

- U.S. Flag
 - Flags are symbols for different things. What things do flags represent? (countries, states, teams, schools, ships, etc.)
 - What do you think of when you see this flag?
 - Do you know the phrase "stars and stripes"?
 - How many stars are on the flag? (50).
 - How many stripes are on the flag? (13).
- National Anthem/Star Spangled Banner
- Pledge of Allegiance
- 13 Colonies



Tutors: Work in small groups on the handouts, using this general guide.

1. **The American Flag (p. 1).** Go over the paragraph, reading each sentence twice out loud for the students to hear. Have the students repeat each line after you. Ask them what the colors are of the flag? (Write the answers for the students to copy.)

*In English-speaking class, point out that this vocabulary (**colors, red, white, blue**) is on the reading and writing portion of the test.*

Q-97. Why does the flag have 50 stars?

Q-96. Why does the flag have 13 stripes? (The stripes represent the original colonies.)

Q-64. There were 13 original states. Name three. (Show on wall map.)

Use the U.S. map on the wall to show the connection between the states and the stars. Have students come up to the map to show where the 13 colonies were located. Ask the students to name them or read them from the flip chart. Remind your students that they will only need to name three colonies for the Civics Test.

Q. What is the name of the national anthem? Explain the background of “The Star-Spangled Banner” and help the students with the pronunciation of the title.

2. The Pledge of Allegiance (p. 2).

In the handout, turn to ***Saying the Pledge of Allegiance*** (p. 2). Go over the paragraph, reading each sentence twice out loud for the students to hear. Have the students repeat each line after you.

Have the students examine the photograph and demonstrate the proper etiquette for reciting the pledge to a flag. Then model the pledge line by line. Have the students repeat after you several times until they feel comfortable saying it themselves without assistance.

Ask the students if they have a similar practice in their native country related to their flag. Ask for volunteers to demonstrate their customs or pledge.

Q-52. What do we show loyalty to when we say the Pledge of Allegiance?



Time permitting, review the new vocabulary in the matching exercise at the bottom of page 2 and discuss the meaning of the words in the pledge.



Point out that page 6 is a sheet where they can practice writing the Pledge of Allegiance.

3. The Statue of Liberty (p. 3)

Ask students what they think of when you see the Statue of Liberty? Have a student show where it is located on the U.S. map.

Discuss the photograph with the students. Explain that the United States is often called “a nation of immigrants.” Point out that the immigrant family in this early

1900s photograph most likely came to the United States by boat. Ask your students what different ways immigrants have come here and why they came.

Q-95. Where is the Statue of Liberty?



Time permitting, go over the paragraph, reading each sentence twice out loud for the students to hear. Have the students repeat each line after you.

C. National U.S. Holidays (p. 4)



b Introduce the topic U.S. Holidays. Explain that there are special holidays that are official federal holidays and distinguish them from other popular or religious holidays that many Americans celebrate.



Tutors: Work in small groups on the handouts, using this general guide. Ask your students: “Are there any holidays this month? Last month? Next month?”

Q-99. When do we celebrate Independence Day?

Q-100. Name two national U.S. Holidays. *(Important note: Make sure the students understand that on the Civics Test, the item Name two national U.S. holidays refers only to the ten official U.S. holidays and not to other popular holidays.)*



Time permitting, show a monthly calendar to find the 10 national holidays.

Turn in the handout to page 4, **National U.S. Holidays**. Show students the word holidays in the title and ask them to underline it. Ask the students what holiday means (special day, celebration).



Time permitting, review the paragraph line by line as described previously.

Discuss with your students what their favorite holiday is and why. Elicit from a couple of students different reasons why they like a certain holiday and repeat them back, as needed, in simple terms such as “*because my family is together, because we have special foods/music, because we remember/honor _____, because we go to church/mosque/shrine/temple.*”



Time permitting, ask them to talk with each other, using this dialogue form: “**What is your favorite holiday? My favorite holiday is _____ and Why do you like it? Because _____.**”

Turn to page 5, ***Complete the Chart—Holidays***. Review the ten national U.S. holidays and have the students tell you which month they occur. Then have them look up on the current year calendar to find the exact date each holiday occurs in the current year.



Time permitting, engage in discussion about the holidays. You can ask questions like **Do you have an Independence Day in your country? What holidays celebrate famous people in your country? Do you have a holiday to celebrate mothers and fathers?** and **What other holidays do you have in your country?**



Time permitting, using a calendar for the current year, practice the months of the year again, and for fun, have them name the months backwards starting with December. Then, go around the group and have each student name a month in the correct order.



They can fill in other popular holidays with their dates on the chart on page 5.

D. Flash Card Practice



Instruct students in your group to take turns reading a **flash card** to the group, and letting others answer. Be attentive to assist as needed and to clarify when they have questions. Red flash cards for this week are: **52, 64, 95-100**.

Concluding announcement: next week we watch a video of the interview process and talk about rights and responsibilities.

The American Flag



The American flag is an important symbol of the United States.

The flag has 13 red and white stripes.

The stripes represent the 13 original colonies.

There are 50 stars on the flag.

Each star represents a state.

Our national anthem is about the American flag.

The name of the national anthem is “The Star-Spangled Banner.”

The Star-Spangled Banner was written in 1814.

Saying the Pledge of Allegiance

We show loyalty to the flag when we say the Pledge of Allegiance.

This means that we promise to be loyal to the United States.

When we say it, we stand, turn toward the flag, and put our right hand over our heart.



★ ★ ★

**I pledge allegiance to the flag
of the United States of America
and to the Republic for which it stands
one nation under God, indivisible
with liberty and justice for all.**

★ ★ ★

*Saying the Pledge of Allegiance during a naturalization ceremony.
Courtesy of the USCIS Office of Citizenship.*

.....

Here are some special words from the pledge.

Practice these words with your teacher.

Match the words with the meanings.

- | | |
|---------------------------|---|
| <u> 3 </u> republic | 1. cannot be separated or divided |
| <u> </u> pledge | 2. loyalty |
| <u> </u> allegiance | ✓ 3. country where we elect our leaders |
| <u> </u> indivisible | 4. freedom |
| <u> </u> nation | 5. promise |
| <u> </u> liberty | 6. fairness or equality |
| <u> </u> justice | 7. country |

The Statue of Liberty

The Statue of Liberty is a famous symbol of the United States.

The Statue of Liberty is in New York Harbor on Liberty Island.

In 1886, France gave the statue to the United States.

It was a symbol of friendship between France and the United States.

Millions of immigrants saw the statue when they arrived in America.

Today, the Statue of Liberty is a symbol of freedom and democracy.



*An immigrant family looking at the Statue of Liberty in New York Harbor.
Courtesy of the USCIS Historical Library.*

National U.S. Holidays

There are ten national U.S. holidays.

On these holidays, many people do not work.

Most banks, schools, and government offices are closed on national holidays.

These holidays honor an important person or an event in U.S. history.

For example, the Declaration of Independence was signed on July 4.

Every year we celebrate Independence Day on July 4.

What is your favorite holiday? My favorite holiday is _____.

Why do you like it? Because _____.



*Families participate in an annual Independence Day parade in Garrett Park, Maryland.
Courtesy of the Newman family.*

Complete the Chart—Holidays

Look at a calendar for this year.

Write each holiday on the chart below. Write the exact date for this year.

Memorial Day	Labor Day	✓ New Year's Day	Veterans Day
Columbus Day	Presidents' Day	Martin Luther King, Jr. Day	
Independence Day	Christmas	Thanksgiving	

Month	Name of Holiday	Date of Holiday
January	New Year's Day	January 1, 20__
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

The Pledge of Allegiance

Copy the Pledge of Allegiance.

I pledge allegiance to the flag

of the United States of America

and to the Republic for which it stands

one nation under God, indivisible

with liberty and justice for all.



*A young boy saying the Pledge of Allegiance
at a naturalization ceremony in 1962.
Courtesy of the USCIS Historical Library,
BK9.4, Item 112.*

American Symbols and Celebrations Lesson Answer Key

The American Flag

Page 1

Reading text only

The American flag is an important symbol of the United States.

The flag has 13 red and white stripes.

The stripes represent the 13 original colonies.

There are 50 stars on the flag.

Each star represents a state.

Our national anthem is about the American flag.

The name of the national anthem is “The Star-Spangled Banner.”

The Star-Spangled Banner was written in 1814.

.....

Saying the Pledge of Allegiance

Page 2

We show loyalty to the flag when we say the Pledge of Allegiance.

This means that we promise to be loyal to the United States.

When we say it, we stand, turn toward the flag, and put our right hand over our heart.

★

I pledge allegiance to the flag
of the United States of America
and to the Republic for which it stands
one nation under God, indivisible
with liberty and justice for all.

★

Here are some special words from the pledge.

Practice these words with your teacher.

Match the words with the meanings.

- | | |
|----------------------|---------------------------------------|
| <u>3</u> republic | 1. cannot be separated or divided |
| <u>5</u> pledge | 2. loyalty |
| <u>2</u> allegiance | 3. country where we elect our leaders |
| <u>1</u> indivisible | 4. freedom |
| <u>7</u> nation | 5. promise |
| <u>4</u> liberty | 6. fairness or equality |
| <u>6</u> justice | 7. country |

The Statue of Liberty

Page 3

Reading text only

The Statue of Liberty is a famous symbol of the United States.

The Statue of Liberty is in New York Harbor on Liberty Island.

In 1886, France gave the statue to the United States.

It was a symbol of friendship between France and the United States.

Millions of immigrants saw the statue when they arrived in America.

Today, the Statue of Liberty is a symbol of freedom and democracy.

.....

National U.S. Holidays

Page 4

There are ten national U.S. holidays.

On these holidays, many people do not work.

Most banks, schools, and government offices are closed on national holidays.

These holidays honor an important person or an event in U.S. history.

For example, the Declaration of Independence was signed on July 4.

Every year we celebrate Independence Day on July 4.

What is your favorite holiday? My favorite holiday is answers vary.

Why do you like it? Because answers vary.

.....

Complete the Chart—Holidays

Page 5

Look at a calendar for this year.

Write each holiday on the chart below. Write the exact date for this year.

Memorial Day	Labor Day	✓ New Year's Day	Veterans Day
Columbus Day	Presidents' Day	Martin Luther King, Jr. Day	
Independence Day	Christmas	Thanksgiving	

Month	Name of Holiday	Date of Holiday (answers vary according to current year)
January	New Year's Day Martin Luther King, Jr. Day	January 1, 20__ January __, 20__
February	Presidents' Day	February __, 20__
March		
April		
May	Memorial Day	May __, 20__
June		
July	Independence Day	July 4, 20__
August		
September	Labor Day	September __, 20__
October	Columbus Day	October __, 20__
November	Veterans Day Thanksgiving	November 11, 20__ November __, 20__
December	Christmas	December 25, 20__

The Pledge of Allegiance

Page 6

Copy the Pledge of Allegiance.

I pledge allegiance to the flag
of the United States of America
and to the Republic for which it stands
one nation under God, indivisible
with liberty and justice for all.

Facilitator Guide

BIIN Citizenship Classes – Session 2

Objectives

In this class we will:

1. View a film of the interview process and learn about the structure of the test.
2. Practice questions for clarification
3. Learn the rights and responsibilities of a U.S. citizen
4. Learn about the separation of federal and state powers.

Materials





Flash cards **41-44, 49, 50, 53, 55-57, 94**

Video from USCIS

Questions for clarification handout for each student

Civics handout for each student

Posters: Pledge of Allegiance
 U.S. map and flag

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework
Q-#	Question on Civics Test

PART I – WELCOME/HOUSEKEEPING (10 minutes)



- A. As students arrive, please have them sign in and get (or make) name tags. Visit and make them feel welcome
- B. Pledge of Allegiance
- C. Invite any questions they may have over the previous week's material, go through the previous week's flashcards.

PART II – STRUCTURE OF THE TEST (30 minutes)



- A. Show USCIS film with Spanish subtitles (16 minutes)
<https://www.uscis.gov/citizenship/teachers/educational-products/uscis-naturalization-interview-and-test-video>
- B. Explain fees; emphasize that fees change and must be checked online. Show the fee waiver form: <https://www.uscis.gov/sites/default/files/files/form/i-912.pdf> and explain that they can apply for reduced fees if they qualify.
- C. Make special note of the warning not to confuse American notary publics with Mexican *notarios*.
- D. Review parts of test (English, civics and history). Explain that if they fail any portion they can retake *just that part of the test (the part they failed)* within 6 months without paying a new fee.

PART III – QUESTIONS FOR CLARIFICATION (10 minutes)



Remind them that “The Interview is Yours” and explain that they can ask the following questions during the interview (may role play to give examples):

- Please repeat that.
- Please spell that.
- Please speak more slowly.
- Please speak more loudly.
- I'm sorry. I don't understand.
- What does _____ mean?



Tutors: Work in small groups on the handouts, using this general guide. Explain that this is one of the ways “the interview is yours.” Read the sentences through, and then one at a time, asking the students to repeat each after you. Discuss what each one means. Perhaps role play with students, encouraging them to say statements to one another.

BREAK (10 minutes)

PART IV – CIVICS: Your Government and You

Student Handout: Democracy in the United States (with answer key)

A. Module Part 1 Introduction – Facilitator



I’m going to go over some information with you about our type of government, becoming a citizen, and the rights and responsibilities of citizens and responsibilities for everyone. Then you will spend time in your groups talking about these in more detail and practicing words to know and the civics questions for your test.

Different countries have different forms of government. By that, I mean how the government is organized or set-up and how people become leaders in that country and the types of responsibilities and rights the citizens have. In the United States the type of government we have is a representative democracy. Who knows what a democracy is?

The U.S. is a democracy where people vote for their leaders to represent them and their ideas in government. As a citizen, I can vote in elections for local (the city or county where I live), state (where I live), and national government leaders, such as people from my state to represent me in Congress and the U.S. President. We will learn more about this during today’s and other classes. When we do our group work, your tutors will go over page 1 of the handout that explains more about Democracy in the United States.

Briefly Introduce Concepts – Facilitator



a. Becoming a U.S. Citizen

Earlier this morning we watched a video that went through the test/interview process for becoming a citizen, a process called *naturalization*. When you pass the test, you have a *swearing in* ceremony. What is a thing we have practiced that you will say at your swearing in ceremony? The Pledge of Allegiance. Your

tutors will also talk about other promises you will be asked to make when you become a US citizen. Does anyone have any ideas as to what these might be? (defend the Constitution, obey the laws, serve in the military if needed)

b. Rights and Responsibilities of Citizens

You and your tutors will talk about rights and responsibilities that citizens of the US have that are not available to people living here who are not citizens. Ask: What is a right? What is a responsibility? Does anyone have some ideas about what some of the rights of citizens are? (voting, run for federal office, serve on a jury)

c. Responsibilities for Everyone Here

Even if you are not a citizen, as someone living in the US, that person has certain responsibilities. What might some of these be? (obey the laws, Selective Service, federal income taxes)



TUTORS – Work in small groups on the handouts, using this general guide.

1. Democracy in the United States - p.1

- a. Read the sentences on p.1 of the handout. Reread, have them repeat the sentences to you out loud and practice reading out loud. Help students understand the vocabulary. Then address the flash card questions.¹

2. Becoming a U.S. Citizen – p.2

- a. Ask students why they want to become citizens. Offer other reasons someone may want to pursue citizenship (passport, patriotism, belonging, voting, etc.). Again, involve everyone, help practice English and become comfortable with vocabulary.
- b. Review the process for becoming a citizen (listed on p. 2 of handout).

3. Rights and Responsibilities of Citizens – p.3

- a. In the U.S., there are certain rights and responsibilities that are only for U.S. citizens. Review items on p.3 of the handout. Explain the difference between a right and a responsibility. Suggest having students repeat the definitions/differences for these terms.

- b. Address the flash card questions. Note:

*A **right** is a privilege/freedom that is protected by law (free speech, freedom of religion, etc.). A **responsibility** is a duty or something you should do to be good citizen that contributes to society (as recycling, not littering, etc.). Voting is both a right and a responsibility.*

(<http://www.brainpopjr.com/socialstudies/citizenship/rightsandresponsibilities/preview.weml>)

OPTIONAL for English-speakers: have students fill out p.9 in the handout (copy the question and the answer). This is included in the handouts so that students may practice writing.

4. Responsibilities for Everyone Here – p.4

- a. In the U.S., there are responsibilities that apply to everyone: obeying the law is one of these responsibilities. By obeying the laws, society functions as it should. Review the items on p.4 of the handout stressing that there are local, state, and federal laws that everyone must obey.
- b. Two important laws that apply to everyone include Selective Service and paying federal income tax. (See the flash card questions.)
- c. Vocabulary: review the vocabulary on the image at the bottom of p.4: first name, last name, home address, city, etc. These are items completed on the citizenship application and should be asked during the interview.

B. Module Part 2 Introduction – Facilitator 

Reconvene the class. Review flash cards. Check for questions.

Briefly Introduce Concepts – Facilitator 

Under the US Constitution, the Supreme, or highest law in our land, the powers of the government are divided up between the federal government and the state government. We will learn more about the Constitution in later lessons. For now, let's talk about these two levels of government and some of the powers they have. [Using the map, point out the difference between federal and state and the location of the national capital and the Texas capital.] Why might the federal and state powers be different? Why would one level of government be in charge of certain types of things while another level of government is in charge of others? [Allow responses.]

When you break into your small groups, you'll learn more about these reasons and some of the specific divisions, or differences, between the powers of the federal and state government. You'll also learn about our Texas state government. As part of that, you'll be introduced to the three levels of government – executive, legislative, and judicial [Write on board and give brief explanation.] We'll also have lessons on this that go into more detail later so there's no need to worry if it doesn't make complete sense now. So for now, work through pages 5 & 6 and the flash cards that go with those pages. If there is time, start on page 8, otherwise pages 7 and 8 are for practice at home.



TUTORS – Work in small groups on the handouts, using this general guide.

1. Dividing the Power of Government – p.5

- a. In the U.S., federal and state government have the power (control, leaders, decision making) to create laws. Review the items on p.5. Using the charts and illustrations on p.5, address the following:

Federal: national, the whole country.

State: Texas is part of the U.S., but with its own government.

- b. Using the maps on display, ask them to find their native country and the U.S. Ask them for the name of the capital of their native country, and for the name of the capital of the United States. Stress that the following is a question on the citizenship exam:

2. Your State Government– p.6

- a. Review items on p.6. Explain that the President of the U.S. is in charge of the whole country, and that the governor of each state is in charge of that state. Start by asking them in what state they live now and proceed to ask the following questions, and have them fill out the bottom of p.6 with the correct answers:

3. For review/homework – p.7 & 8

- a. P.8 in the handout contains 7 questions that can serve as a review of the items covered for the civics exam. This can be done individually in class or as homework.
- b. The word search on p.7 consists of vocabulary words that students should recognize. This could be assigned as homework.



Facilitator: Reconvene the class. Review Flash Cards. Next week is George Washington!

Democracy in the United States

The United States is a representative democracy.

This means that our government is elected by citizens.

Here, citizens vote for their government officials.

These officials represent the citizens' ideas and concerns in government.

Voting is one way to participate in our democracy.

Citizens can also contact their officials when they want to support or change a law.

Voting in an election and contacting our elected officials are two ways that Americans can participate in their democracy.



*Voting booth in Atascadero, California, in 2008. Photo by Ace Armstrong.
Courtesy of the Polling Place Photo Project.*

Becoming a U.S. Citizen



Taking the Oath of Allegiance at a naturalization ceremony in Washington, D.C.

Courtesy of USCIS.

The process required to become a citizen is called naturalization.

To become a U.S. citizen, you must meet legal requirements.

You must complete an interview with a USCIS officer.

You must also pass an English and Civics test.

Then, you take the Oath of Allegiance.

This means that you promise loyalty to the United States.

When you become a U.S. citizen, you also make these promises:

- ★ give up loyalty to other countries
- ★ defend the Constitution and laws of the United States
- ★ obey the laws of the United States
- ★ serve in the U.S. military (if needed)
- ★ do important work for the nation (if needed)

After you take the Oath of Allegiance, you are a U.S. citizen.

Rights and Responsibilities of Citizens

Voting is one important right and responsibility of U.S. citizens.

Another right of all citizens is running for federal office.

Many naturalized citizens are elected to federal office.

However, to be president or vice president, you must be born in the United States.

One responsibility of all citizens is to serve on a jury.

This means that you can help decide the result of a court case.

Only citizens can serve on a jury.



U.S. Representative Dalip Singh Saund was born in India. He served in Congress from 1957 to 1962.

Courtesy of the Library of Congress, LC-USZ62-102603



The jury box in the Howard M. Metzenbaum U.S. Courthouse, Cleveland, Ohio.

Courtesy of the Library of Congress, LC-DIG-highsm-10671.

Responsibilities for Everyone Here

Everyone in the United States has responsibilities.

It is everyone's responsibility to obey laws in the United States.

There are local laws in your community.

There are state laws and federal laws.

Here are two important federal laws:

1. All men between 18 and 26 must register for the Selective Service.
This means that they are ready to serve in the military if our country needs them. Men must register for the Selective Service even if they are not citizens.
2. Every year, people must send in federal income tax forms by April 15.
The government uses this money for the U.S. military, schools, and other programs.

Form **1040** Department of the Treasury—Internal Revenue Service (99)
U.S. Individual Income Tax Return

Your first name and initial	Last name
If a joint return, spouse's first name and initial	Last name
Home address (number and street). If you have a P.O. box, see instructions.	
City, town or post office, state, and ZIP code.	

Dividing the Power of Government

Federal and state laws control and protect different parts of people's lives.

Our Constitution explains the powers that the federal government has when it makes laws.

Federal powers are for things that must be the same for the whole country.

For example, the whole country needs one system for its money.

State powers are for things that can be different in each state.

For example, states can have different systems for giving driver's licenses.

Federal Powers

- to print money
- to declare war
- to create an army
- to make treaties

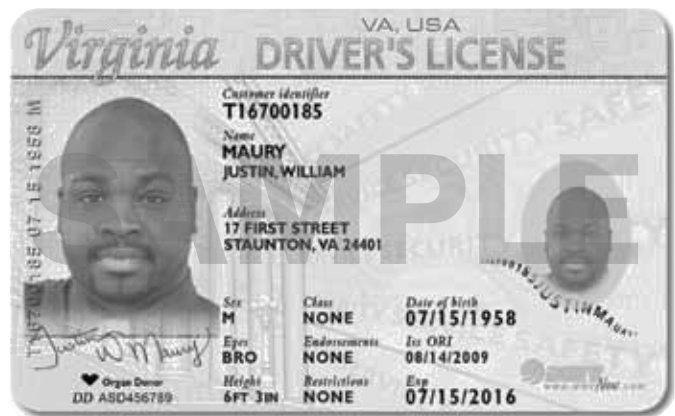
One Example
of Federal Powers



State Powers

- provide schooling and education
- provide protection (police)
- provide safety (fire departments)
- give a driver's license
- approve zoning and land use

One Example
of State Powers



Driver's License from the Commonwealth of Virginia.

Your State Government

The capital of the United States is Washington, D.C.

Each state and territory has its own capital.

Most state governments are similar to the federal government.

Most state governments have three branches of government: executive, legislative, and judicial.

The Governor is in charge of the executive branch of the state.



*State Capitol building in Lincoln, Nebraska.
Courtesy of the Library of Congress, LC-DIG-highsmith-04814.*

*Aerial view of Washington, D.C.
Courtesy of the Library of Congress, LC-DIG-highsmith-11563.*

Fill in the information about your state.

I live in _____.

The capital of my state is _____.

The Governor of my state is _____.

Word Search—Your Government and You

Find these words in the puzzle.

The words are down (↓) or across (→).

Circle the words.

Word Bank

CAPITAL



CONSTITUTION

FEDERAL

GOVERNOR

JURY

LAWS

LOYALTY

POWER

RESPONSIBILITY

RIGHT

STATE

TAXES

VOTE

CITIZEN

M	C	L	A	W	S	Q	H	Z	R	I	G	H
I	O	J	V	T	V	F	R	X	E	B	W	Q
I	N	P	O	F	K	V	A	P	S	H	J	T
C	S	J	T	E	Z	Q	G	H	P	Z	N	G
V	T	T	E	P	L	C	O	S	O	V	F	O
D	I	A	F	O	O	Q	V	J	N	U	S	F
X	T	X	W	W	Y	Z	E	U	S	Y	T	E
F	U	E	P	E	A	E	R	R	I	A	A	D
X	T	S	X	R	L	A	N	Y	B	E	T	E
R	I	G	H	T	T	P	O	S	I	X	E	R
M	O	Z	Z	J	Y	P	R	Z	L	K	F	A
N	N	O	V	S	E	C	A	P	I	T	A	L
L	C	I	T	I	Z	E	N	D	T	N	P	X
X	Y	I	W	P	F	Z	L	P	Y	X	L	V

Give One Example—Review

Give one example for each sentence below.
There can be more than one correct answer.
Discuss your answers with your class.

Give one example of a U.S. President. **George Washington**

1. Give one example of a state capital. _____
2. Give one example of a federal power. _____
3. Give one example of a state power. _____
4. Give one example of a right only for U.S. citizens.

5. Give one example of a responsibility only for U.S. citizens.

6. Give one example of a way that Americans can participate in their democracy.

7. Give one example of a promise you make when you become a U.S. citizen.

Right

Copy the word.

right

r _____

ri _____

rig _____

righ _____

right _____

Copy the Civics Test item and answer.

Name one right only for United States citizens.

_____.

Vote in a federal election.

_____.



Your Government and You Lesson Answer Key

Democracy in the United States

Page 1

Reading text only

The United States is a representative democracy.

This means that our government is elected by citizens.

Here, citizens vote for their government officials.

These officials represent the citizens' ideas and concerns in government.

Voting is one way to participate in our democracy.

Citizens can also contact their officials when they want to support or change a law.

Voting in an election and contacting our elected officials are two ways that Americans can participate in their democracy.

.....

Becoming a U.S. Citizen

Page 2

Reading text only

The process required to become a citizen is called naturalization.

To become a U.S. citizen, you must meet legal requirements.

You must complete an interview with a USCIS officer.

You must also pass an English and Civics test.

Then, you take the Oath of Allegiance.

This means that you promise loyalty to the United States.

When you become a U.S. citizen, you also make these promises:

- ★ give up loyalty to other countries
- ★ defend the Constitution and laws of the United States
- ★ obey the laws of the United States
- ★ serve in the U.S. military (if needed)
- ★ do important work for the nation (if needed)

After you take the Oath of Allegiance, you are a U.S. citizen.

.....

Rights and Responsibilities of Citizens

Page 3

Reading text only

Voting is one important right and responsibility of U.S. citizens.

Another right of all citizens is running for federal office.

Many naturalized citizens are elected to federal office.

However, to be president or vice president, you must be born in the United States.

One responsibility of all citizens is to serve on a jury.
 This means that you can help decide the result of a court case.
 Only citizens can serve on a jury.

Responsibilities for Everyone Here

Page 4

Reading text only

Everyone in the United States has responsibilities.
 It is everyone’s responsibility to obey laws in the United States.
 There are local laws in your community.
 There are state laws and federal laws.
 Here are two important federal laws:

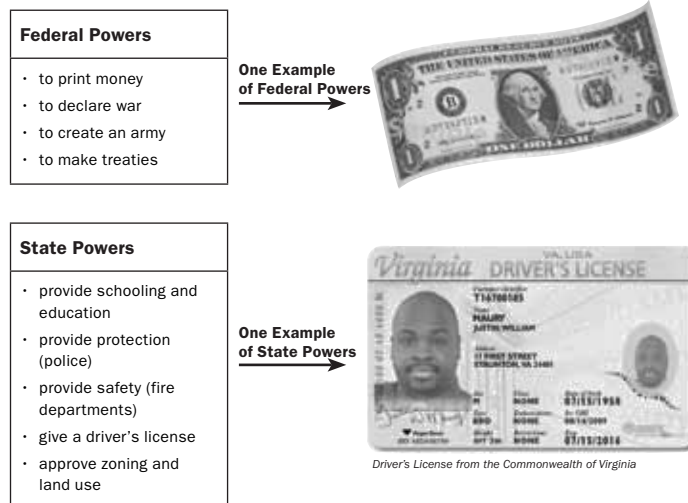
1. All men between 18 and 26 must register for the Selective Service.
 This means that they are ready to serve in the military if our country needs them. Men must register for the Selective Service even if they are not citizens.
2. Every year, people must send in federal income tax forms by April 15.
 The government uses this money for the U.S. military, schools, and other programs.

Dividing the Power of Government

Page 5

Reading text only

Federal and state laws control and protect different parts of people’s lives.
 Our Constitution explains the powers that the federal government has when it makes laws.
 Federal powers are for things that must be the same for the whole country.
 For example, the whole country needs one system for its money.
 State powers are for things that can be different in each state.
 For example, states can have different systems for giving driver’s licenses.



Your State Government

Page 6

The capital of the United States is Washington, D.C.

Each state and territory has its own capital.

Most state governments are similar to the federal government.

Most state governments have three branches of government: executive, legislative, and judicial.

The Governor is in charge of the executive branch of the state.

Fill in the information about your state.

I live in answers vary.

The capital of my state is answers vary.

The Governor of my state is answers vary.

Word Search—Your Government and You

Page 7

Find these words in the puzzle.

The words are down (↓) or across (→).

Circle the words.

Word Bank

CAPITAL

✓ **CONSTITUTION**

FEDERAL

GOVERNOR

JURY

LAWS

LOYALTY

POWER

RESPONSIBILITY

RIGHT

STATE

TAXES

VOTE

CITIZEN

M	C	L	A	W	S	Q	H	Z	R	I	G	H
I	O	J	V	T	V	F	R	X	E	B	W	Q
I	N	P	O	F	K	V	A	P	S	H	J	T
C	S	J	T	E	Z	Q	G	H	P	Z	N	G
V	T	T	E	P	L	C	O	S	O	V	F	O
D	I	A	F	O	O	Q	V	J	N	U	S	F
X	T	X	W	W	Y	Z	E	U	S	Y	T	E
F	U	E	P	E	A	E	R	R	I	A	A	D
X	T	S	X	R	L	A	N	Y	B	E	T	E
R	I	G	H	T	T	P	O	S	I	X	E	R
M	O	Z	Z	J	Y	P	R	Z	L	K	F	A
N	N	O	V	S	E	C	A	P	I	T	A	L
L	C	I	T	I	Z	E	N	D	T	N	P	X
X	Y	I	W	P	F	Z	L	P	Y	X	L	V

Give One Example—Review

Page 8

Give one example for each sentence below.
There can be more than one correct answer.
Discuss your answers with your class.

Give one example of a U.S. President. **George Washington**

1. Give one example of a state capital. answers vary
2. Give one example of a federal power. to print money, to declare war, to create an army, to make treaties
3. Give one example of a state power. provide schooling and education, provide protection (police), provide safety (fire departments), give a driver's license, approve zoning and land use
4. Give one example of a right only for U.S. citizens. vote in a federal election, run for federal office
5. Give one example of a responsibility only for U.S. citizens. serve on a jury, vote in a federal election
6. Give one example of a way that Americans can participate in their democracy. vote, join a political party, help with a campaign, join a civic group, join a community group, give an elected official your opinion on an issue, call Senators and Representatives, publicly support or oppose an issue or policy, run for office, write to a newspaper
7. Give one example of a promise you make when you become a U.S. citizen. give up loyalty to other countries, defend the Constitution and laws of the United States, obey the laws of the United States, serve in the U.S. military (if needed), serve (do important work for) the nation (if needed), be loyal to the United States

.....

Right

Page 9

Copy the word.

right

Copy the Civics Test item and answer.

Name one right only for United States citizens.

Vote in a federal election.

Facilitator Guide

BIIN Citizenship Classes – Session 3

Objectives





In this class we will:

1. Learn some important words that begin many questions that might be asked in the interview and English test
2. Learn some key instructions/commands that may be given in the interview.
3. Learn about George Washington's life and the importance of Washington's role in U.S. history
4. Locate and label Washington State, Washington, DC, East Coast and West Coast on map
5. Explore ways that Washington is honored using money, paintings, and famous landmarks
6. Identify names of other important presidents in U.S. history
7. Identify the current U.S. president
8. Identify the date and presidents honored on Presidents' Day

Materials

Flash cards **28-30, 32, 58, 59, 61, 69, 70, 87, 92**

Posters: Pledge of Allegiance
 U.S. map and world map
 President and Vice President portrait

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework
Q-#	Question on Civics Test

PART I – WELCOME/HOUSEKEEPING (10 minutes)



- A. As students arrive, have them sign in and make name tags. Visit and make them feel welcome.
- B. Pledge of Allegiance
- C. Invite any questions they may have over the previous week's material.

PART II – QUESTIONS AND COMMANDS



The first way the officer will determine ability to understand English is by giving commands (instructions) that the applicant must follow. Although there are various ways of phrasing common commands in real-life situations (“Please be seated” could also be “Please sit down” or “Have a seat”), we recommend teaching beginning students the exact wording that is used online in the audio script they can practice at home. Remind the students that since each person's case is different, every naturalization interview is unique. In their interview, an officer may use these or phrase the request in a different way. This is not a complete list of the commands or requests an officer might make during an interview, but it is a good core group.

As you read aloud each of the following sentences, have the co-facilitator or a tutor demonstrate the action. Ask the students whether they understand each command as you go, and explain as needed.

- | | |
|----------------------------------|------------------------------|
| 1. Please be seated. | 6. Write this sentence here. |
| 2. Please hand me your passport. | 7. Raise your right hand. |
| 3. Read this sentence. | 8. Please remain standing. |
| 4. Please follow me. | 9. Sign your name here. |
| 5. Please print your name. | 10. Please wait here. |



Activity 1. Instructions or Commands

Have the students turn to the “Understanding commands for the naturalization interview” handout (with pictures) in their packets. Each command block has four possible pictures, with a letter for each. As you read the commands, the students are to circle the correct illustration.

- | | |
|----------------------------------|------------------------------|
| 1. Please be seated. | 6. Write this sentence here. |
| 2. Please hand me your passport. | 7. Raise your right hand. |
| 3. Read this sentence. | 8. Please remain standing. |
| 4. Please follow me. | 9. Sign your name here. |
| 5. Please print your name. | 10. Please wait here. |

Activity 1. Answer Key (Note: for reference, the incorrect options are listed in parentheses below each item.)

1. **B. Please be seated.**
(A. Raise your right hand. C. Hand me your passport. D. Follow me.)
2. **D. Please hand me your passport.**
(A. Hand me your application. B. Raise your right hand. C. Remain standing.)
3. **A. Read this sentence.**
(B. Sign your name here. C. Raise your right hand. D. Hand me your passport.)
4. **C. Please follow me.**
(A. Remain standing. B. Be seated. D. Write this sentence here.)
5. **D. Please print your name.**
(A. Be seated. B. Hand me your application. C. Raise your right hand.)
6. **C. Write this sentence here.**
(A. Read this sentence. B. Sign your name here. D. Be seated.)
7. **B. Raise your right hand.**
(A. Raise your left hand. C. Hand me your passport. D. Be seated.)
8. **C. Please remain standing.**
(A. Follow me. B. Be seated. D. Sign your name here.)
9. **A. Sign your name here.**
(B. Write this sentence here. C. Hand me your green card. D. Hand me your application.)
10. **D. Please wait here.**
(A. Sign your name here. B. Follow me. C. Be seated.)

BREAK (10 minutes)

PART III – CIVICS

A. GEORGE WASHINGTON (45 minutes)

*This lesson is designed to teach about George Washington as a man and as a leader. It highlights the impact that Washington made on our country as well as his enduring legacy over time. The visuals (photos, paintings, etc.) illustrate the teaching points (Civics items). The short “Reading Paragraphs” with pictures help students grasp the main ideas without having to worry about recognizing spelling or pronouncing every single new word perfectly. The critical issue is that students be able to recognize and answer the Civics Test items correctly. For example, in the readings on the Washington Monument, the dates of construction are included **not** because the students must know those details, but rather to demonstrate that hundreds of years after his death, Americans still honor the first president.*

*The Literacy Level Writing Practice handouts **George Washington, President and Father of Our Country** help beginners practice spelling and handwriting while using content words from the lesson and should be assigned as homework.*



Today we are going to learn about a very important leader of our country at its beginning. George Washington was the Commander in Chief (leader) of the colonial Army. He was the first Commander in Chief of the United States military. In 1783, The United States, under his leadership, **declared victory over England.** The colonists won the war (the American Revolution) and the United States became an independent country. He became the first president of the United States and is considered the father of our country.

Explain that the Commander in Chief is the leader of the military. A president is also a leader, the leader of our government.

George Washington was a very important man and we remember him in many different ways. Ask students where they have seen or heard the name of Washington. Depending on their answers, ask them:

On the map of the United States, point out Washington, DC. Tell them that they should always say the complete name (Washington, DC) to avoid confusing the capital with the State of Washington. Point out the State of Washington on the map. By knowing that Washington is also a state in the Northwest, they can answer this exam question:



TUTORS – Work in small groups on the handouts, using this general guide.

Page 1 (George Washington's Life): Review the sentences to reinforce vocabulary and content. For example, mention that every February we remember/honor George Washington on Presidents' Day; this is a holiday (and a partial answer to exam question **Q-100: Name two national U.S. holidays.**). Or, for instance, that Washington was born in Virginia, one of the original 13 states (a partial answer to **Q-64: There were 13 original states. Name three.**).

Page 2: Emphasize the first paragraph, stating that Washington was the most important general in the fight for independence from England. This made him an obvious choice to become the first president of the United States. (*Skip the second paragraph on pg. 2*)

Pages 3-4 (We Honor George Washington): Go over the various ways in which Washington is honored today. Show them a \$1 bill and a quarter, show them the map, mention universities (University of Washington, etc.), etc.

Page 5-6 (George Washington: Special Places): Talk about monuments that honor Washington.

Page 7: To review, ask them to take the quiz. Do it orally if required.



Page 8-10 Homework: Tell them they can practice writing at home.

Facilitator (10 minutes)



Reconvene the class. Review Flash Cards. Class Wrap Up.

Next week we cover question words and Thomas Jefferson!

Questions for clarification

Please repeat that.

Please spell that.

Please speak more slowly.

Please speak more loudly.

I'm sorry. I don't understand.

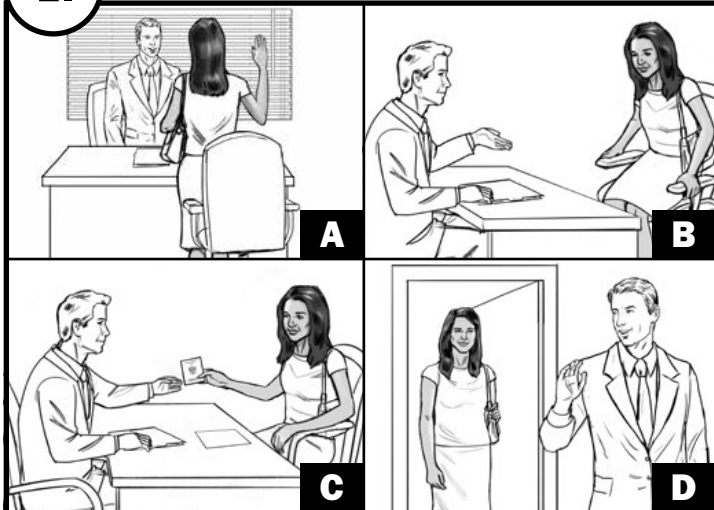
What does _____ mean?

Understanding Commands for the Naturalization Interview

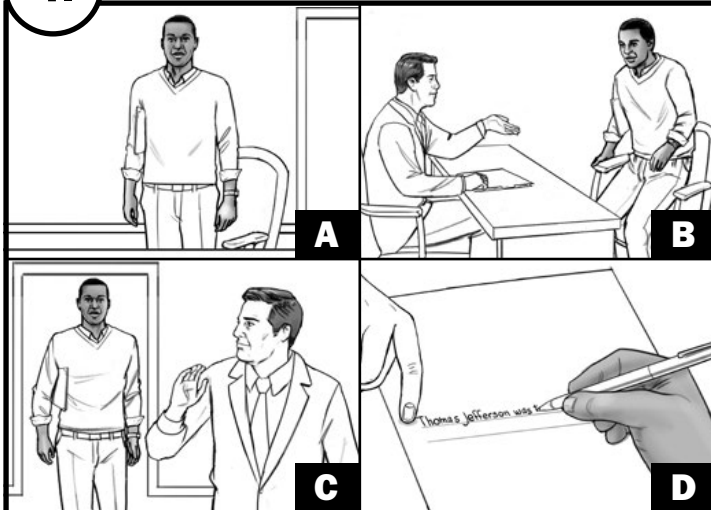
Hard-Copy Version of the Online Practice Test

Instructions to the student: Listen to the sentence. Circle the correct picture.

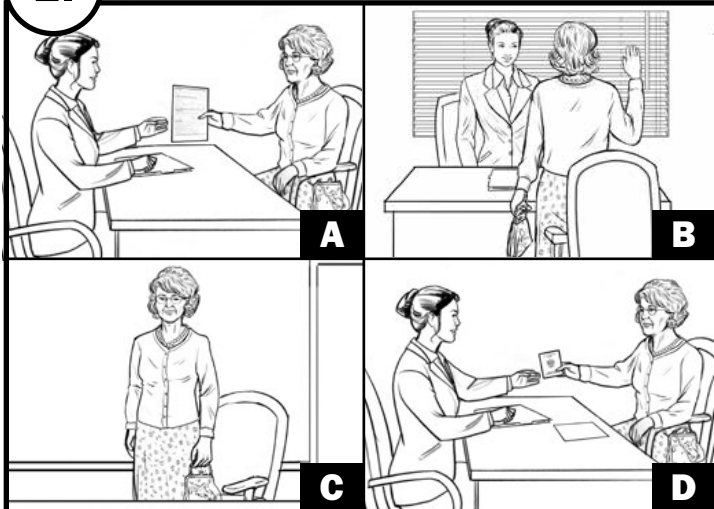
1.



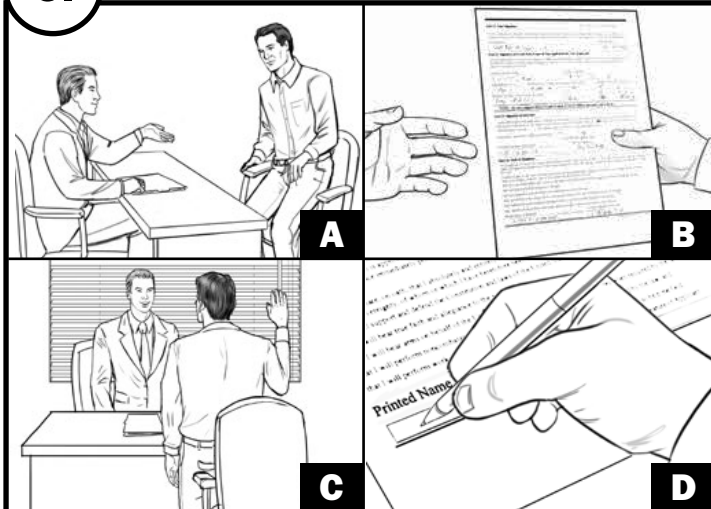
4.



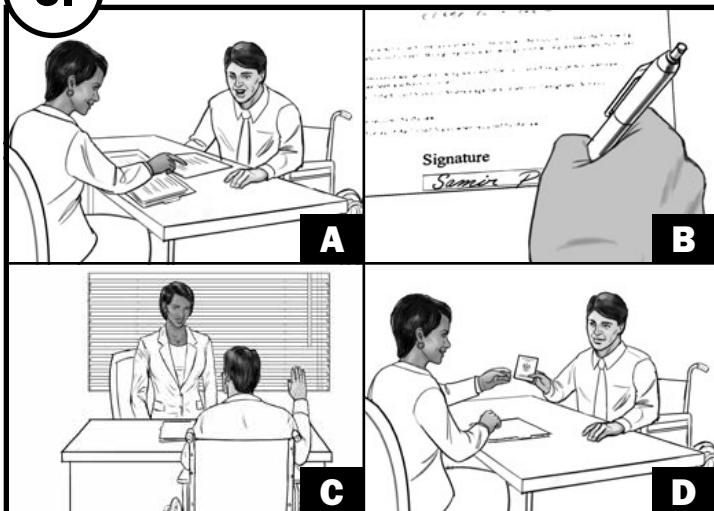
2.



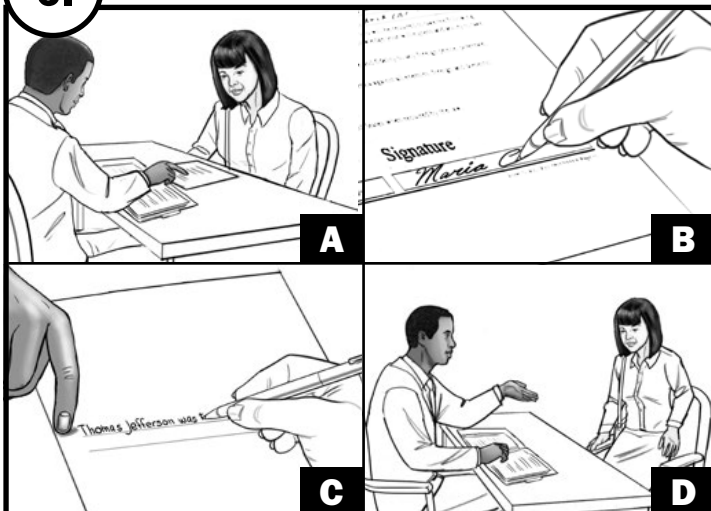
5.



3.

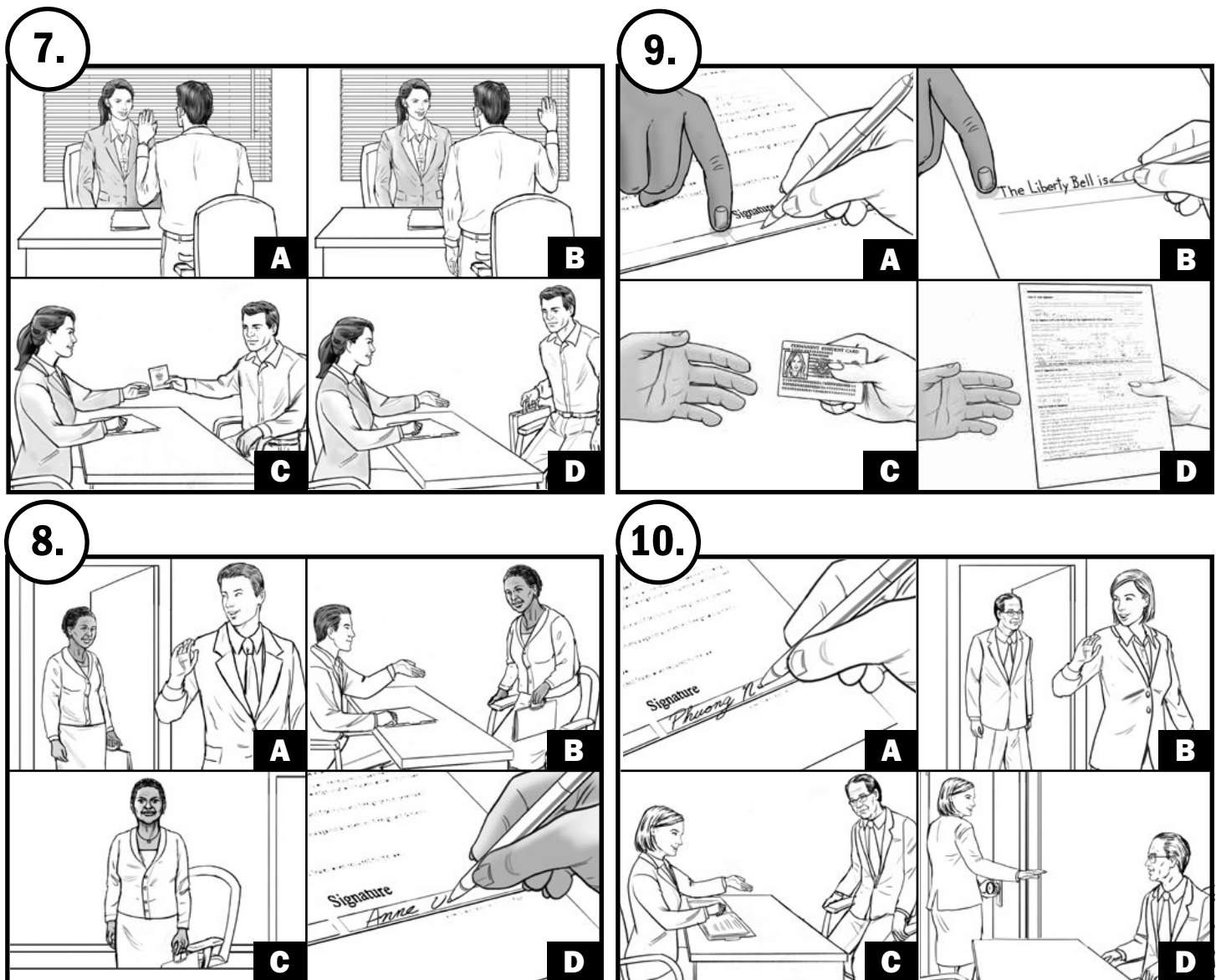


6.



Understanding Commands for the Naturalization Interview

Hard-Copy Version of the Online Practice Test (continued)



Note to teacher: This is the hard-copy version of the online practice test “Understanding Commands for the Naturalization Interview” found on the USCIS Citizenship Resource Center at www.uscis.gov/citizenship.

For Teacher Use

Answer Key and Audio Script for the Online and Hard-Copy Versions: Understanding Commands for the Naturalization Interview

The online practice test “Understanding Commands for the Naturalization Interview” can be found on the USCIS Citizenship Resource Center at www.uscis.gov/citizenship.

Instructions to the teacher: Read aloud each bolded sentence in the audio script below. Have the students listen and circle the correct illustration for each command.

Answer Key and Audio Script

Note: For reference, the incorrect options are listed below each item.

- 1. Please be seated.** (correct answer — B)
A. Raise your right hand. C. Hand me your passport. D. Follow me.
- 2. Please hand me your passport.** (correct answer — D)
A. Hand me your application. B. Raise your right hand. C. Remain standing.
- 3. Read this sentence.** (correct answer — A)
B. Sign your name here. C. Raise your right hand. D. Hand me your passport.
- 4. Please follow me.** (correct answer — C)
A. Remain standing. B. Be seated. D. Write this sentence here.
- 5. Please print your name.** (correct answer — D)
A. Be seated. B. Hand me your application. C. Raise your right hand.
- 6. Write this sentence here.** (correct answer — C)
A. Read this sentence. B. Sign your name here. D. Be seated.
- 7. Raise your right hand.** (correct answer — B)
A. Raise your left hand. C. Hand me your passport. D. Be seated.
- 8. Please remain standing.** (correct answer — C)
A. Follow me. B. Be seated. D. Sign your name here.
- 9. Sign your name here.** (correct answer — A)
B. Write this sentence here. C. Hand me your green card. D. Hand me your application.
- 10. Please wait here.** (correct answer — D)
A. Sign your name here. B. Follow me. C. Be seated.

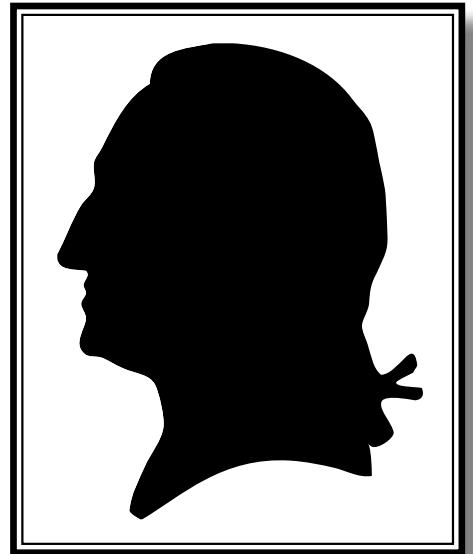
George Washington's Life

George Washington was an important leader in American history.

He was our first pre _____.

He is the "Fa_____ of Our Cou_____."

Every Feb_____, we remember George Washington on Presidents' Day.



George Washington.

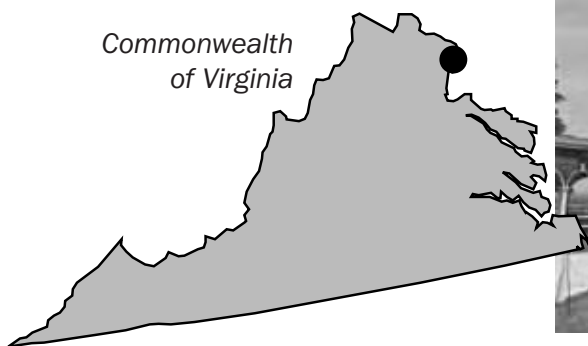
.....

Washington was born in Vi_____ in 17_____.

He was a farmer in Virginia.

His farm was called Mount Vernon.

Many people come to Mount Ve_____ every year.



Mount Vernon, Virginia.



Washington wanted indep_____ from Great Britain.

He was a gen_____ in the Revolutionary War.

He fought with the colonists against the British.

The colonists did not want high ta_____.

.....

In 17____, Washington and other leaders signed the
Const_____.

In 17____, he became the first president of the
Un_____ St_____.

He was president from 17____ to 17_____.

After that, he returned to Mount Vernon to live.

In 17____, Washington got sick and died.

*"Washington Crossing the Delaware"
by Emanuel Leutze.*



*"Washington's Inauguration at
Philadelphia" by J.L.G. Ferris.
Courtesy of the Library of Congress,
LC-USZC4-12011.*



*Washington's Tomb at Mount Vernon.
Courtesy of Mount Vernon Ladies' Association,
George Washington's Mount Vernon: Estate and Gardens.*

We Honor George Washington

We remember and honor George Washington in many ways.

The name **George Washington** is very famous and popular.

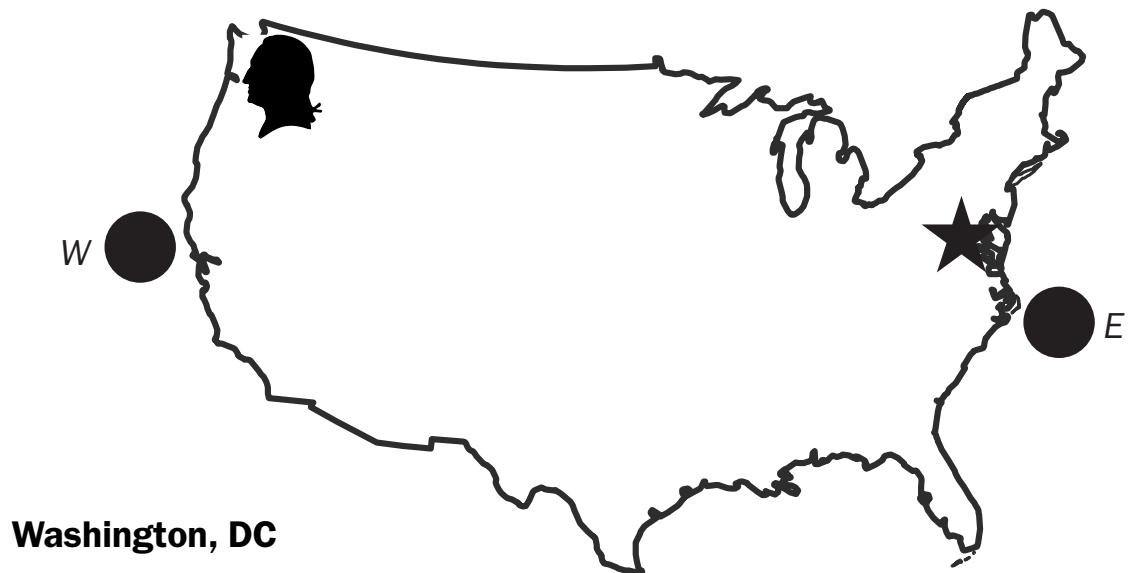
Universities and roads have his name.

Airports and hospitals have his name.

What are other examples? _____

On the **East Coast**, our nation's capital was named Wa_____, DC, in 18_____.

On the **West Coast**, a new state was named Wa_____ in 18_____.



Washington, DC

East Coast

West Coast

Read the words.

Find the matching symbol.

Connect the word and the symbol.

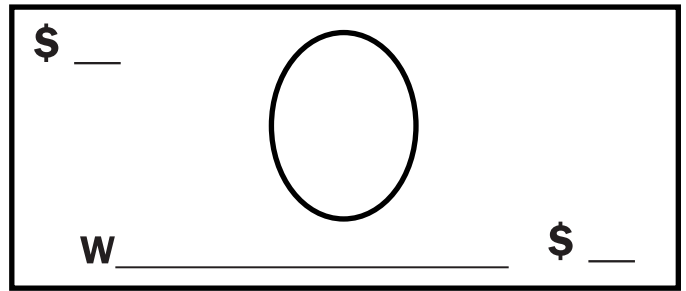
Washington State

We see George Washington every day.

His picture is everywhere.

Look at a \$1 bill. Look at a \$5 bill.

Look at a \$10 bill. Look at a \$20 bill.



1. What money shows George Washington's face? \$1 \$5 \$10 \$20

2. Write Washington's name on this paper money.

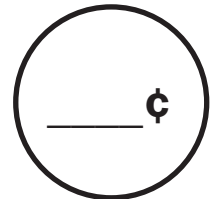
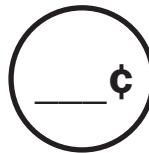
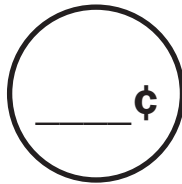
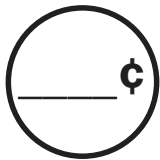
Look at one penny (1¢). Look at one nickel (5¢).

Look at one dime (10¢). Look at one quarter (25¢).

Put the coins on the circle where they belong.

1. What coin shows George Washington's face? 1¢ 5¢ 10¢ 25¢

2. Write the value and presidents' names.



Copy.



one dollar bill = \$1

o _____ d _____ b _____ \$ _____

one quarter = 25 cents



o _____ q _____ _____

George Washington—Special Places



The Washington Monument honors our first president.

The monument is in Wa_____, DC.

The monument was started in 18_____.

The monument was finished in 18_____.

It has _____ steps inside and _____ flags outside.

You can go to the top of the monument.

You can see everything in Washington, DC.

Many people come to the Was_____ Mon_____ every year.

*The Washington Monument
about 1920.
Courtesy of the Library of Congress,
LC-USZC4-5297.*



*Ice skating with the Washington Monument
in the background, 1919.
Courtesy of the Library of Congress, LC-USZ62-93059.*

In So_____ Da_____, many people come to Mount Rushmore every year.

Mount Rushmore honors George Washington.

George Washington's face is on the mountain.

Three other presidents are on the mountain.

The presidents' faces are very big.

Washington's nose is _____ feet high.

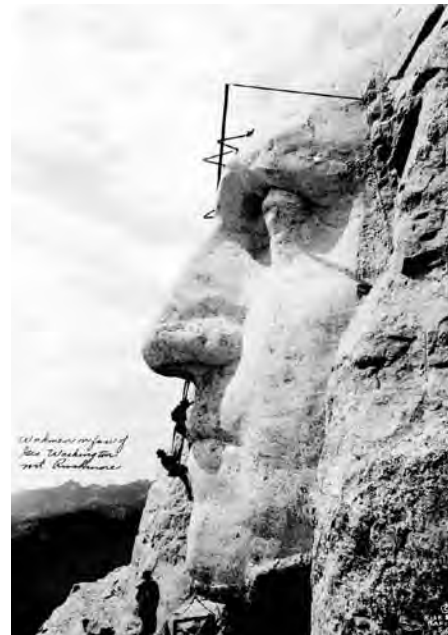
Where is Ge_____ Wa_____?

Write his name under his face.

Who are the other presidents?

Jef_____, Roos_____, Lin_____

Write the other presidents' names.



Workmen on the face of
George Washington, Mt. Rushmore
about 1932.

Courtesy of the Library of Congress,
LC-USZ62-121165.

The State of
South Dakota



George Washington—Yes or No?

Read the sentence.

Circle YES or NO.

If you circle NO, correct the sentence.

- | | | |
|--|-----|----|
| 1. George Washington was our second president. | YES | NO |
| 2. George Washington was the “Father of Our State.” | YES | NO |
| 3. George Washington was our first king. | YES | NO |
| 4. The capital of Mexico is Washington, DC. | YES | NO |
| 5. George Washington is honored on Valentine’s Day. | YES | NO |
| 6. Washington State is on the East Coast of the U.S. | YES | NO |
| 7. George Washington’s birthday is in January. | YES | NO |
| 8. George Washington’s face is on the \$5 bill. | YES | NO |
| 9. George Washington was a general in the Vietnam War. | YES | NO |
| 10. George Washington was an important movie star. | YES | NO |
| 11. George Washington’s face is on the 1¢ coin. | YES | NO |
| 12. George Washington lived in Washington State. | YES | NO |

George Washington

Copy the words.

George Washington

G_____

Ge_____

Geo_____

Geor_____

Georg_____

George_____

W_____

Wa_____

Was_____

Wash_____

Washi_____

Washin_____

Washing_____

Washingt_____

Washingto_____

Washington_____

Copy this sentence.

We remember George Washington on Presidents' Day.

We remember G_____ W_____ on Presidents' Day.

W__ remember G_____ W_____ on P_____ D_____.

President

P_____

Copy the word.

Pr_____

President

Pre_____

Pres_____

Presi_____

Presid_____

Preside_____

Presiden_____

President_____

Copy these sentences.

_____ is President of the United States.

_____ is P_____ of the United States.

_____ is P_____ United States.

_____ is P_____.



The White House.

Father

Copy the words.

Father

F_____

Fa_____

Fat_____

Fath_____

Fathe_____

Father_____

Country

Copy the words.

Country

C_____

Co_____

Cou_____

Coun_____

Count_____

Countr_____

Country_____

Copy these words.

Father of Our Country.

Fa_____ of Our Co_____

_____ of _____

George Washington Lesson Answer Key

George Washington's Life

Page 1—top

George Washington was an important leader in American history.

He was our first president.

He is the “Father of Our Country.”

Every February, we remember George Washington on Presidents’ Day.

Page 1—bottom

Washington was born in Virginia in 1732.

He was a farmer in Virginia.

His farm was called Mount Vernon.

Many people come to Mount Vernon every year.

Page 2—top

Washington wanted independence from Great Britain.

He was a general in the Revolutionary War.

He fought with the colonists against the British.

The colonists did not want high taxes.

Page 2—bottom

In 1787, Washington and other leaders signed the Constitution.

In 1789, he became the first president of the United States.

He was president from 1789 to 1797.

After that, he returned to Mount Vernon to live.

In 1799, Washington got sick and died.

We Honor George Washington

We remember and honor George Washington in many ways.

Page 3

The name **George Washington** is very famous and popular.

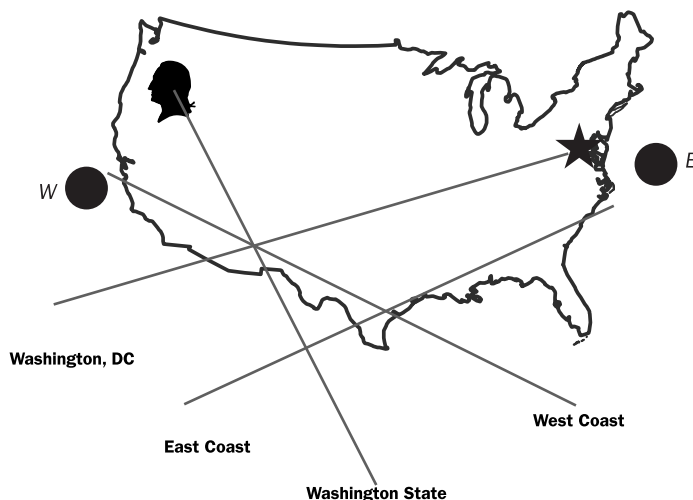
Universities and roads have his name.

Airports and hospitals have his name.

What are other examples? _____

On the **East Coast**, our nation’s capital was named Washington, DC, in 1800.

On the **West Coast**, a new state was named Washington in 1889.



Read the words.

Find the matching symbol.

Connect the word and the symbol.

We see George Washington every day.

His picture is everywhere.

Look at a \$1 bill. Look at a \$5 bill.

Look at a \$10 bill. Look at a \$20 bill.

1. What money shows George Washington's face?

\$1 \$5 \$10 \$20

2. Write Washington's name on this paper money.



Look at one penny (1¢). Look at one nickel (5¢).

Look at one dime (10¢). Look at one quarter (25¢).

Put the coins on the circle where they belong.

1. What coin shows George Washington's face?

1¢ 5¢ 10¢ 25¢

2. Write the value and presidents' names.



Lincoln



Jefferson



Roosevelt



Washington

Point out that there are two different Presidents named "Roosevelt."

1—Theodore Roosevelt (1901–1909) is on Mount Rushmore.

2—Franklin D. Roosevelt (1933–1945) is on the 10¢ coin.

one dollar bill = \$1

one dollar bill \$1

one quarter = 25 cents

one quarter 25 cents

George Washington—Special Places

Page 5

The Washington Monument honors our first president.

The monument is in Washington, DC.

The monument was started in 1848.

The monument was finished in 1884.

It has 897 steps inside and 50 flags outside.

You can go to the top of the monument.

You can see everything in Washington, DC.

Many people come to the Washington Monument every year.

Page 6

In South Dakota, many people come to Mount Rushmore every year.

Mount Rushmore honors George Washington.

George Washington's face is on the mountain.

Three other presidents are on the mountain.

The presidents' faces are very big.

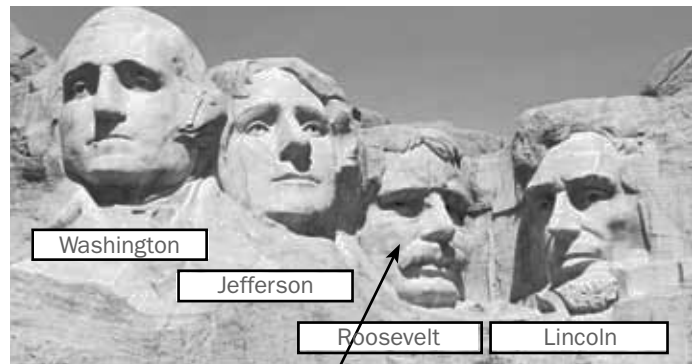
Washington's nose is 20 feet high.

Where is George Washington?

Write his name under his face.

Who are the other presidents?

Write the other presidents' names.



Theodore Roosevelt (1901–1909)

George Washington—Yes or No?

Page 7

Read the sentence. Circle YES or NO. If you circle NO, correct the sentence.

Note to teachers: The answer to every item is NO. Each sentence must be corrected. Below are suggested changes. Accept any reasonable answers. Encourage the students to come up with as many possible answers as they can.

- | | | | |
|-----|---|-----|---|
| 1. | George Washington was our second president.
George Washington was our first president.
John Adams was our second president. | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 2. | George Washington was the “Father of Our State.”
George Washington was the “Father of Our Country .” | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 3. | George Washington was our first king.
George Washington was not our first king.
The U.S. does not have a king. | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 4. | The capital of Mexico is Washington, DC.
The capital of Mexico is Mexico City .
The capital of the U.S. is Washington, D.C. | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 5. | George Washington is honored on Valentine’s Day.
George Washington is honored on Presidents’ Day . | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 6. | Washington State is on the East Coast of the U.S.
Washington State is on the West Coast of the U.S.
Washington, DC, is on the East Coast of the U.S. | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 7. | George Washington’s birthday is in January.
George Washington’s birthday is in February . | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 8. | George Washington’s face is on the \$5 bill.
George Washington’s face is on the \$1 bill.
Abraham Lincoln’s face is on the \$5 bill. | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 9. | George Washington was a general in the Vietnam War.
George Washington was a general in the Revolutionary War . | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 10. | George Washington was an important movie star.
George Washington was not a movie star.
George Washington was an important farmer/statesman/general/president/leader . | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 11. | George Washington’s face is on the 1¢ coin.
George Washington’s face is on the 25¢ coin (quarter) .
Abraham Lincoln’s face is on the 1¢ coin. | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |
| 12. | George Washington lived in Washington State.
George Washington did not live in Washington State.
George Washington lived in Virginia at Mount Vernon . | YES | <input type="radio"/> YES <input checked="" type="radio"/> NO |

Write the name George Washington

Page 8

George
Washington

Copy these sentences.

We remember George Washington on
Presidents' Day.

We remember George Washington on
Presidents' Day.

We remember George Washington on
Presidents' Day.

We remember George Washington on
Presidents' Day.

Write the word President

Page 9

President

Copy these sentences.

Insert the current president's name.

Barack Obama is President of the United States.

Barack Obama is President of the United States.

Barack Obama is President of the United States.

Barack Obama is President of the United States.

Write the word President

Page 10

Father

Write the word Country

Country

Copy these words.

Father of Our Country.

Father of Our Country

Father of Our Country

Father of Our Country

Facilitator Guide

BIIN Citizenship Classes – Session 4

Objectives

In this class we will:





1. Practice WH-questions, commands, and vocabulary useful for the interview.
2. Learn about Thomas Jefferson and the importance of Jefferson's role in U.S. history
3. Identify problems leading to the War of Independence
4. Identify the purpose, rights defined, author, and date of adoption of the Declaration of Independence
5. Identify Independence Day as a national U.S. holiday and the date of the holiday
6. Identify that the Louisiana Territory was purchased from France in 1803
7. Explain the reason for symbols on the American flag and identify the colors of the flag

Materials

Flash cards **8, 9, 59, 62, 63, 71, 87, 93**

"WH Questions" color-coded index cards (English only): What = white,
When = orange, Where = pink, Who = red, Why = blue, How = green

Posters: Pledge of Allegiance
U.S. map and world map

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework
Q-#	Question on Civics Test

PART I – WELCOME/HOUSEKEEPING (10 minutes)



- A. As students arrive, please have them sign in and get (or make) name tags. Visit and make them feel welcome.
- B. Pledge of Allegiance
- C. Invite any questions they may have over the previous week's material, go over last week's flash cards.

PART II – THE INTERVIEW REVIEW AND PRACTICE (20 minutes)



- A. Remind students the interview is theirs and briefly review the questions for clarification.
- B. **“WH QUESTION WORDS”: What, When, Where, Who, Why, How (35 minutes)**

Explain that these words are very important because (1) they will be used by the officer during the interview, and (2) the reading test is always a question. (Note: it does not have to be answered, just read aloud, but these words will be used.)

Show the six words on the whiteboard with a Spanish translation of each.



Tutors: Using the color-coded index cards (one set for each group), introduce the students to Activity I: Please Show Me.

Activity 1: Please Show Me

1. Have the students lay out the cards where they can see each word.
2. Call out "Please show me ... WHAT."
3. Every student holds up the WHAT card.
4. Ask them for a question using the word WHAT, such as "*What is your name?*"
5. Call out "Please show me ... WHERE," and each student holds up that card.
6. Ask for a question using WHERE, and so on until all the students are confident with the six key words.
7. Have the students take turns practicing with each other: "Please show me..." and then make a sentence until the time is up.

UNDERSTANDING COMMANDS (20 minutes)

- C. In the large group, the leader will first read the questions in bold below, and talk about what they mean. Once we have talked about all the questions we will practice in our small groups (or one-on-one) using Activity I.

- D. (OPTIONAL if you have time): Activity I.



Volunteers ask each student the following questions, mixing up the order so that they are having to listen for the key words.

What is your name?

When were you born?

Where were you born? What country were you born in?

What is your address?

Where do you work?

Where did you work before?

If you are married, when did you get married?

How many times have you traveled outside the United States? How long were you gone the last time?

E. Vocabulary Practice



Read the sentence(s) below from the handout Self-Test I. Then ask the questions about the person named in the sentences. If the students don't understand the sentence or the questions, they may use ask you to repeat. But this exercise is designed to help them hear the words, so try not to explain using different words unless necessary.

1. **The employee's name is Mr. John David Fenton.**
 - a. What is his first name?
 - b. What is his family name?
 - c. What is his middle name?
2. **Bill was born in Australia and now lives in Chicago, Illinois. His address is 220 Cedar Street, Apt. B1, Chicago, Illinois 60603.**
 - a. What is Bill's country of birth?
 - b. Where does Bill currently live? (Texas, Australia, Chicago?)
 - c. What is Bill's apartment number?
 - d. What is Bill's zip code?
3. **Tom works as a doctor at Mount Carmel Hospital. He has worked there for two years.**
 - a. What is the name of Tom's employer?
 - b. What is Tom's occupation?
4. **Donna has one son and one daughter. Her spouse died last year.**
 - a. How many children does Donna have?
 - b. What is Donna's marital status?
5. **Mary currently lives in Philadelphia, Pennsylvania. Prior to that, she lived for three years in Miami, Florida.**
 - a. Where does Mary live now?
 - b. Where did she live before Philadelphia?
6. **Susan takes two trips each year. She visits her parents in Paris, France, for three weeks every summer. She also visits her brother in Mexico City, Mexico, for one week each December.**
 - a. How much time does Susan spend outside the United States during these two trips each year?
 - b. How many trips outside the United States does Susan take each year?
 - c. Which two countries does Susan travel to each year?
7. **Lisa is 5 feet, 7 inches tall. She is 27 years old. She has blonde hair and green eyes.**
 - a. What is Lisa's age?
 - b. What is Lisa's height?

PART III – UNDERSTANDING COMMANDS AND REQUESTS (10 minutes)



Now that the students have learned the basic commands for the naturalization interview, give the exercise on Student Handout "Listen, Repeat, Write, and Circle" as a review.

Instructions for the teacher in English class: Say each sentence below aloud twice while the class listens without writing. Then, model each sentence several times as the students

repeat after you. Finally, have them write that command in the blank at the top of the pictures and circle the corresponding picture.

Spanish class: Practice reading these aloud in English, having someone translate, then having the student “do” (or pretend to do) what is requested.

Script

1. Sign your name here. (B)
2. Write this sentence here. (A)
3. Read this sentence. (C)
4. Please hand me your passport. (D)
5. Please remain standing. (B)
6. Raise your right hand. (C)

BREAK (10 minutes)

PART IV – CIVICS



Today we are going to learn about another important leader of our country at its beginning. Last week we learned about George Washington, who was the Commander in Chief (leader) of the colonial Army and our first President. Today we will talk about Thomas Jefferson, who wrote the Declaration of Independence and served as our third President.

A. THOMAS JEFFERSON – (50 minutes)

Note to Instructors/Tutors: Today’s civic lesson focuses on Thomas Jefferson, the Louisiana Purchase, the War of Independence and the Declaration of Independence:

In addition to teaching about Thomas Jefferson, this lesson covers background on the War of Independence and the Declaration of Independence. The readings and pictures should help the students understand new vocabulary. (As with the other history lessons, the goal for the students is to comprehend and answer the Civics Test items correctly, not memorize details about Thomas Jefferson’s life and the War of Independence.)



On July 4, 1776, representatives from all 13 colonies adopted the Declaration of Independence. Thomas Jefferson wrote this document. It explained the problems between the colonies and England. It also declared that America was independent from England.

The basic belief of the Declaration of Independence is that “all men are created equal” and have certain important rights. These include “life, liberty, and the pursuit of happiness.” Every July 4th, people in the United States celebrate Independence Day.

After the United States became independent, George Washington was elected the first president. Later, Thomas Jefferson was elected the third president. Jefferson was born in Virginia, one of the original 13 states.



TUTORS – Work in small groups on the handouts, using this general guide.

Page 1 (Thomas Jefferson): Review that a) Jefferson was the third president of the United States; b) Jefferson was born in Virginia, one of the original 13 states; and c) Jefferson wrote the Declaration of Independence.

Page 2 (Declaration of Independence): Review the contents, pointing out that 4 of the Civics Exams questions refer to the Declaration of Independence.

Page 3 (War of Independence): Review contents of pg. 3: “War of Independence”. Focus on the reasons for the war.

Page 4 (The 13 Original States): This can be reviewed out loud and assigned as homework to fill in the blanks.



Page 5-7 In Class or Homework: These contain 7 questions that can serve as a review of the items covered for the civics exam. If they do page 6 as homework, tell them that they will need assistance of an English speaker. The word search on page 5 consists of vocabulary words that students should recognize.

Facilitator (10 minutes)



Reconvene the class. Review Flash Cards.

Class Wrap Up – next week we are talking about the reading test and Benjamin Franklin and the Constitution

Vocabulary for the Naturalization Interview: Self-Test 1

Hard-Copy Version of the Online Practice Test

Instructions to the student: Read the passage about each person. Then circle the best choice to answer the questions.

The employee's name is Mr. John David Fenton.

1. What is his first name?
 - a. Mr.
 - b. John
 - c. David
2. What is his family name?
 - a. Mr.
 - b. Fenton
 - c. John
3. What is his middle name?
 - a. Mr.
 - b. John
 - c. David

Bill was born in Australia and now lives in Chicago, Illinois. His address is 220 Cedar Street, Apt. B1, Chicago, Illinois 60603.

4. What is Bill's country of birth?
 - a. Australia
 - b. Illinois
 - c. United States
5. Where does Bill currently live?
 - a. Texas
 - b. Australia
 - c. Chicago
6. What is Bill's apartment number?
 - a. B1
 - b. 60603
 - c. 220
7. What is Bill's zip code?
 - a. 220
 - b. 60603
 - c. B1

Tom works as a doctor at Mount Carmel Hospital. He has worked there for two years.

8. What is the name of Tom's employer?
 - a. a hospital
 - b. a doctor
 - c. Mount Carmel Hospital
9. What is Tom's occupation?
 - a. a doctor
 - b. two years
 - c. Mount Carmel Hospital

Donna has one son and one daughter. Her spouse died last year.

10. How many children does Donna have?
 - a. 1
 - b. 2
 - c. 3
11. What is Donna's marital status?
 - a. separated
 - b. widowed
 - c. divorced

Mary currently lives in Philadelphia, Pennsylvania. Prior to that, she lived for three years in Miami, Florida.

12. Where does Mary live now?
 - a. Philadelphia
 - b. Miami
 - c. Los Angeles
13. Where did Mary live before Philadelphia?
 - a. New York
 - b. Pennsylvania
 - c. Miami

Susan takes two trips each year. She visits her parents in Paris, France, for three weeks every summer. She also visits her brother in Mexico City, Mexico, for one week each December.

14. How much time does Susan spend outside of the United States during these two trips each year?
 - a. one year
 - b. three weeks
 - c. four weeks
15. How many trips outside of the United States does Susan take each year?
 - a. one trip
 - b. two trips
 - c. three trips
16. Which two countries does Susan travel to each year?
 - a. France and Mexico
 - b. Canada and Mexico
 - c. France and Japan

Lisa is 5 feet 7 inches tall. She is 27 years old. She has blonde hair and green eyes.

17. What is Lisa's age?
 - a. 5 feet 7 inches
 - b. 27
 - c. green
18. What is Lisa's height?
 - a. blonde
 - b. 27
 - c. 5 feet 7 inches

For Teacher Use

Answer Key and Text for the Online and Hard-Copy Versions: Self-Test 1

To find the online practice test “Vocabulary for the Naturalization Interview: Self-Test 1” visit www.uscis.gov/citizenship.

Note: The correct choice has a box around it.

The employee's name is Mr. John David Fenton.

1. What is his first name?
 - a. Mr.
 - b. John
 - c. David
2. What is his family name?
 - a. Mr.
 - b. Fenton
 - c. John
3. What is his middle name?
 - a. Mr.
 - b. John
 - c. David

Bill was born in Australia and now lives in Chicago, Illinois. His address is 220 Cedar Street, Apt. B1, Chicago, Illinois 60603.

4. What is Bill's country of birth?
 - a. Australia
 - b. Illinois
 - c. United States
5. Where does Bill currently live?
 - a. Texas
 - b. Australia
 - c. Chicago
6. What is Bill's apartment number?
 - a. B1
 - b. 60603
 - c. 220
7. What is Bill's zip code?
 - a. 220
 - b. 60603
 - c. B1

Tom works as a doctor at Mount Carmel Hospital. He has worked there for two years.

8. What is the name of Tom's employer?
 - a. a hospital
 - b. a doctor
 - c. Mount Carmel Hospital
9. What is Tom's occupation?
 - a. a doctor
 - b. two years
 - c. Mount Carmel Hospital

Donna has one son and one daughter. Her spouse died last year.

10. How many children does Donna have?
 - a. 1
 - b. 2
 - c. 3
11. What is Donna's marital status?
 - a. separated
 - b. widowed
 - c. divorced

Mary currently lives in Philadelphia, Pennsylvania. Prior to that, she lived for three years in Miami, Florida.

12. Where does Mary live now?
 - a. Philadelphia
 - b. Miami
 - c. Los Angeles
13. Where did Mary live before Philadelphia?
 - a. New York
 - b. Pennsylvania
 - c. Miami

Susan takes two trips each year. She visits her parents in Paris, France, for three weeks every summer. She also visits her brother in Mexico City, Mexico, for one week each December.

14. How much time does Susan spend outside of the United States during these two trips each year?
 - a. one year
 - b. three weeks
 - c. four weeks
15. How many trips outside of the United States does Susan take each year?
 - a. one trip
 - b. two trips
 - c. three trips
16. Which two countries does Susan travel to each year?
 - a. France and Mexico
 - b. Canada and Mexico
 - c. France and Japan

Lisa is 5 feet 7 inches tall. She is 27 years old. She has blonde hair and green eyes.

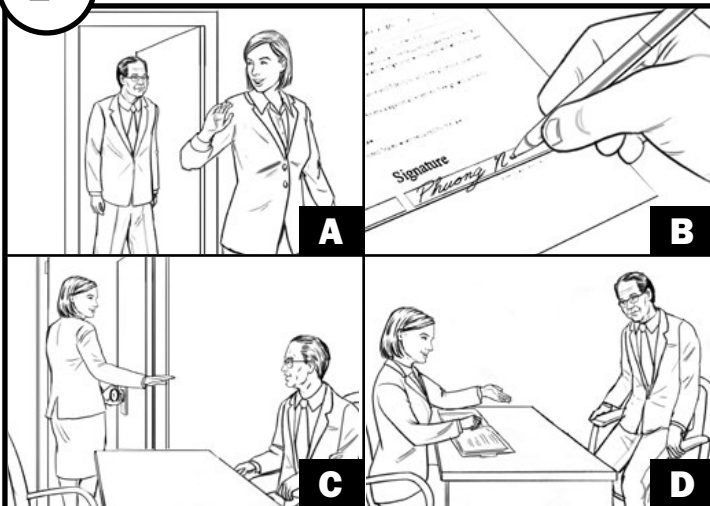
17. What is Lisa's age?
 - a. 5 feet 7 inches
 - b. 27
 - c. green
18. What is Lisa's height?
 - a. blonde
 - b. 27
 - c. 5 feet 7 inches

Student Handout – Listen, Repeat, Write, and Circle

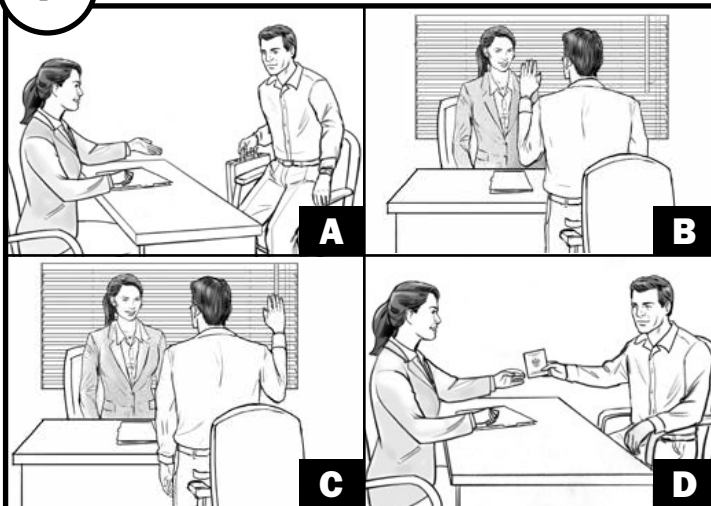
Understanding Commands for the Naturalization Interview

Instructions to the student: Your teacher will say a sentence. Listen and repeat. Write the sentence in the blank. Circle the correct picture.

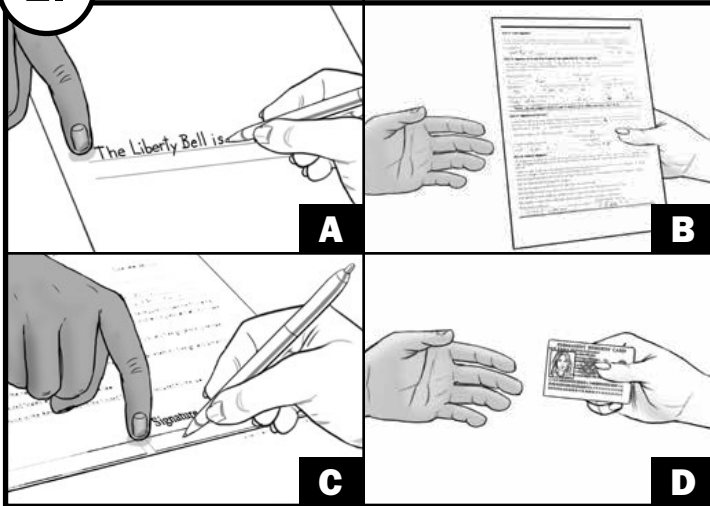
1. _____



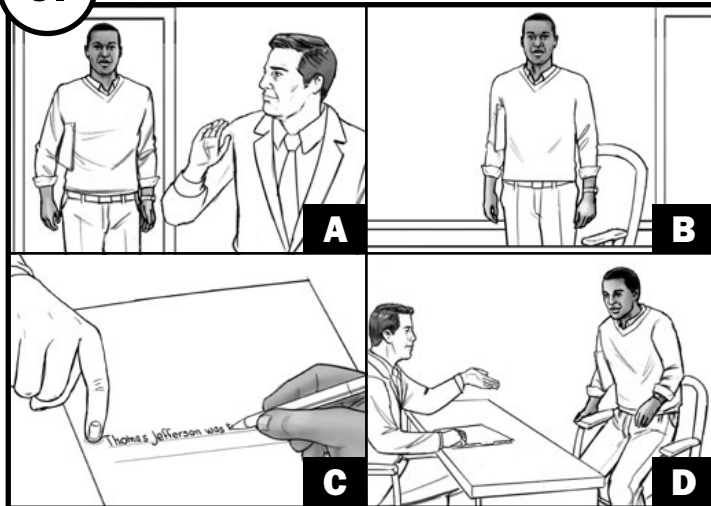
4. _____



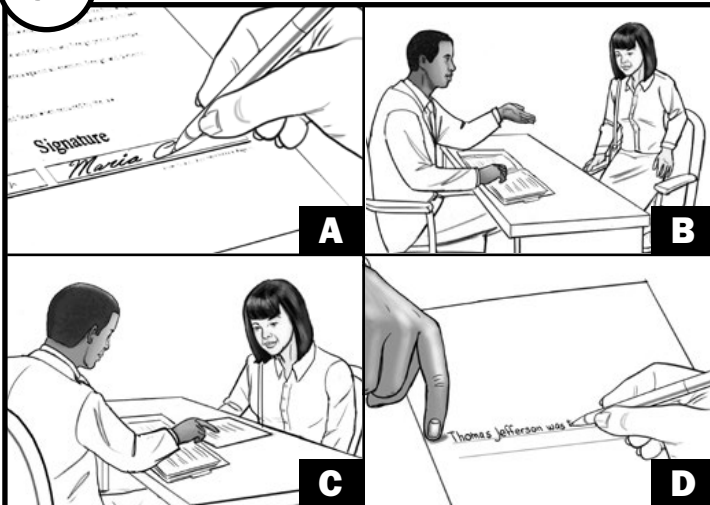
2. _____



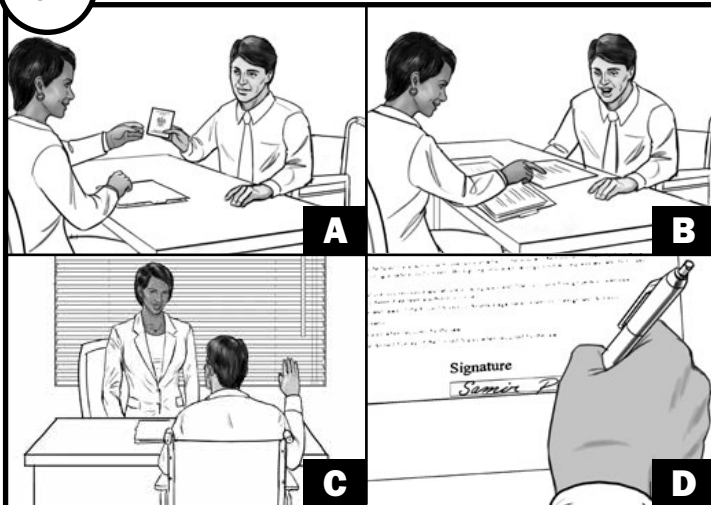
5. _____



3. _____



6. _____



For Teacher Use

Understanding Commands for the Naturalization Interview

Answer Key and Script for Student Handout “Listen, Repeat, Write, and Circle”

Instructions to the teacher: Say aloud each bolded sentence twice while the class listens without writing. Then, model each sentence several times as the students repeat after you. Finally, have them write that command in the blank and circle the corresponding picture.

Answer Key and Script

Note: For reference, the incorrect options are listed below each item.

- 1. Sign your name here.** (correct answer — B)
A. Follow me. C. Please wait here. D. Be seated.
- 2. Write this sentence here.** (correct answer — A)
B. Hand me your application. C. Sign your name here. D. Hand me your green card.
- 3. Read this sentence.** (correct answer — C)
A. Sign your name here. B. Be seated. D. Write this sentence here.
- 4. Please hand me your passport.** (correct answer — D)
A. Be seated. B. Raise your left hand. C. Raise your right hand.
- 5. Please remain standing.** (correct answer — B)
A. Follow me. C. Write this sentence here. D. Be seated.
- 6. Raise your right hand.** (correct answer — C)
A. Hand me your passport. B. Read this sentence. D. Sign your name here.

Thomas Jefferson

Thomas Jefferson was an important leader in U.S. history.

He was born in Virginia in 1743.

Jefferson wrote the Declaration of Independence.

He was the third president of the United States.

He was president from 1801 to 1809.

He was president when the United States bought the Louisiana Territory from France in 1803.

Jefferson started the University of Virginia in 1819.

Thomas Jefferson died on July 4, 1826.



Thomas Jefferson by Rembrandt Peale.
Courtesy of the Library of Congress,
LC-USZC4-2474.



*Map of the Louisiana Purchase Territory.
Courtesy of the National Archives.*



Thomas Jefferson's home, Monticello.

Declaration of Independence

The Declaration of Independence is an important document for Americans.

In the 1700s, the colonists were angry with Great Britain. They said Great Britain did not respect the colonists' rights.

The colonists wanted to be free from Great Britain.

The colonists wanted to declare their independence.

Thomas Jefferson wrote the Declaration of Independence.



The Declaration of Independence.

The Declaration of Independence says that “all men are created equal.”

There are three rights in the Declaration of Independence:

- life
- liberty
- pursuit of happiness

The Declaration of Independence was adopted on July 4, 1776.

Americans celebrate Independence Day on July 4th.



Benjamin Franklin, John Adams, and Thomas Jefferson in “Writing the Declaration of Independence, 1776,” by Jean Leon Gerome Ferris.

Courtesy of the Library of Congress, LC-USZC4-9904.

War of Independence



Molly Pitcher firing a cannon at the Battle of Monmouth in 1778 during the American Revolutionary War by Percy Moran.

Courtesy of the Library of Congress, LC-USZC4-4969.

Why did the colonists fight the British?

- because of high taxes
- because the British army stayed in the colonists' houses
- because the colonists did not have self-government

The War of Independence started in 1775.

The colonists declared their independence in 1776.

George Washington was a general during the war.

The colonists won the war in 1783.

After that, the colonies formed the original 13 states.

George Washington at Princeton.
Courtesy of the U.S. Senate Collection.



The 13 Original States

There were 13 original states.

Look at this map of the 13 original states. Write the name of each state.

1. Ne_____ Ham_____

2. Mas_____

3. Rh_____ Is_____

4. Con_____

5. Ne_____ Yo_____

6. Ne_____ Je_____

7. Pen_____

8. Del_____

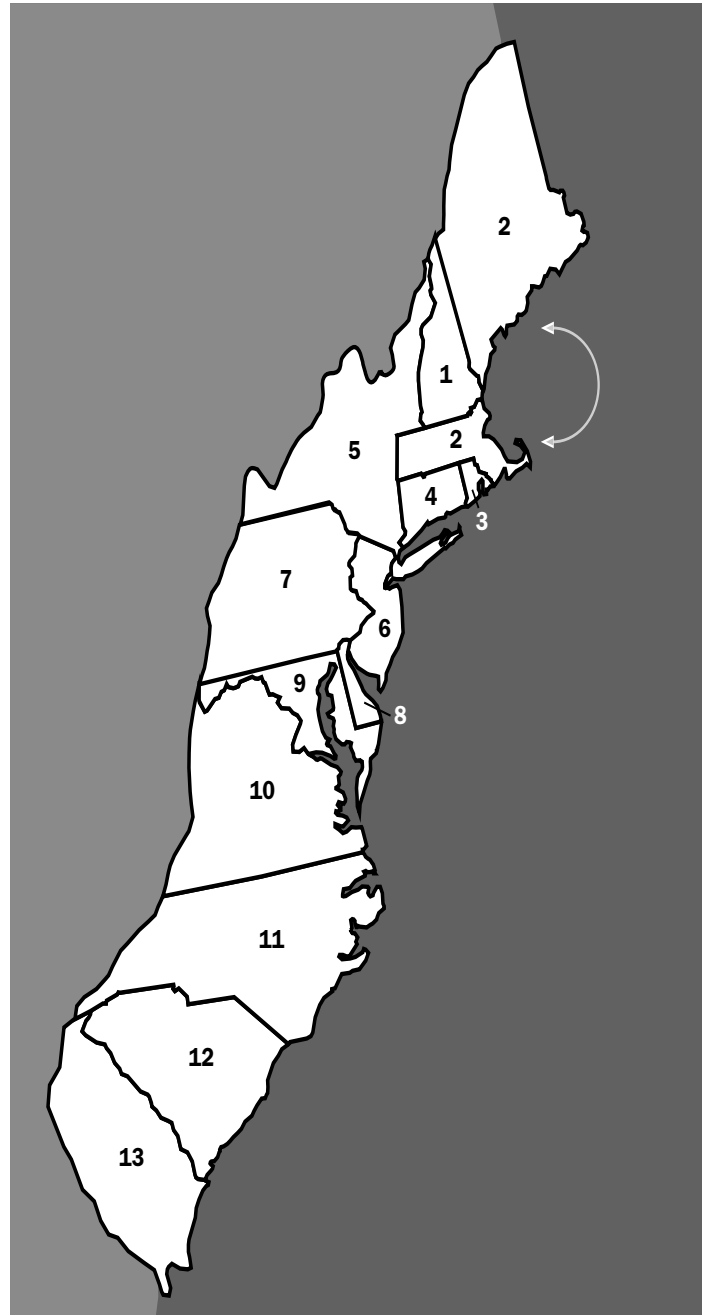
9. Mar_____

10. Vir_____

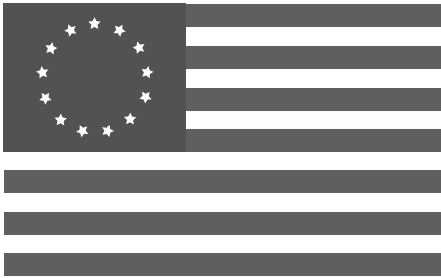
11. No_____ Ca_____

12. Sou_____ Ca_____

13. Geo_____



U.S. Symbols—Stars and Stripes



The first American flag.

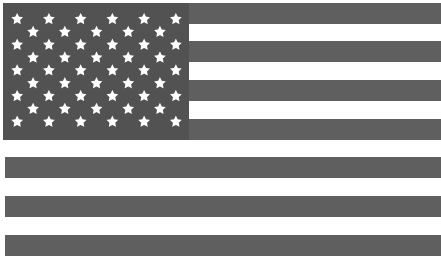
Look at the first American flag.

This flag had ____ stripes. This flag had ____ stars.

Why? The first flag had ____ stripes and ____ stars to represent ____ colonies.

★ ★ ★ ★ ★ ★ ★ ★

Look at the flag today.



The American flag today.

Today the flag has ____ stripes.

Each stripe represents ____ colony.

Today the flag has ____ stars.

Each star represents ____ state.

The U.S. flag has three colors:

_____, _____, and _____.

Word Search

Find these words in the puzzle.

The words are down (↓) or across (→). Circle the words.

Word Bank

FLAG STARS STRIPES
RED WHITE BLUE
LIFE LIBERTY HAPPINESS
JULY JEFFERSON

O	R	E	D	L	B	W	C	H
F	J	Q	Y	I	G	H	V	A
L	U	U	M	F	W	I	U	P
A	L	I	B	E	R	T	Y	P
G	Y	T	S	P	N	E	Z	I
J	E	F	F	E	R	S	O	N
M	B	Z	P	A	C	M	P	E
P	L	A	Z	L	P	V	B	S
O	U	N	Y	S	T	A	R	S
M	E	S	T	R	I	P	E	S

Listen, Repeat, Circle

Listen to your teacher. Repeat the question.

Listen again and repeat again.

Circle the correct answer.

- | | | |
|--------------------------------|-------------------------------|---------------------------|
| 1. George Washington | Thomas Jefferson | Abraham Lincoln |
| 2. free the slaves | vote in an election | declare independence |
| 3. 1776 | 1787 | 1803 |
| 4. religion and speech | voting and taxes | life and liberty |
| 5. because of taxes | because of the flag | because of Jefferson |
| 6. to represent
50 colonies | to represent
50 presidents | to represent
50 states |
| 7. Pennsylvania | Louisiana | Puerto Rico |
| 8. June 4 | January 1 | July 4 |

.....

Dictation

Listen to your teacher.

Repeat the words.

Write the words.

1. _____
2. _____
3. _____

Independence Day

Copy these words.

Independence Day

I _____

In _____

Ind _____

Inde _____

Indep _____

Indepe _____

Indepen _____

Independ _____

Independen _____

Independen _____

Independen _____

Independence _____

D _____

Da _____

Day _____



The Statue of Liberty on July 4th.

Copy this sentence.

We celebrate Independence Day on July 4th.

We ce _____ Ind _____ Day on July 4th.

W_ _____ D_ _ J_ 4th.

_____ .

Thomas Jefferson and the Declaration of Independence

Lesson Answer Key

Thomas Jefferson

Page 1

Reading text only

Thomas Jefferson was an important leader in U.S. history.

He was born in Virginia in 1743.

Jefferson wrote the Declaration of Independence.

He was the third president of the United States.

He was president from 1801 to 1809.

He was president when the United States bought the Louisiana Territory from France in 1803.

Jefferson started the University of Virginia in 1819.

Thomas Jefferson died on July 4, 1826.

Declaration of Independence

Page 2

Reading text only

The Declaration of Independence is an important document for Americans.

In the 1700s, the colonists were angry with Great Britain. They said Great Britain did not respect the colonists' rights.

The colonists wanted to be free from Great Britain.

The colonists wanted to declare their independence.

Thomas Jefferson wrote the Declaration of Independence.

- The Declaration of Independence says that "all men are created equal."
- There are three rights in the Declaration of Independence:
 - life
 - liberty
 - pursuit of happiness

The Declaration of Independence was adopted on July 4, 1776.

Americans celebrate Independence Day on July 4th.

War of Independence

Page 3

Reading text only

Why did the colonists fight the British?

- because of high taxes
- because the British army stayed in the colonists' houses
- because the colonists did not have self-government

The War of Independence started in 1775.

The colonists declared their independence in 1776.

George Washington was a general during the war.

The colonists won the war in 1783.

After that, the colonies formed the original 13 states.

The 13 Original States

Page 4

There were 13 original states.

Look at this map of these states.

Write the name of each state.

1. New Hampshire
2. Massachusetts
3. Rhode Island
4. Connecticut
5. New York
6. New Jersey
7. Pennsylvania
8. Delaware
9. Maryland
10. Virginia
11. North Carolina
12. South Carolina
13. Georgia

U.S. Symbols—Stars and Stripes

Page 5—top

Look at the first American flag.

This flag had 13 stripes. This flag had 13 stars.

Why? The first flag had 13 stripes and 13 stars to represent 13 colonies.

★ ★ ★ ★ ★ ★ ★ ★

Look at the flag today.

Today the flag has 13 stripes.
Each stripe represents 1 colony.

Today the flag has 50 stars.
Each star represents 1 state.

The U.S. flag has three colors:
red, white, and blue.

Word Search

Page 5—bottom

Find these words in the puzzle.

The words are down (↓) or across (→).

Circle the words.

Word Bank

FLAG	STARS	STRIPES
RED	WHITE	BLUE
LIFE	LIBERTY	HAPPINESS
JULY	JEFFERSON	

O	R	E	D	L	B	W	C	H
F	J	Q	Y	I	G	H	V	A
L	U	U	M	F	W	I	U	P
A	L	I	B	E	R	T	Y	P
G	Y	T	S	P	N	E	Z	I
J	E	F	F	E	R	S	O	N
M	B	Z	P	A	C	M	P	E
P	L	A	Z	L	P	V	B	S
O	U	N	Y	S	T	A	R	S
M	E	S	T	R	I	P	E	S

Listen, Repeat, Circle

Page 6—top

Listen to your teacher. Repeat the question. Listen again and repeat again. Circle the correct answer.

Note to Teachers: Have the students repeat the question 2-3 times before having them find and circle the correct answer from the possible choices. Check the answers after each item as a listening exercise, or do all 8 items as a quiz and then go back to check the answers together.

1. **Who wrote the Declaration of Independence?**
George Washington **Thomas Jefferson** Abraham Lincoln
2. **What did the Declaration of Independence do?**
free the slaves vote in an election **declare independence**
3. **When was the Declaration of Independence adopted?**
1776 1787 1803
4. **What are two rights in the Declaration of Independence?**
religion and speech voting and taxes **life and liberty**
5. **Why did the colonists fight the British?**
because of taxes because of the flag because of Jefferson
6. **Why does the flag have 50 stars?**
to represent 50 colonies to represent 50 presidents **to represent 50 states**
7. **What territory did the United States buy from France in 1803?**
Pennsylvania **Louisiana** Puerto Rico
8. **When do we celebrate Independence Day?**
June 4 January 1 **July 4**

Dictation

Page 6—bottom

Listen to your teacher. Repeat the words. Write the words.

Note to Teachers: Model these words twice. Have the students repeat after you. Then have them write the words. Go over the spellings together on the board.

1. Independence Day
2. red, white, blue
3. July 4, 1776

Independence Day

Page 7

Copy these words.

Independence Day

Independence

Day

Copy this sentence.

We celebrate Independence Day on July 4th.

Facilitator Guide

BIIN Citizenship Classes – Session 5

Objectives

In this class we will:





1. Learn some key elements of the Application and Interview.
2. Learn about and practice the Reading Test.
3. Learn about Benjamin Franklin's role in U.S. history.
4. Identify the purpose of the Constitution, the first three words, and the date it was written
5. Identify the writers of the Federalist Papers
6. Identify the three branches of government and explain separation of powers
7. Learn about the separation of federal and state powers.
8. Explain the purpose of the Constitutional Convention
9. Understand the concept of "rule of law"

Materials

Flash cards **1-3, 12-14, 65-68**

Handout: Your Form, My Form

Posters: Pledge of Allegiance

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework


PART I – WELCOME/HOUSEKEEPING (10 minutes)

- A. As students arrive, please have them sign in and get (or make) name tags. Visit and make them feel welcome.
- B. Pledge of Allegiance
- C. Invite any questions they may have over the previous week's material, go over last week's flashcards.

PART II – THE APPLICATION (25 minutes)

In the large group, the leader will talk about the N-400 in general. Note that the instructions for filling out the N-400 are available at uscis.gov/citizenship in Spanish, but the form itself and the attachments document are in English only.

Note also that if they are not submitting the N-400 soon, they should check www.uscis.gov/citizenship again, since the form is periodically updated, and only the most recent form is accepted.

- A. Write about Yourself (USCIS handout exercise) 

The instructions for this exercise are on the form itself. Just have the students write their answers, asking you for help as they need it. At the interview, they would be asked questions like these and asked to respond orally; they will not have to write their answers. Remind them that since each person's case is different, every naturalization interview is unique. In their interview, the USCIS officer may request more details or focus on other topics from their N-400 application.

Part III. The Reading Test (15 minutes)

Explain to the students that they will get a form that looks like this. They will be asked to read it, but they do NOT have to answer it. They do not have to get every word right, either, just the key words (see examples on teacher handout). As soon as they get one right, they will have passed the test, and it will stop. For practice, though, have them read all on Exercise 4.

- A. Administration of the Reading Test
 - a. Officer randomly chooses a test form
 - b. Officer places test form in front of applicant
 - c. Officer has applicant read the first item. If applicant fails, then he/she reads the second item and so on.
 - d. Applicants must read ONLY 1 of the 3 sentences correctly to pass.
 - e. Officer stops asking questions after the applicant reads 1 sentence correctly.
- B. Examples of a "Pass"
 - a. Reads all **content words**, but may omit short words that do not interfere with meaning.
 - i. *Sample Reading Test Item: Where is the Liberty Bell?*

- ii. *Applicant reads:* “Where Liberty Bell?”
- C. Example of a “Fail”
 - a. Omits a **content word**.
 - i. *Sample Reading Test Item:* Where is the Liberty Bell?
 - ii. *Applicant reads:* “Where is the bell?”
 - b. Substitutes another word for a **content word**.
 - i. *Sample Reading Test Item:* Where is the Liberty Bell?
 - ii. *Applicant reads:* “Where is the library bell?”
 - c. Pauses for an extended period of time while reading the sentence.
 - i. *Sample Reading Test Item:* Where is the Liberty Bell?
 - ii. *Applicant reads:* “Where is the”



Volunteer says: Please read line 1 out loud for me. Continue with all questions giving all people in the group a chance at each. (Remember, this is reading practice. They do not have to answer the question, just read it. If you ask them to answer, it could confuse them about what is expected on the test, so please do NOT do that.) See above for what constitutes a “passing” reading.

1. Who was the tenth president of the United States?
 2. What was one important thing that Abraham Lincoln did?
 3. What is the supreme law of the land?

BREAK (10 minutes)

PART IV – CIVICS: Benjamin Franklin and the Constitution

Module Part 1 Introduction – Facilitator



This lesson on Benjamin Franklin and the U.S. Constitution covers Civics Test items from two sections: 1) Principles of American Democracy and 2) Colonial Period and Independence. It briefly introduces the branches of government (a topic that will be covered in more detail in separate lessons).

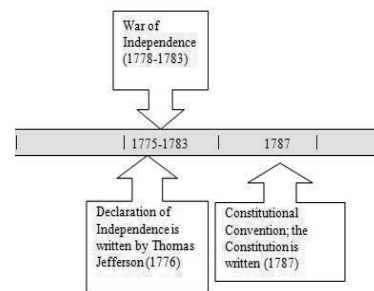
Briefly Introduce Concepts – Facilitator



I. Introduction (10 minutes): [this introduction will be presented to the whole group; we will then split into small groups after the introduction]

1. Write/show “**law**” on the board. Ask the class **What is a law?** (formal rule, something that must be obeyed, etc.).
2. Ask the students to name some examples of laws in the United States (**no drinking and driving, pay taxes, speed limits, etc.**).

3. Tell the students that you are going to talk about U.S. laws. Write **“Constitution”** on the board, and explain that the Constitution is the most important document about laws and government in the United States. Draw a timeline on the board and add the **War of Independence (1775-1783)** to the timeline. Ask them when **When was the Declaration of Independence written? (1776)** and add this to the timeline. Then explain that after gaining independence, Americans wanted more structure, or rules, over the government and more ways to protect the rights of the people. So the Founding Fathers met at the Constitutional Convention and wrote the Constitution (1787). Add this information to the timeline.
4. Tell them that for the rest of the class they will talk about Benjamin Franklin and his importance to the United States and about the Constitution. Split off into small groups.



TUTORS – Work in small groups on the handouts, using this general guide.

II. Benjamin Franklin (10 minutes)

1. Using the **“Benjamin Franklin”** handout (pg. 1), explain that Franklin was a famous person in American history and one of the writers of the Constitution. Ask the students if Franklin was a president. Explain that although he was never president, Franklin did many things to help the country. Focus on the things that Franklin is known for and remind them that **“What is one thing Benjamin Franklin is famous for?” (#68)** is a question on the Civics Exam.


III. The U.S. Constitution (15 minutes)

Using the handout **“The U.S. Constitution”** (pg. 2) point out that the painting is a representation of the signing of the Constitution, that George Washington is standing, and that Ben Franklin is seated looking at the viewer. Read through the handout or have a student volunteer to read the text. Use the New Words box to have the students write definitions for the new vocabulary **document= important paper, Founding Fathers= leaders in Colonial times, convention= big meeting, to pass= to vote yes**). Review the following Civics Test items for this handout: **What happened at the Constitutional Convention? (#65), When was the Constitution written? (#66), and The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers. (#67)** [Background information for instructors: The Constitution was written in the summer of 1787 and signed on September 17, 1787. Nine of the 13 states were required to ratify the Constitution. However, some states, like New York, were hesitant to ratify. From 1787 to 1788, Alexander Hamilton, John Jay, and James Madison published 85 essays called the Federalist Papers in New York newspapers in an effort to advocate for the passage of the U.S. Constitution.]

IV. “We the people” (10 minutes)

1. Using the handout **“We the People”** (pg. 3) explain that **self-government** means that the people decide about their government and laws: the people elect leaders who

represent them, and that under “rule of law,” everyone must follow the same laws. In teaching about “rule of law,” ask the students, **Who has to follow the same laws? (everybody)** and then ask, **Does the President have to follow the same laws? (yes)**, and **How about the police/judges, etc.? (yes)**, in order to illustrate that everyone in the United States is subject to the same laws. Go over the reading with the students and point out that **What is the “rule of law”? (#12)** and **The idea of self-government is in the first three words of the Constitution. What are these words? (#3)** are items on the Civics Test.

2.  OPTIONAL: At the bottom of pg. 3 you can have the students read and correct the sentences. *If short on time, focus on the last two (which relate directly to questions #3 and #66 on Civics Exam)*



You may assign the whole exercise as homework. Remind the students they can see the **Answer Key** for the corrections.

V. The Constitution Today (15 minutes)

1. Using pg. 4 of the handout, “The Constitution Today,” go over the reading explaining that the Constitution protects our rights (or freedoms) and defines our government.
2. Point out the pictures and ask the students if they can name the buildings (**the U.S. Capitol, the White House, the Supreme Court**). Ask **Where are these buildings?** And **Who works in them?**
3. Discuss the three branches of the government with the students. Help them fill in the words for each branch (**Congress, President, Courts**) under the pictures. Point out that **What is the supreme law of the land? (#1)**, **What does the Constitution do? (#2)**, **Name one branch or part of the government (#13)** and **What stops one branch of government from becoming too powerful? (#14)** are items on the Civics Test.



OPTIONAL (In class work or HOMEWORK)

Using the handout “**Categories—Benjamin Franklin and the U.S. Constitution**” (pg.5) have the students listen as you go over the Word Bank out loud. Allow them to ask questions about each word or phrase. Review the different categories and then have the students write the words in the correct category.



Writing Practice: Pg. 6, “**Constitution**” is included for optional copy work. Point out that **What is the supreme law of the land? (#1)** is an item on the Civics Exam.

Class wrap-up: Go over the flash cards for the week. Next week is Lincoln and the Civil War.

Student Handout—Write About Yourself

Vocabulary for the Naturalization Interview: Self-Test 1

At the naturalization interview, be prepared to talk about **specific personal information** on your Form N-400. For example, you might be asked to discuss topics like these: your name, date of birth and place of birth, current and previous home addresses, employment history, marital

status and family, and any travel outside the United States. When you finish this exercise, try the online practice test “Vocabulary for the Naturalization Interview: Self-Test 1” on the USCIS Citizenship Resource Center at www.uscis.gov/citizenship.

Exercise — Write About Yourself

Instructions to the student: Think about the topics listed below. Write about yourself for each one. Then practice talking about your own information in class if you feel comfortable.

1. Name — Write a sentence about your name. _____

2. Date of Birth — Write a sentence about your date of birth. _____

3. Country of Birth — Write a sentence about your place of birth. _____

4. Home Address — Write two sentences about your current home address. Then, if you have lived in other places in the past five years, write about those places. _____

5. Employment — Write two sentences about your current job. Then, if you have worked in other places in the past five years, write about those jobs. _____

6. Family — Write two sentences about your marital status and about your children, if you have any. _____

7. Travel — Write three sentences about any trips you have taken outside the United States in the past five years.

Important note: Since each person’s case is different, every naturalization interview is unique. In your interview, the USCIS officer may request more details or focus on other topics from your Form N-400.

Reading Test, Exercise 4

At your interview, you will get a form that looks like this. You will be asked to read it, but you do NOT have to answer it. You do not have to get every word right, either, just the key words. As soon as you get one right, you will have passed the test, and it will stop. For practice, though, read all of these.

Please note: These are examples only; these are not the actual sentences on the reading test.

1. Who was the tenth president of the United States?
2. What was one important thing that Abraham Lincoln did?
3. What is the supreme law of the land?

4. What are two rights in the Declaration of Independence?
5. What did the Emancipation Proclamation do?
6. When was the Constitution written?
7. Why does the flag have 13 stripes?
8. When do we celebrate Independence day?
9. Who is the Governor of your state now?
10. What is the capital of the United States?
11. When is the last day you can send in federal income tax forms?
12. What happened at the Constitutional Convention?



Benjamin Franklin

*Franklin's Return to Philadelphia, 1785
by Jean Leon Gerome Ferris.
Courtesy of the Library of Congress,
LC-USZC4-9906.*

Benjamin Franklin is famous in American history.

He had many ideas for the country.

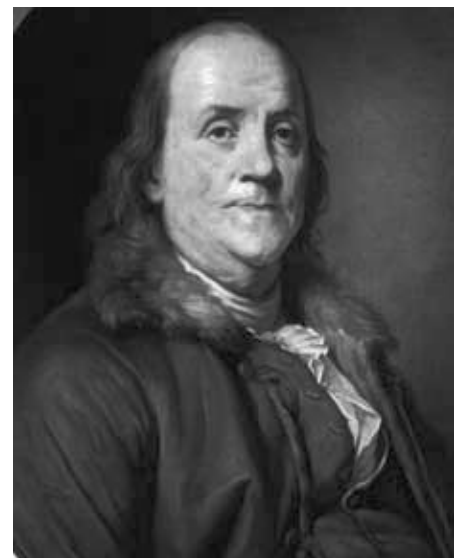
He started the first free public library.

He was the first Postmaster General.

He was a diplomat to France.

He was the oldest member of the Constitutional Convention.

He signed the U.S. Constitution.



*Benjamin Franklin by
Joseph-Siffred Duplessis.
Courtesy of the Library of Congress,
LC-USZC4-7214.*



*Scene at the Signing of the Constitution by Howard Chandler Christy.
Courtesy of the Library of Congress, LC-USA7-34630.*

The U.S. Constitution

The Constitution is an important document.

After the War of Independence, the country needed new rules.

The Founding Fathers met at the Constitutional Convention in Philadelphia.

They wrote the Constitution at the Convention.

The Constitution was written in 1787.

Nine states had to pass the Constitution.

Some Americans did not agree with the Constitution.

The Federalist Papers pushed the states to pass the Constitution.

In 1790, all 13 states passed the Constitution.

We follow the same Constitution today.

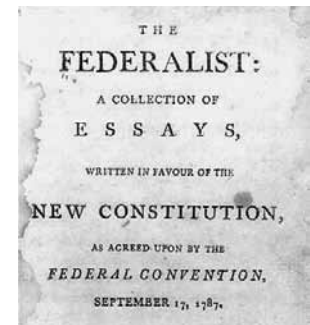
New Words

document =

Founding Fathers =

convention =

to pass =



*Title Page of The Federalist, vol. 1, 1799.
Courtesy of the Library of Congress,
LC-USZ62-70508.*

The Federalist Papers

Three men wrote the Federalist Papers:

- James Madison
- Alexander Hamilton
- John Jay

We The People

The first three words of the Constitution are WE THE PEOPLE.

“We The People” means Americans have self-government.

U.S. citizens elect their representatives to the government.

The U.S. government makes the country’s laws.

Every person’s rights and freedoms are protected by law.

For example, freedom of speech is one important right for everyone in America.



Rule of Law

- Everyone must follow the law.
- No person is above the law.
- This is called “rule of law.”

The U.S. Constitution—Correct the Sentence

Read the sentence. Correct the sentence.

Benjamin Franklin was the youngest member of the Constitutional Convention.

The Constitution was written in 1776.

The first three words of the Constitution are “Give Me Liberty”.

The Constitution Today

The Constitution protects our basic rights.

The Constitution is the supreme law of the land.

All other laws must follow the Constitution.

The Constitution also defines our government.

There are three branches of government:



Executive



Legislative



Judicial

Courtesy of the Collection of the Supreme Court of the United States.

What does the Constitution do?

- Protects basic rights of Americans
- Defines the government

Executive = P _ _ _ _ _ Legislative = C _ _ _ _ _ Judicial = C _ _ _ _

The branches have separate powers.

The branches have equal power.

This is called “separation of powers.”

The powers balance each other.

No branch has more power than the others.

Categories—Benjamin Franklin and the U.S. Constitution

Word Bank

protects rights James Madison judicial defines government
John Jay written in 1787 Alexander Hamilton 1st Postmaster General
U.S. diplomat executive 1st free library legislative

Look at the words in the word bank.
Copy the words in the category.

Benjamin Franklin

U.S. Constitution

Branches of Government

Federalist Papers

Constitution

Copy the word.

Constitution

C_____

Co_____

Con_____

Cons_____

Const_____

Consti_____

Constit_____

Constitu_____

Constitut_____

Constituti_____

Constitutio_____

Constitution_____



The Constitution of the United States.

Courtesy of the National Archives.

Copy these sentences.

What is the supreme law of the land? The Constitution.

Wh___ is the supreme l___ of the l____? The Con_____.

W_____ is ___ su_____ of the _____? The _____.

_____? _____.

Benjamin Franklin and the U.S. Constitution Lesson

Answer Key

Benjamin Franklin

Page 1

Reading text only

Benjamin Franklin is famous in American history.

He had many ideas for the country.

He started the first free public library.

He was the first Postmaster General.

He was a diplomat to France.

He was the oldest member of the Constitutional Convention.

He signed the U.S. Constitution.

The U.S. Constitution

Page 2

The Constitution is an important document.

After the War of Independence, the country needed new rules.

The Founding Fathers met at the Constitutional Convention in Philadelphia.

They wrote the Constitution at the Convention.

The Constitution was written in 1787.

Nine states had to pass the Constitution.

Some Americans did not agree with the Constitution.

The Federalist Papers pushed the states to pass the Constitution.

In 1790, all 13 states passed the Constitution.

We follow the same Constitution today.

The Federalist Papers

Three men wrote the Federalist Papers:

- James Madison
- Alexander Hamilton
- John Jay

NEW WORDS

document = important paper

Founding Fathers = leaders in Colonial times

convention = big meeting

to pass = to vote yes

We The People

Page 3

Reading text only

The first three words of the Constitution are WE THE PEOPLE.

“We The People” means Americans have self-government.

U.S. citizens elect their representatives to the government.

The U.S. government makes the country’s laws.

Every person’s rights and freedoms are protected by law.

For example, freedom of speech is one important right for everyone in America.

Rule of Law

- Everyone must follow the law.
- No person is above the law.
- This is called “rule of law.”

The U.S. Constitution—Correct the Sentence

Read the sentence. Correct the sentence.

Benjamin Franklin was the youngest member of the Constitutional Convention.

Benjamin Franklin was the oldest member of the Constitutional Convention.

The Constitution was written in 1776.

The Constitution was written in 1787.

The first three words of the Constitution are “Give Me Liberty”.

The first three words of the Constitution are WE THE PEOPLE.

The Constitution Today

Page 4

What does the Constitution do?

- Protects basic rights of Americans
- Defines the government

The Constitution protects our basic rights.
The Constitution is the supreme law of the land.
All other laws must follow the Constitution.

The Constitution also defines our government.
There are three branches of government:
Legislative, Executive, Judicial

Executive = President

Legislative = Congress

Judicial = Court

The branches have separate powers.
The branches have equal power.
This is called “separation of powers.”
The powers balance each other.
No branch has more power than the others.

Categories—Benjamin Franklin and the Constitution

Page 5

Look at the words in the word bank.
Copy the words in the category.

Benjamin Franklin
1st Postmaster General
U.S. diplomat
1st free library

Branches of Government

judicial

executive

legislative

U.S. Constitution

protects rights

defines government

written in 1787

Federalist Papers

James Madison

John Jay

Alexander Hamilton

Constitution

Page 6

Copy the word.
Constitution

Constitution

Copy these sentences.

What is the supreme law of the land? The Constitution.

Facilitator Guide

BIIN Citizenship Classes – Session 6

Objectives





In this class we will:

1. Learn about and practice the Writing Test.
2. Learn about Abraham Lincoln and his role in U.S. history and the Civil War.
3. Learn about the importance of the Civil War in U.S. history.
4. Identify problems leading to the Civil War, including slavery.
5. Understand the division of the North and South during the Civil War.
6. Identify the purpose of the Emancipation Proclamation.
7. Name an amendment on voting.

Materials

Flash cards **48, 60, 72-76**

Posters: Pledge of Allegiance
US flag

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework

PART I – WELCOME/HOUSEKEEPING (10 minutes)



- A. As students arrive, please have them sign in and get (or make) name tags. Visit and make them feel welcome, and help them get to know each other.
- B. Pledge of Allegiance
- C. Invite any questions they may have over the previous week's material, go over last week's flashcards.

Part II. The Writing Test—English Class only (Exercises 1 and 2, 5 minutes)



- A. **Introduction.** Explain to the students that they will get a form that looks like Exercise 2. They will be asked to write one sentence that the officer dictates. They do not have to get every word right, just to make themselves understood, especially to make the key words recognizable (e.g., Philadelphie for Philadelphia is fine). They are encouraged to use questions for clarification (except “please spell that”). As soon as they get one right, they will have passed the test, and it will stop.

Tell them that they will practice the Writing Test in their small groups.

Exercise 1. Writing Test Practice (10 min.).



Volunteers ask the students to copy the first sentence in each example. Remind them that this is just to practice writing the words. Check them as they write and point out places where they may not have it exactly right, but it is close enough to pass.

- B. Exercise 2. Writing Test Example (10 min.).



Volunteer says: Now we will practice it the way it will be in your interview. On the first line, please write the sentence that I read aloud to you.

1. George Washington was the first president of the United States.
2. The Congress makes federal laws.
3. The Statue of Liberty is in New York.

Pause after each sentence for them to write. Remind them they can ask you to repeat or to read more slowly. After each sentence, check to see if they would probably pass. As soon as they have one right, say “That would be all you have to do; you would pass!” But then keep going just for the practice.

BREAK (10 minutes)

PART III – CIVICS: Abraham Lincoln and the Civil War

A. Module Part 1 Introduction – Facilitator (5 minutes)



Today's civic lesson combines two sets of handouts: Abraham Lincoln and the Civil War. Given the proximity in subject between these categories, there is plenty of overlap and repetition.

The lesson on Abraham Lincoln focuses on his role as leader during the Civil War. The second part focuses on the Civil War, including the state of the nation leading up to the war, the causes, and the results. There is a lot of information that serves as background, and for lack of time we will skip some of it. The immediate goal for the students is to comprehend and answer the Civics Test items correctly (and not to memorize background details).

As with previous handouts, there are extra sheets that help students practice writing and vocabulary. Because of the amount of material to be covered in class, these items will be assigned as homework.

II. Module 2 — Abraham Lincoln (10 minutes)



Tell them the story of Abraham Lincoln without using great detail and by pointing out some of the images on the handouts. Things to tell them about Lincoln:

Lincoln was born February 12, 1809 and every February, we remember Lincoln on Presidents' Day. (Q-# 100—Name two national U.S. holidays.)

Lincoln was born to a poor family, but he studied law and became interested in politics. Lincoln was our 16th president and he was president during the Civil War (1861 – 1865)

One of the things Lincoln is most famous for is freeing the slaves. Who were the slaves and where did they come from? (Make sure you explain what the word "slave" means.)

Six days after the Civil War ended, Lincoln was assassinated. He was 56 years old. Lincoln is remembered in many ways. National holidays, pennies, \$5 bill, Lincoln Memorial, streets, schools, etc.)



TUTORS (10 minutes)– Work in small groups on the handouts, using this general guide and the flash cards.

1. The handouts for Abraham Lincoln are all fill-in the blank activities. To make better use of our time, do only page 1 with the students.
2. Look together at pages 4-5. Show the students a penny and a \$5 bill.



3. Assign pp. 2-3 and 6-8 as homework.

III. Module 3 — The Civil War (10 minutes)



To give them some context for the Civil War, read through the “**America Grows in the 1800s**” handout (pg.1) impressing how large the United States became so quickly. For example, tell them that the U.S. purchased the Louisiana Territory from France in 1803.

Write “**war**” on the board and have them repeat it out loud (tell them it rhymes with “store” and “more”). Ask the class **What is war?** (fighting between two countries). Ask the class **What is civil war?** (a war between two groups in the same country).

Tell the students that the United States had a Civil War between **1861-1865** (write dates on board) where the North part of the country fought the South. Tell them that Abraham Lincoln was the president of the United States during the Civil War and that the Civil War was fought for three reasons. One of these reasons was **slavery**.

Go over the handout titled “**Slavery in America**” (pg.2) and review one of the main reasons behind the Civil War: slavery.

Review the handout “**Freedom for Slaves in America**” (pg. 6). This handout teaches about the Emancipation Proclamation and lists three amendments to the Constitution that affected the newly freed slaves. The first two, slaves being freed in 1865 and blacks receiving U.S. citizenship in 1868, refer to the 13th and 14th amendments, respectively. The last point regarding black men being given the right to vote refers to the 15th amendment to the Constitution.



TUTORS (20 minutes)– Work in small groups on the handouts, using this general guide.

1. Using flashcards, review the following questions: **Q-# 60, 71, 75.**
2. Though filled with lots of information, go over handouts “**The South**” and “**The North**” (pgs. 3 & 4) for a quick overview of the main differences between North and South.
3. **OPTIONAL:** Unless there is enough time, skip “The Cost of War” (pg.5) or quickly summarize.
4. Help the students find the errors in the sentences on pg. 7. Explain as needed.



5. Assign the exercise on pg. 8 as homework.



6. **OPTIONAL:** As time allows review the flashcards for **Q-# 48, 72-74**

B. Class Wrap Up – Facilitator (5 minutes)



Questions? Go over the flash cards. Next week’s lesson is wars of the 1800s and 1900s.

Exercise 1. Writing Test Practice

Now I need you to write Line No. ____ for me:

Example 1.

1. Thomas Jefferson was the third president of the United States.
2. The Liberty Bell is in Philadelphia.
3. Abraham Lincoln was president during the Civil War.

Example 2.

1. The Lincoln Memorial is in Washington, DC.
2. The Constitution is the supreme law of the land.
3. Americans vote for the president in November.

Example 3.

1. The capital of the United States is Washington, DC.
2. The Atlantic Ocean is on the East Coast of the United States.
3. George Washington was the first president of the United States.

Exercise 2, Writing Test Dictation

1.

2.

3.

Abraham Lincoln

Word Bank

1865	1809	leader	president	slaves
1861	Abe	February	Civil	

Abraham Lincoln was an important leader in U.S. history.

His birthday is February 12, 18____.

Every Feb_____, we remember Lincoln on Presidents' Day.

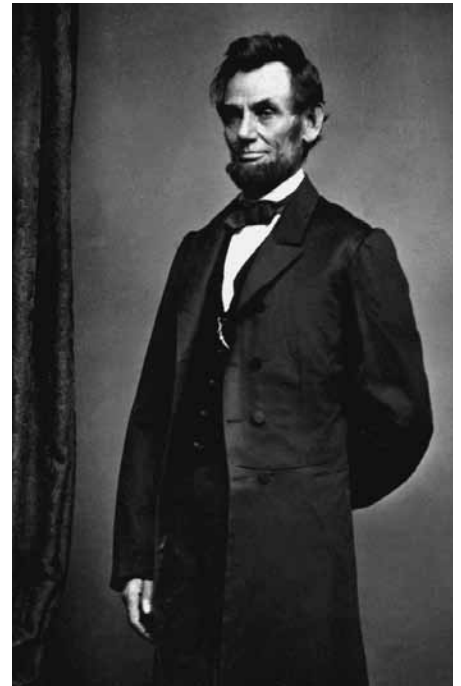
His nickname was Abe Lincoln.

Ab_____ Lincoln was our 16th president.

He was pre_____ during the Civil War.

The Ci_____ War was from 18_____ to 18_____.

He is famous for freeing the sla_____.



*President Abraham Lincoln.
Courtesy of the National Archives,
NARA File # 111-B-3656.*



*President Abraham Lincoln on the
battlefield of Antietam, October 1862.
Courtesy of the National Archives,
File # 165-SB-23.*

Abe Lincoln's Life

Word Bank

family	lawyer	student	politics	lived
1861	1809	February 12	Kentucky	Indiana

Abe Lincoln was born in Ken_____ in 18_____.

His birthday was on Feb_____.

Lincoln's fa_____ was very poor.

They li_____ in a log cabin in the country.

They moved to Ind_____ and Illinois to live.

Lincoln was a serious stu_____.

He studied to be a law_____.

Later he became interested in pol_____.

He became president in 18_____.



Mary Todd Lincoln, wife of
Abraham Lincoln.

Courtesy of the Library of Congress,
LC-DIG-cwpbh-01026.



Pioneer home of Abraham Lincoln.

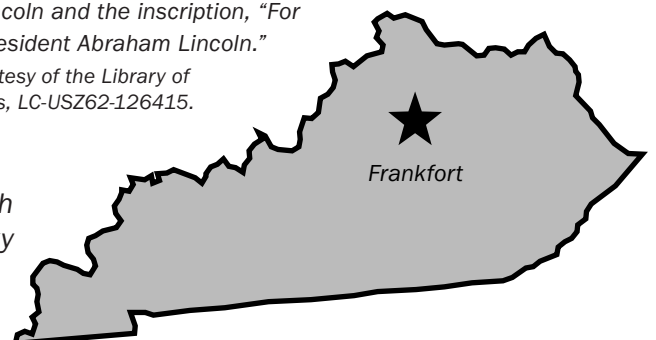
Courtesy of the Library of Congress,
LC-DIG-pga-01635.



A presidential campaign button
with a portrait of Abraham
Lincoln and the inscription, "For
President Abraham Lincoln."

Courtesy of the Library of
Congress, LC-USZ62-126415.

The Commonwealth
of Kentucky



President Lincoln's Death

Important Word—**ASSASSINATED**

When a famous person is killed, we say “**assassinated.**”

Here are some examples:

- President Lincoln was **assassinated** in 1865.
 - President Kennedy was **assassinated** in 1963.
 - Dr. Martin Luther King, Jr., was **assassinated** in 1968.
 - _____ was **assassinated** in _____.
-

Word Bank

fifty-six

Six

Lincoln was president when the Civil War ended.

_____ days after the Civil War, Lincoln was assassinated by John Wilkes Booth.

Lincoln was _____ years old when he died.

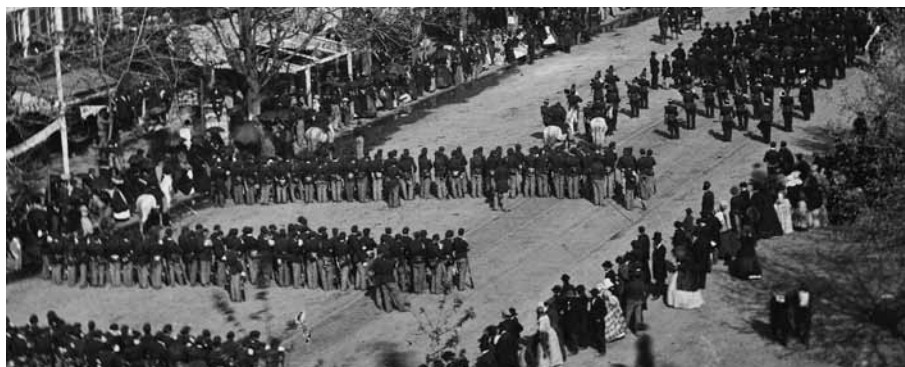
His death was very difficult for the country.



*Ford's Theater, scene of President Lincoln's assassination.
Courtesy of the Library of Congress,
LC-DIG-ppmsca-23872.*



*Ford's Theater box where Abraham Lincoln was assassinated in Washington, DC.
Courtesy of the Library of Congress,
LC-DIG-highsm-04783.*



*Lincoln's funeral, Washington, DC.
Courtesy of the Library of Congress,
LC-DIG-npcc-28313.*

The Lincoln Memorial—A Special Place



The Lincoln Memorial.

The Lincoln Memorial honors our 16th president.

The memorial is in Washington, DC.

The memorial was built in the early 1900s.

There is a giant statue of Lincoln inside.

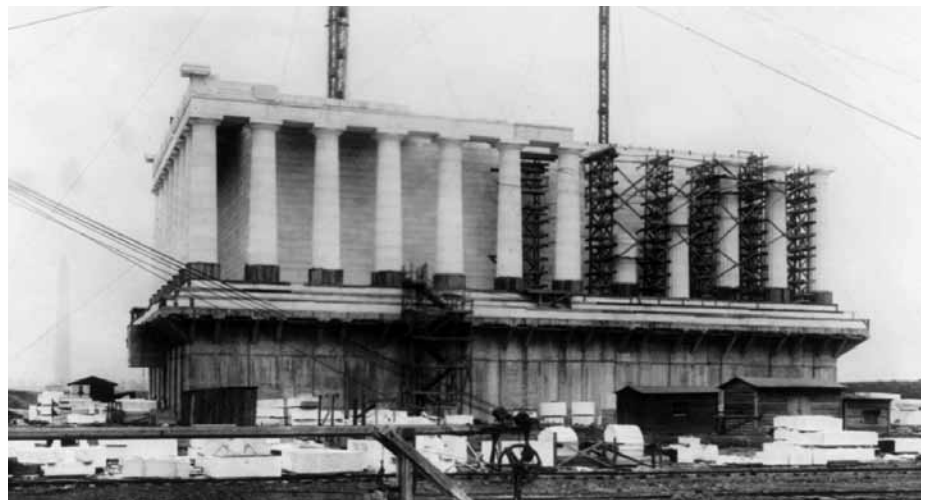
Many people come to the Lincoln Memorial every day.



The statue of Abraham Lincoln inside the Lincoln Memorial.



Pennies engraved with images of President Lincoln and the Lincoln Memorial.



*Exterior of the Lincoln Memorial during construction in 1916.
Courtesy of the Library of Congress, LC-USZ62-77389.*

The Lincoln Memorial—A Special Place (continued)

The Lincoln Memorial is a famous place.

Many people come here for celebrations, speeches, and protests.

Martin Luther King, Jr., made his “I Have a Dream” speech here on August 28, 1963.

The Lincoln Memorial is an important symbol for Americans.



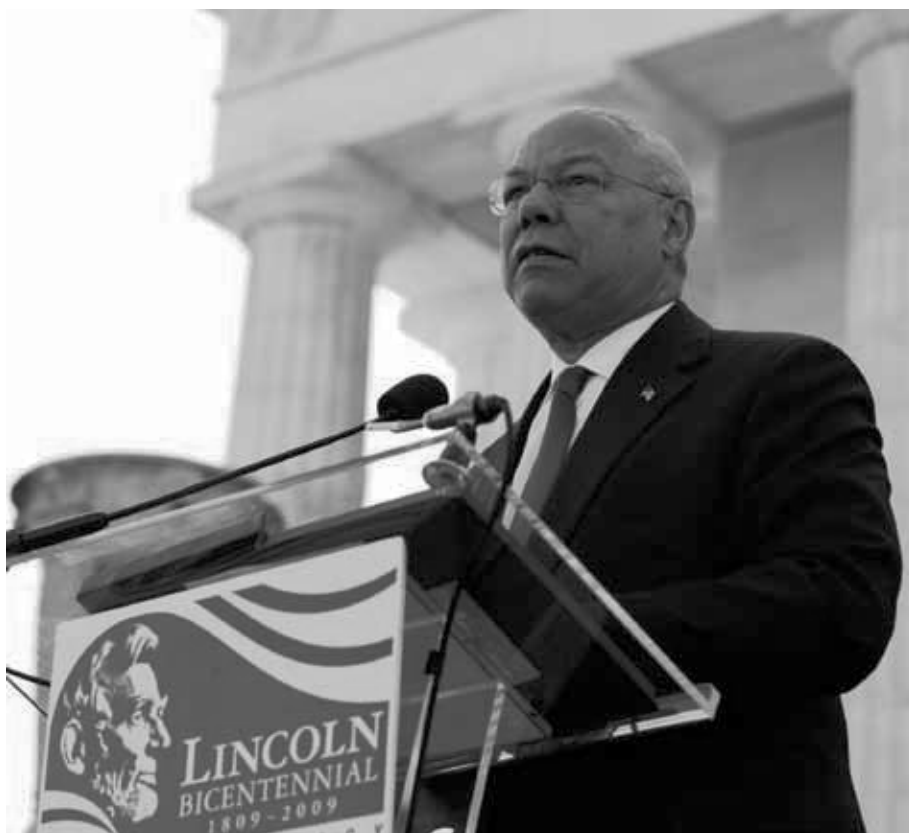
In 1963, nearly 250,000 people gathered in Washington, DC, to speak out against segregation and petition for equal rights for all Americans. Photo taken from the steps of the Lincoln Memorial.

Courtesy of the Library of Congress, LC-U9-10363-5.



Marian Anderson singing at the Lincoln Memorial on April 9, 1939.

Courtesy of the Library of Congress, LC-DIG-hec-26452.



Colin Powell speaking at a naturalization ceremony at the Lincoln Memorial in honor of Lincoln's Bicentennial, April 12, 2009.

Abraham Lincoln Crossword

Look at the pictures.

Write the words under the pictures.

Then write the word in the puzzle.



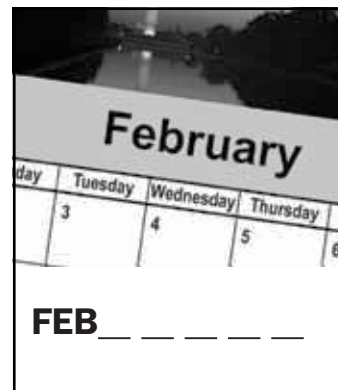
FAM I L Y



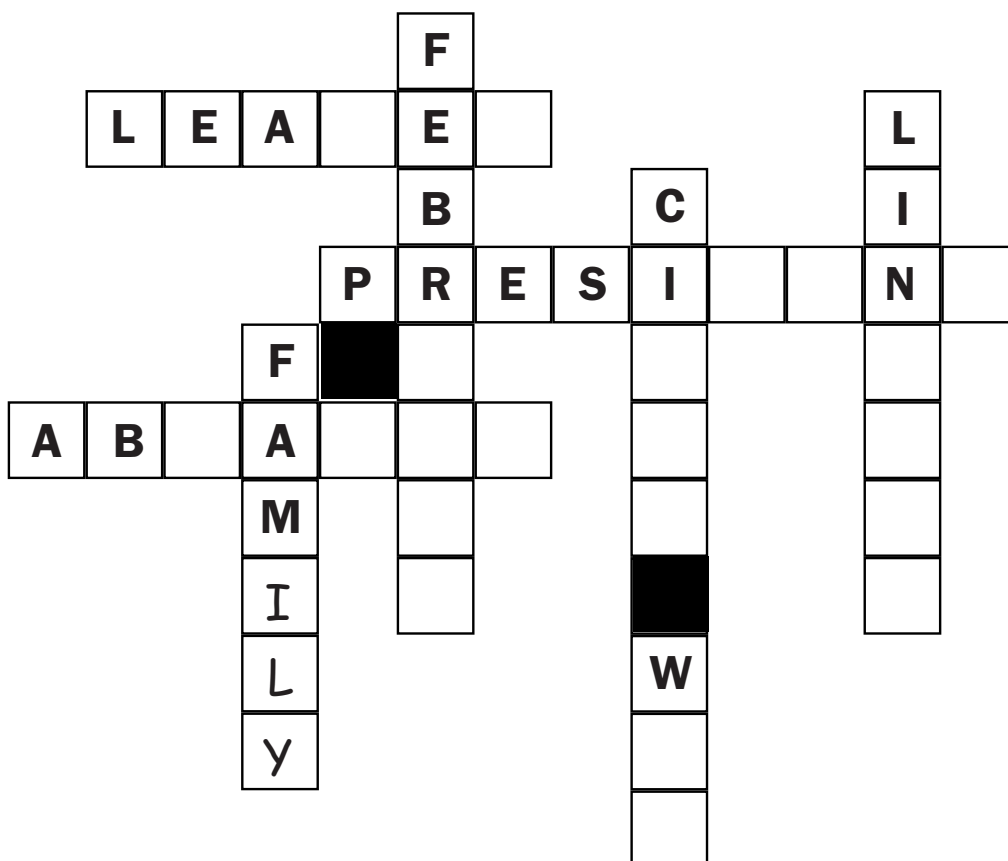
CI _ _ _ W _ _
LEA _ _ _



PRES _ _ _ _
AB _ _ _ _
LIN _ _ _ _



FEB _ _ _ _



Abraham Lincoln

Copy these words.

Abraham Lincoln



Inauguration of President Lincoln at the U.S. Capitol, March 4, 1861.

Courtesy of the Library of Congress, LC-USZ62-48564.

A_____

Ab_____

Abr_____

Abra_____

Abrah_____

Abraha_____

Abraham_____

L_____

Li_____

Lin_____

Linc_____

Linco_____

Lincol_____

Lincoln_____

Copy this sentence.

Abraham Lincoln was our 16th president.

Abraham L_____ was our 16th p_____.

A_____ L_____ was our _____ p_____.

February

Copy this word.

February

F_____

Fe_____

Feb_____

Febr_____

Febru_____

Februa_____

Februar_____

February_____

Copy this sentence.

We remember Lincoln in February.

W__ remember L_____ in Fe_____.

__ r_____ _ Fe_____.

_____.

America Grows in the 1800s

In the 1800s, America grew very fast.

In 1803, the United States bought the Louisiana Territory from France.

From 1800 to 1860, there were 17 new states.

In the 1800s, millions of immigrants came from other countries.

The country had two main parts—the North and the South.

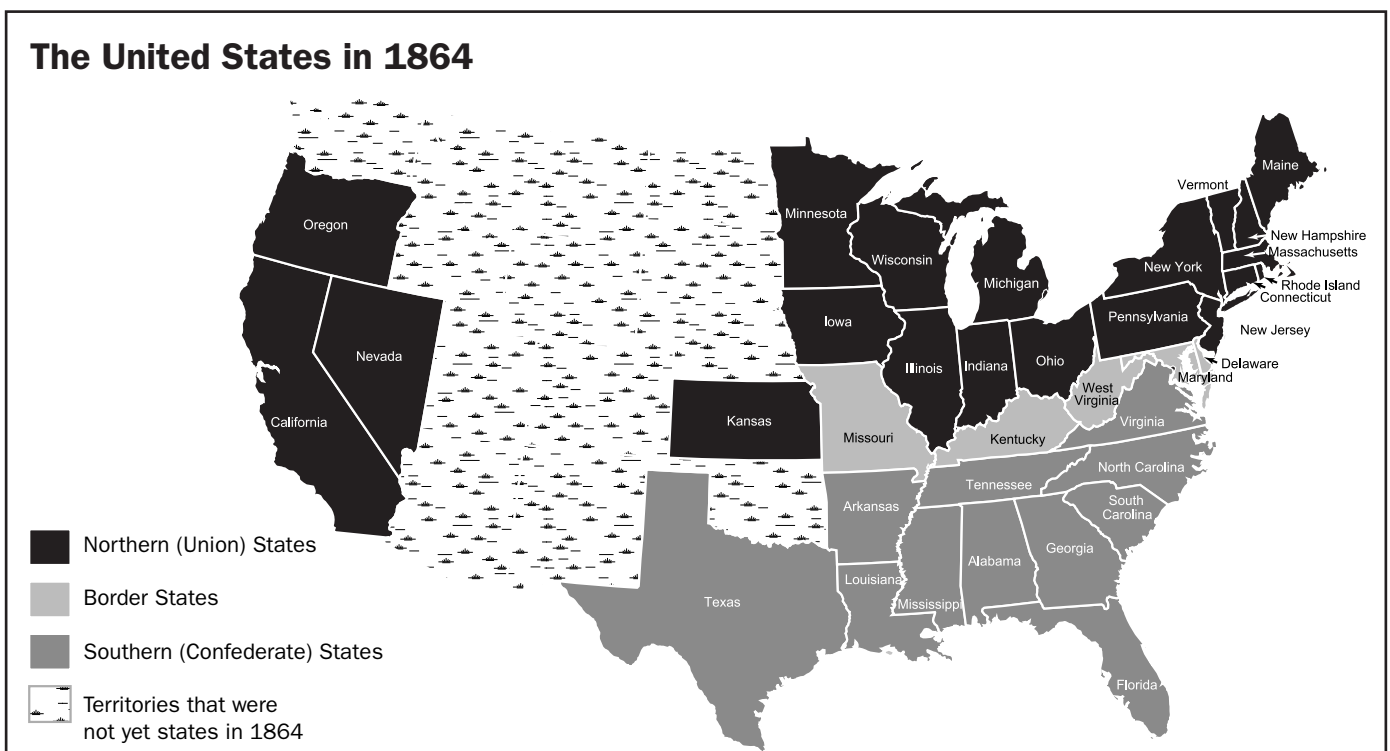
They had different cultures.

They had different economies.

There were many new problems.



Map of the Louisiana Purchase Territory.
Courtesy of the National Archives.



Slavery in America

Africans were taken to America and sold as slaves.

In 1860, 4 million slaves lived in the United States.

Americans did not agree about slavery.

The North wanted to free the slaves.

The South wanted slaves to work on plantations.

Most slaves lived in the South.

The slaves had no freedom.

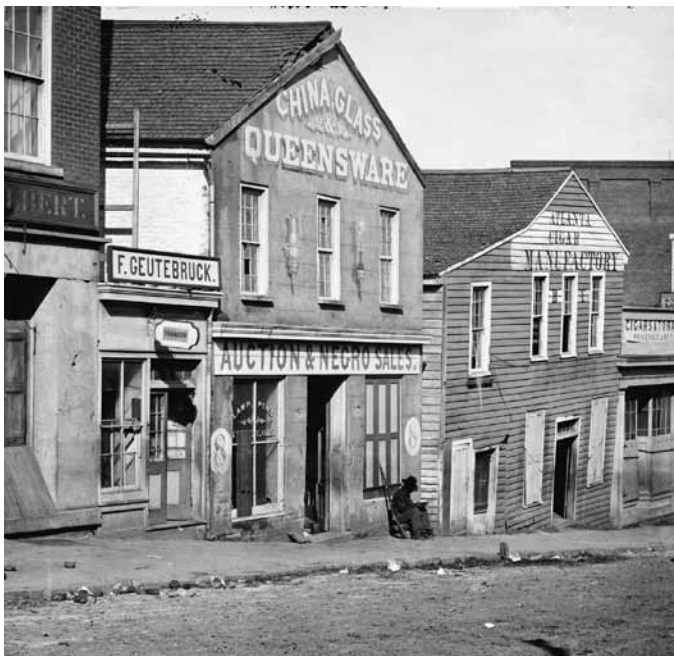
They had no formal schools.

They had no right to vote.



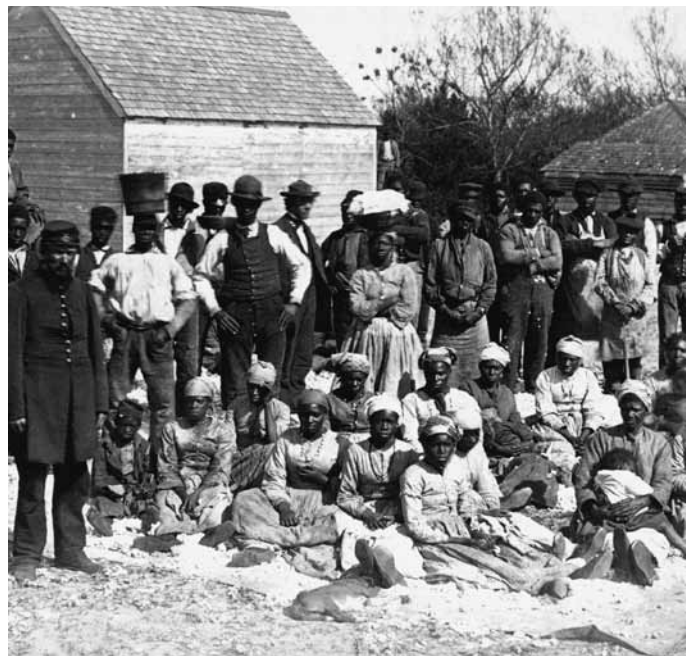
Port Royal Island, South Carolina, African Americans preparing cotton for the gin on Smith's Plantation.

Courtesy of the Library of Congress, LC-DIG-cwpb-00747.



Auction and Negro Sales, Whitehall Street, Atlanta, Georgia, 1864.

Courtesy of the Library of Congress, LC-DIG-cwpb-03351.

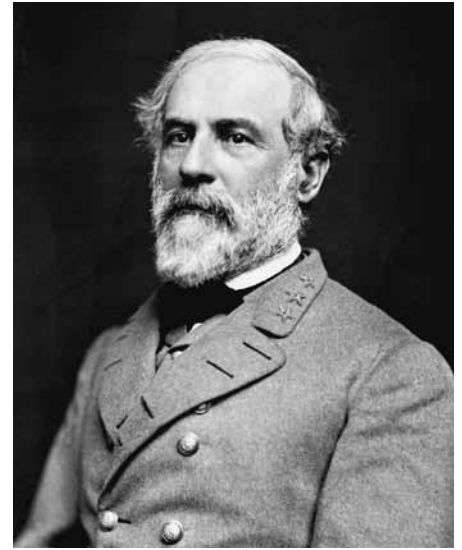


Slaves on a Southern plantation in May 1862.

Courtesy of the Library of Congress, LC-DIG-ppmsca-04324.



*Family on the porch of the John Minor Botts plantation near Culpeper, Virginia.
Courtesy of the Library of Congress, LC-DIG-cwpb-03726.*



*Civil War Confederate General Robert E. Lee.
Courtesy of the Library of Congress, LC-B8172-0001.*

The South

The South was agricultural.

The population was 9 million people.

The South had small farms and big plantations.

They grew cotton, tobacco, corn, sugar, and rice.

Most slaves lived on big plantations.

Many Southerners wanted slavery.

The South wanted strong states' rights.

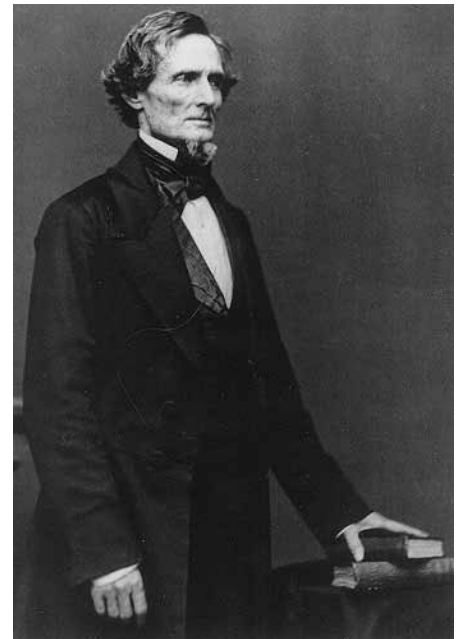
States' rights means the states decide their government.

The South wanted to separate from the United States.

The South made a new country, "The Confederate States of America."

Robert E. Lee was the military leader.

Jefferson Davis was the president of the Confederate States.



*Confederate President Jefferson Davis.
Courtesy of the Library of Congress, LC-ppmsca-23852.*



Eaton, Cole, and Burnham Company Factory in Bridgeport, Connecticut.

Courtesy of the Library of Congress, LC-DIG-ppmsca-23152.

The North

The North was industrial.

The population was 21 million people.

The North had factories, railroads, and ports.

They produced paper, glass, textiles, and metal products.

From 1840 to 1860, 4 million immigrants arrived here.

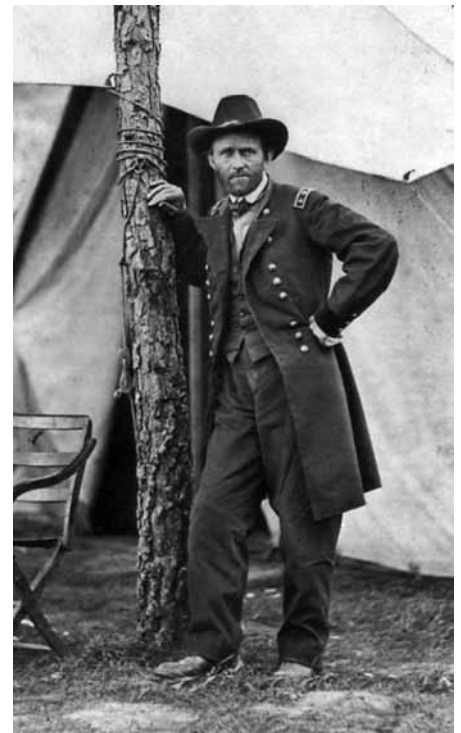
Many immigrants worked in the factories.

Many Northerners did not want slavery.

The North wanted the country to stay together.

Ulysses S. Grant was the military leader.

Abraham Lincoln was the president
of the United States.



*General Ulysses S. Grant at his
headquarters in Cold Harbor, Virginia.*

*Courtesy of the Library of Congress,
LC-USZ61-903.*

The Cost of War

There were different problems that led to the Civil War:

- Slavery
- Economic reasons
- States' rights

The Civil War started in 1861.

The Civil War ended in 1865.

The South surrendered in April 1865.

The North and the South fought very hard.

The war was terrible for the country.

It was difficult for all people in the country.

More than 620,000 people died.

There were many changes after the war.



*A Union soldier and his sister.
Courtesy of the Library of Congress,
LC-DIG-ppmsca-27534.*



*Armory Square Hospital, Washington, DC.
Courtesy of the Library of Congress, LC-USZC4-7976.*



Freedom for Slaves in America

"The First Reading of the Emancipation Proclamation Before the Cabinet," painted by Francis Bicknell Carpenter and engraved by A.H. Ritchie.

Courtesy of the Library of Congress, LC-DIG-pga-02502.

In 1863, Lincoln wrote the Emancipation Proclamation.

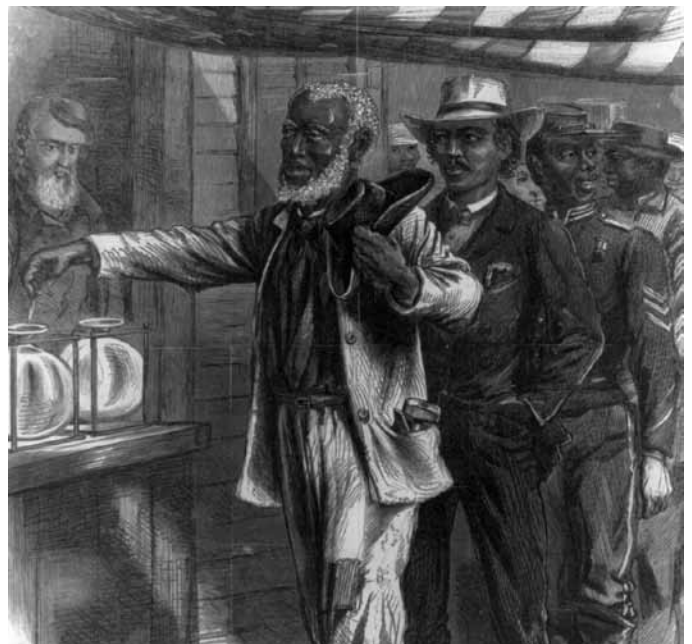
The Emancipation Proclamation freed slaves in the South.

After the war, there were many changes for black people.

In 1865, the slaves were freed in every state of the United States.

In 1868, black people got U.S. citizenship.

In 1870, black men got the right to vote.



"The First Vote," by A.R. Waud.

Courtesy of the Library of Congress, LC-USZ62-19234.

The Civil War—Correct the Sentence

Read the sentence.

Each sentence has one mistake.

Correct the sentence.

Write the correct sentence.

1. The U.S. Civil War was fought in the 1700s.

2. Abraham Lincoln wrote the Declaration of Independence.

3. Religion was one problem that led to the Civil War.

4. The U.S. bought the Virginia Territory from France.

5. The Civil War was between the East and the West.

6. The slaves came from Australia.

7. The Emancipation Proclamation freed the colonists.

Civil War

Copy these words.

Civil War

C _____

Ci _____

Civ _____

Civi _____

Civil _____

W _____

Wa _____

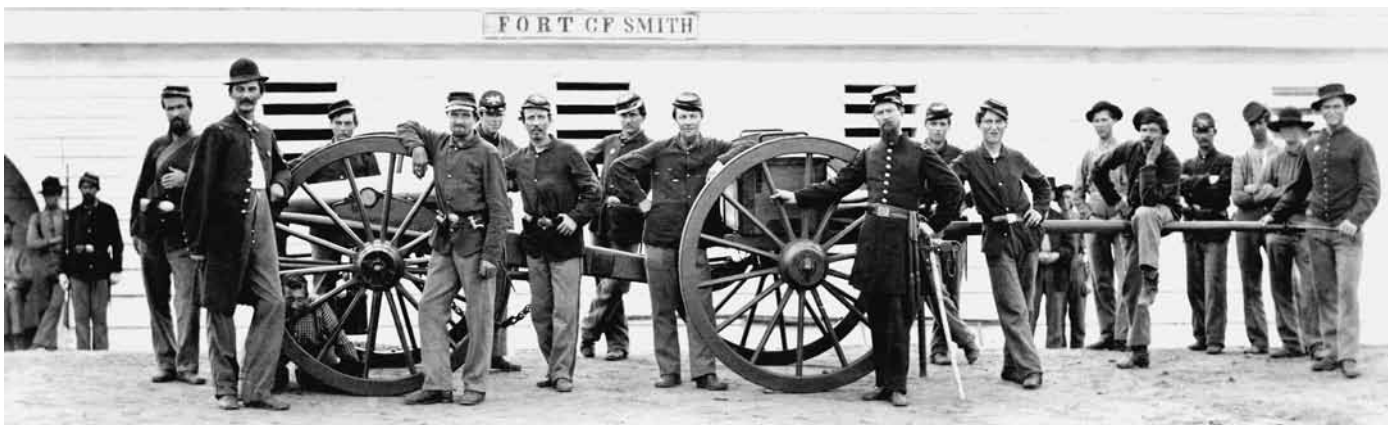
War _____

Copy the sentence.

The Civil War was in the 1800s.

The C _____ W _____ was in the 1800s.

_____ 1800s.



*Civil War soldiers with cannon and caisson, Fort C.F. Smith, Co. L, 2d New York Artillery.
Courtesy of the Library of Congress, LC-USZ62-115177.*

Abraham Lincoln Lesson Answer Key

Abraham Lincoln

Page 1

Abraham Lincoln was an important leader in U.S. history.

His birthday is February 12, 1809.

Every February, we remember Lincoln on Presidents' Day.

His nickname was Abe Lincoln.

Abe Lincoln was our 16th president.

He was president during the Civil War.

The Civil War was from 1861 to 1865.

He is famous for freeing the slaves.

Abe Lincoln's Life

Page 2

Abe Lincoln was born in Kentucky in 1809.

His birthday was on February 12.

Lincoln's family was very poor.

They lived in a log cabin in the country.

They moved to Indiana and Illinois to live.

Lincoln was a serious student.

He studied to be a lawyer.

Later he became interested in politics.

He became president in 1861.

President Lincoln's Death

Page 3

Important Word—**ASSASSINATED**

When a famous person is killed, we say "assassinated."

Here are some examples:

- President Lincoln was **assassinated** in 1865.
- President Kennedy was **assassinated** in 1963.
- Dr. Martin Luther King, Jr., was **assassinated** in 1968.
- _____ was **assassinated** in _____.

Accept any appropriate answers from students.

Lincoln was president when the Civil War ended.

Six days after the Civil War, Lincoln was assassinated by John Wilkes Booth.

Lincoln was **fifty-six** years old when he died.

His death was very difficult for the country.

The Lincoln Memorial—A Special Place

Page 4 Reading Text Only

The Lincoln Memorial honors our 16th president.

The memorial is in Washington, DC.

The memorial was built in the early 1900s.

There is a giant statue of Lincoln inside.

Many people come to the Lincoln Memorial every day.

Page 5 Reading Text Only

The Lincoln Memorial is a famous place.

Many people come here for celebrations, speeches, and protests.

Martin Luther King made his "I Have a Dream" speech here on August 28, 1963.

The Lincoln Memorial is an important symbol for Americans.

Abraham Lincoln Crossword

Page 6

Look at the pictures.

Write the words under the pictures.

Then write the word in the puzzle.



FAM I L Y



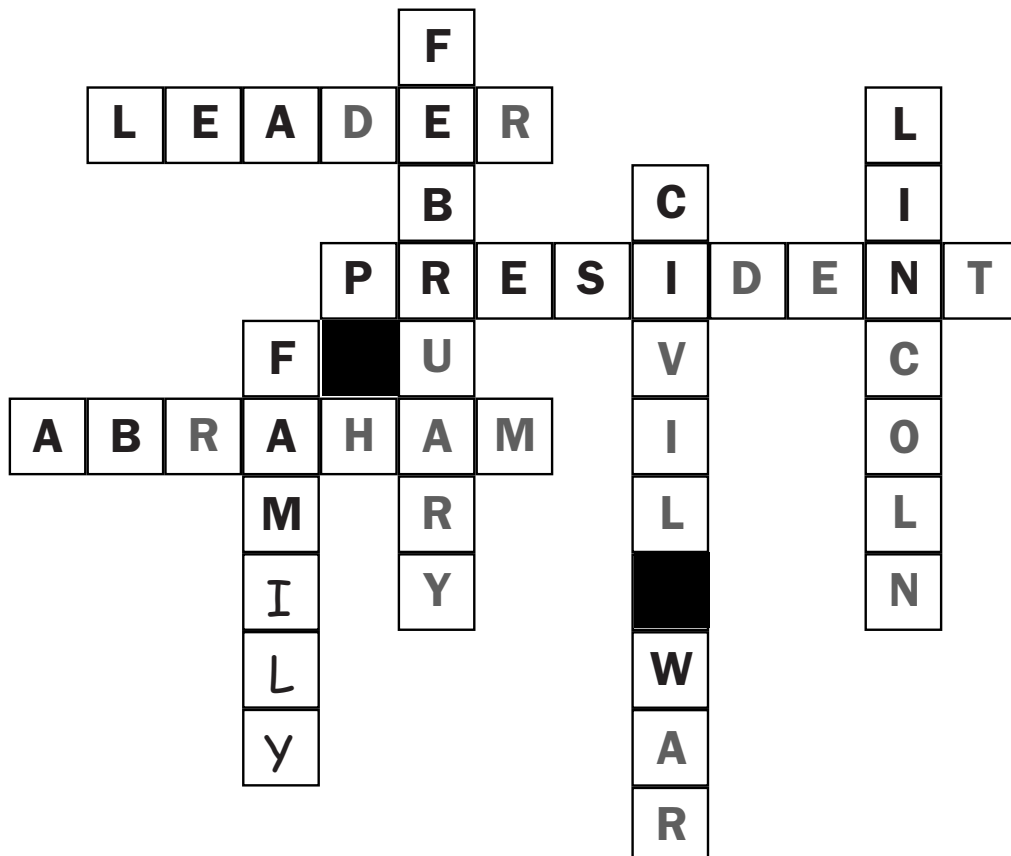
CIVIL WAR
LEADER



PRESIDENT
ABRAHAM
LINCOLN



FEBRUARY



Write the words Abraham Lincoln

Page 7

Abraham

Lincoln

Copy this sentence.

Abraham Lincoln was our 16th president.

Abraham Lincoln was our 16th president.

.....

Write the word February

Page 8

February

Copy this sentence.

We remember Lincoln in February.

We remember Lincoln in February.

Civil War Lesson Answer Key

America Grows in the 1800s

Page 1

Reading text only

In the 1800s, America grew very fast.
In 1803, the United States bought the Louisiana Territory from France.
From 1800 to 1860, there were 17 new states.
In the 1800s, millions of immigrants came from other countries.
The country had two main parts—the North and the South.
They had different cultures.
They had different economies.
There were many new problems.

Slavery in America

Page 2

Reading text only

Africans were taken to America and sold as slaves.
In 1860, 4 million slaves lived in the United States.
Americans did not agree about slavery.
The North wanted to free the slaves.
The South wanted slaves to work on plantations.
Most slaves lived in the South.
The slaves had no freedom.
They had no formal schools.
They had no right to vote.

The South

Page 3

Reading text only

The South was agricultural.
The population was 9 million people.
The South had small farms and big plantations.
They grew cotton, tobacco, corn, sugar, and rice.
Most slaves lived on big plantations.
Many Southerners wanted slavery.
The South wanted strong states' rights.
States' rights means the states decide their government.
The South wanted to separate from the United States.

The South made a new country, "The Confederate States of America."
Robert E. Lee was the military leader.
Jefferson Davis was the president of the Confederate States.

The North

Page 4

Reading text only

The North was industrial.
The population was 21 million people.
The North had factories, railroads, and ports.
They produced paper, glass, textiles, and metal products.
From 1840 to 1860, 4 million immigrants arrived here.
Many immigrants worked in the factories.
Many Northerners did not want slavery.
The North wanted the country to stay together.
Ulysses S. Grant was the military leader.
Abraham Lincoln was the president of the United States.

The Cost of War

Page 5

Reading text only

There were different problems that led to the Civil War:

- Slavery
- Economic reasons
- States' rights

The Civil War started in 1861.
The Civil War ended in 1865.
The South surrendered in April 1865.
The North and the South fought very hard.
The war was terrible for the country.
It was difficult for all people in the country.
More than 620,000 people died.
There were many changes after the war.

Freedom for Slaves in America

Page 6

Reading text only

In 1863, Lincoln wrote the Emancipation Proclamation.

The Emancipation Proclamation freed slaves in the South.

After the war, there were many changes for black people.

In 1865, the slaves were freed in every state of the United States.

In 1868, black people got U.S. citizenship.

In 1870, black men got the right to vote.

The Civil War—Correct the Sentence

Page 7

Read the sentence. Each sentence has one mistake. Correct the sentence. Write the correct sentence.

Note to teachers: Each sentence must be corrected. Below are suggested changes. Accept any reasonable answer.

1. The U.S. Civil War was fought in the 1700s.
The U.S. Civil War was fought in the **1800s**.
2. Abraham Lincoln wrote the Declaration of Independence.
Abraham Lincoln wrote the **Emancipation Proclamation**.
3. Religion was one problem that led to the Civil War.
Slavery was one problem that led to the Civil War.
Economic reasons were one problem that led to the Civil War.
States' rights were one problem that led to the Civil War.
4. The U.S. bought the Virginia Territory from France.
The U.S. bought the **Louisiana** Territory from France.

5. The Civil War was between the East and the West.
The Civil War was between the **North** and the **South**.
6. The slaves came from Australia.
The slaves came from **Africa**.
7. The Emancipation Proclamation freed the colonists.
The Emancipation Proclamation freed the **slaves**.

Civil War

Page 8

Write these words.

Civil War

Copy the sentence.

The Civil War was in the 1800s.

Facilitator Guide

BIIN Citizenship Classes – Session 7

Objectives

In this class we will:





1. Learn some words commonly used in the Interview.
2. Identify U.S. wars in the 1800s.
3. Understand the significance of Memorial Day and Veterans Day.
4. Learn about three U.S. wars in the 1900s: World War I, World War II, and the Cold War.
5. Explain the roles of Woodrow Wilson, Franklin Roosevelt, and Dwight Eisenhower.
6. Understand the historical significance of the Great Depression.
7. Identify capitalism as the economic system of the United States.
8. Understand the effects of communism and terrorism on the United States.

Materials

Flash cards **11, 78-83, 86, 91**

Handout packet for each student

Posters: Pledge of Allegiance
Timeline

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework
Q-#	Question on Civics Test

PART I – WELCOME/HOUSEKEEPING (10 minutes)



- A. As students arrive, please have them sign in and get (or make) name tags. Visit and make them feel welcome, and help them get to know each other.
- B. Pledge of Allegiance
- C. Invite any questions they may have over the previous week's material.

PART II – VOCABULARY FOR THE NATURALIZATION INTERVIEW— (5 minutes)

In random order, model key words (but not the synonyms) with your student(s) to listen and repeat after you. Have them explain the meanings and give examples of how the words might be used in the interview (i.e., how they might be used in a question). The purpose of this exercise is to become familiar enough with these words that they recognize what the interviewer is asking them and can answer.

Below is a list of the words that we'll be drilling in preparation for the interview. A synonym is paired with each one. Students should learn these key words and become familiar with their meanings as they relate to the naturalization interview. This is not intended to be a comprehensive list of all the possible meanings of these words or their exact definitions.

habitually / often

verify / prove ... true

marital status / married, divorced,
single, widowed

swear / promise

registered / signed up

spouse / husband or wife

current home address / where ...
live now

date of birth / when ... born

advocated / supported

failed to / did not (do something)

federal / U.S. government

exempt / did not have to (do something)

prior / before

pending / has not been ... yet

have you ever / in your lifetime, have you ...



member / someone who belongs to ...

resident / live in ... now

requested / asked for

disability / physical impairment

dependents / someone you support financially

1.  At home they can try finding these words in the N-400 application form itself.
2.  Tell them they can also practice this at home using the audio exercise at uscis.gov/citizenship.
3. Tell them that they will now practice the Interview Vocabulary in their small groups.

- A. **Exercise 1. Interview Vocabulary Practice** (5 min.).



Using Vocabulary for the Naturalization Interview — Self-Test 2, read the sentences for the first four questions, instructing the students to circle the choice that has a meaning similar to the word that is bolded.



Assign sentences 5-20 as homework and tell the students to bring to class next week any they have problems with or questions about.

B. Exercise 2. Conversation (10 min.)



Volunteers read the words in the list on Student Handout A—Know Your N-400. Then read aloud the sentences from the Conversations, having the students fill in the blanks with the best word or phrase from that list. Remind them that since each person’s case is different, every naturalization interview is unique. In their interview, the officer may ask different questions or ask them in another way to get the information needed.

C. Exercise 3. Matching Exercise (10 min.)



Volunteer helps the students complete the matching exercise. Read each word in the left-hand column and ask the students to match it with the best meaning that relates to the naturalization interview and N-400 application.

BREAK (10 minutes)

PART III – CIVICS:

A. Module Part 1 Introduction – Facilitator (5 minutes)

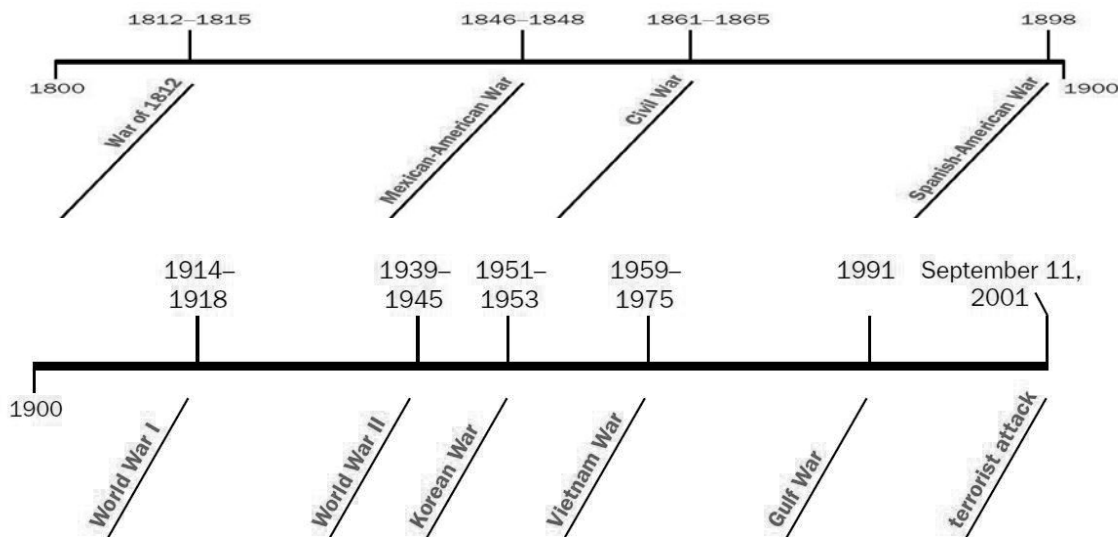


“U.S. Wars in the 1800s” and “U.S. History since 1900”

Today’s civic lesson combines two sets of handouts that deal with the major events of the 19th and 20th centuries. In reality, both lessons address the various wars that the U.S. fought during this time. While a lot of ground is covered, for the first set of handouts all the information the students need to acquire is enough to answer two Civics Exam questions, which we answered last week (#72 and #73). More complex is the information to be covered in the second half of today’s lesson. Lots of details, but as with other handouts, the important thing is to make sure the students can answer the Civics Exam questions related to the topic.

1. Last week we spoke of the Civil War where the North and the South of the United States fought against each other. War, in a more general sense, involves one country fighting against another.

2. Draw a time line (or use the timelines on the last page of this packet) with the corresponding war:



Tell the students that the U.S. fought 4 wars in the 1800s and 5 in the 1900s. Tell them that today we will discuss these wars with particular focus on the events surrounding the wars in the 1900s.

II. Module 2 —US Wars in the 1800s and 1900s (5 minutes)



1. Using the sheet titled “Timelines: Wars of the 1800s and 1900s” (see above), briefly go over the materials on pg. 1 & 2 of the first part of this handout. Except for two exceptions don’t focus too much on details. First exception: when going over the War of 1812, remind them that the Star-spangled Banner was written during this war.
2. Second exception: when reviewing the paragraph on the Spanish-American War, explain that one important result of this conflict was that the United States acquired Puerto Rico, Guam, and other islands from Spain. Explain that a territory is an area governed by the U.S. federal government but is not a state. In some cases, territories eventually become U.S. states (examples: Hawaii, Alaska). This is important because **Q#91**.



TUTORS (10 minutes)– Work in small groups on the handouts, using this general guide and the flash cards.

3. Using flashcards, review **Q- #72, #73, #91, and #98** from the Civics Test.
4. On the handouts, work together on pg. 3 and 4 (in the first set).



5. Assign p. 5 as homework.

III. Module 3 — U.S. History since 1900 (15 minutes)



1. This is a much longer section, but it should be covered like the previous handout. Use the “Timelines: Wars of the 1800s and 1900s” sheet as a guide along with the handout.
2. Go over pg. 1 of the handout (“*World War I*”), focusing on who was president at the time (so they get used to hearing the name). Also, tell students that Wilson declared Veteran’s Day a holiday to commemorate the end of World War I.
3. For pg. 2 of the handout (“*Franklin D. Roosevelt*”), tell students that this is the face on the dime piece (show them a dime). Go over the information on this page, stressing the concept of the Great Depression (1929-1941). Move on to pg. 3 (“*World War II*”) and point it out on the timeline. If you have time, use the world map on the wall to help students identify the countries that the United States and her allies fought against during this war. Also, go over the name of the president that took over after FDR: Eisenhower (for review, ask them what other generals have become presidents of the U.S.: Washington, Grant).
4. Using pg. 4 (“*America Fights Communism*”), talk about the Cold War, explaining that it was not a traditional war, but rather the tension between the United States and the former Soviet Union. (Optional: use the world map to show where the Soviet Union was located.) Help the students understand the basic difference between communist and capitalist economies. Explain that in a capitalist economy, individual people (and not the government) own most businesses and property. In contrast, in communist countries like the former Soviet Union, the government controls businesses and owns property. The Cold War ended in 1991 with the breakup of the former Soviet Union. For now, skip parts about Korea and Vietnam.
5. Using pg. 5, “*Recent Military Conflicts*,” go over the sentences and explain that the Gulf War was the last official war in the 1900s. Briefly, explain that now the war on terrorism is the primary conflict the United States is involved with.



TUTORS (20 minutes)– Work in small groups on the handouts, using this general guide.

6. Referring to p. 2 of the handout (“*Franklin D. Roosevelt*”), show students a dime and tell them that this is his face.
7. Use pg. 6 and 7 to review some of today’s lesson, checking to see that they understand.



8. Assign the exercise on pg. 8 as homework.

B. Class Wrap Up – Facilitator (5 minutes)  Questions? Next week's lesson is on civil rights.

Vocabulary for the Naturalization Interview: Self-Test 2

Hard-Copy Version of the Online Practice Test

Instructions to the student: Read the passage about each person. Then circle the best choice to answer the questions.

1. **habitually** — Michael is **habitually** late for work at the bank.
 - a. Michael is never late for work at the bank.
 - b. Michael is often late for work at the bank.
 - c. Michael was late for work at the bank yesterday.
2. **verify** — Can you **verify** this information?
 - a. Can you prove that this information is true?
 - b. Can you copy this information?
 - c. Can you translate this information?
3. **marital status** — What is your **marital status**?
 - a. When were you married to your spouse?
 - b. Whom are you married to now?
 - c. Are you married, divorced, single, or widowed now?
4. **swear** — I **swear** to tell the truth.
 - a. I like to tell the truth.
 - b. I promise to tell the truth.
 - c. I forget to tell the truth.
5. **registered** — John **registered** for an English class at the community college.
 - a. John finished an English class at the community college.
 - b. John signed up for an English class at the community college.
 - c. John taught an English class at the community college.
6. **spouse** — Did your **spouse** go with you outside the United States last summer?
 - a. Did your husband (or wife) go with you last summer?
 - b. Did your children go with you last summer?
 - c. Did other people go with you last summer?
7. **current home address** — What is your **current home address**?
 - a. Where do you work?
 - b. Where were you born?
 - c. Where do you live?
8. **date of birth** — What is your **date of birth**?
 - a. When were you born?
 - b. How old are you now?
 - c. Where were you born?
9. **advocated** — Mary **advocated** to change the working conditions at her job.
 - a. Mary was in charge of the working conditions at her job.
 - b. Mary supported getting better working conditions at her job.
 - c. Mary did not want to change the working conditions at her job.
10. **failed to** — Jim **failed to** send in his taxes on time.
 - a. Jim sent in his taxes on time.
 - b. Jim did not send in his taxes on time.
 - c. Jim sent in his taxes two weeks early.
11. **federal** — Is that a **federal** government building?
 - a. Is that an important building?
 - b. Is that a state government building?
 - c. Is that a U.S. government building?
12. **exempt** — Donna was **exempt** from the final exam.
 - a. Donna completed her final exam.
 - b. Donna failed her final exam.
 - c. Donna did not have to take her final exam.
13. **prior** — Gary has **prior** experience teaching history.
 - a. Gary has taught history before.
 - b. Gary has never taught history.
 - c. Gary likes teaching history.
14. **pending** — The decision on your loan application is **pending**.
 - a. Your loan application was approved today.
 - b. Your loan application has not been approved yet.
 - c. Your loan application was declined.
15. **Have you ever** — **Have you ever** visited New York?
 - a. In your lifetime, have you visited New York?
 - b. Are you planning to visit New York?
 - c. Will you visit New York next summer?
16. **member** — Scott is a **member** of the Parent Teacher Association.
 - a. Scott wants to join the Parent Teacher Association.
 - b. Scott belongs to the Parent Teacher Association.
 - c. Scott does not belong to the Parent Teacher Association.
17. **resident** — I am a **resident** of Texas.
 - a. I was born in Texas.
 - b. I have visited Texas.
 - c. I live in Texas now.
18. **requested** — John **requested** information about the citizenship test.
 - a. John presented information about the citizenship test.
 - b. John asked for information about the citizenship test.
 - c. John explained information about the citizenship test.
19. **disability** — Barbara's **disability** made walking difficult for her.
 - a. Barbara had a physical impairment that made walking difficult.
 - b. Barbara did not like to walk very far.
 - c. Barbara refused to walk far because she was tired.
20. **dependents** — Do you have any **dependents**?
 - a. Do you owe anyone money?
 - b. Do you have a job?
 - c. Do you support anyone financially?

For Teacher Use

Answer Key and Text for the Online and Hard Copy Versions: Self-Test 2

To find the online practice test, Vocabulary for the Naturalization Interview: Self-Test 2, visit www.uscis.gov/citizenship.

Note: In the online audio recordings, students hear only the **bolded word or phrase**. The correct choice has a box around it.

1. **habitually** – Michael is **habitually** late for work at the bank.

- a. Michael is never late for work at the bank.
- b. Michael is often late for work at the bank.
- c. Michael was late for work at the bank yesterday.

2. **verify** – Can you **verify** this information?

- a. Can you prove that this information is true?
- b. Can you copy this information?
- c. Can you translate this information?

3. **marital status** – What is your **marital status**?

- a. When were you married to your spouse?
- b. Whom are you married to now?
- c. Are you married, divorced, single, or widowed now?

4. **swear** – I **swear** to tell the truth.

- a. I like to tell the truth.
- b. I promise to tell the truth.
- c. I forget to tell the truth.

5. **registered** – John **registered** for an English class at the community college.

- a. John finished an English class at the community college.
- b. John signed up for an English class at the community college.
- c. John taught an English class at the community college.

6. **spouse** – Did your **spouse** go with you outside the United States last summer?

- a. Did your husband (or wife) go with you last summer?
- b. Did your children go with you last summer?
- c. Did other people go with you last summer?

7. **current home address** – What is your **current home address**?

- a. Where do you work?
- b. Where were you born?
- c. Where do you live?

8. **date of birth** – What is your **date of birth**?

- a. When were you born?
- b. How old are you now?
- c. Where were you born?

9. **advocated** – Mary **advocated** to change the working conditions at her job.

- a. Mary was in charge of the working conditions at her job.
- b. Mary supported getting better working conditions at her job.
- c. Mary did not want to change the working conditions at her job.

10. **failed to** – Jim **failed to** send in his taxes on time.

- a. Jim sent in his taxes on time.
- b. Jim did not send in his taxes on time.
- c. Jim sent in his taxes two weeks early.

11. **federal** – Is that a **federal** government building?

- a. Is that an important building?
- b. Is that a state government building?
- c. Is that a U.S. government building?

12. **exempt** – Donna was **exempt** from the final exam.

- a. Donna completed her final exam.
- b. Donna failed her final exam.
- c. Donna did not have to take her final exam.

13. **prior** – Gary has **prior** experience teaching history.

- a. Gary has taught history before.
- b. Gary has never taught history.
- c. Gary likes teaching history.

14. **pending** – The decision on your loan application is **pending**.

- a. Your loan application was approved today.
- b. Your loan application has not been approved yet.
- c. Your loan application was declined.

15. **Have you ever** – **Have you ever** visited New York?

- a. In your lifetime, have you visited New York?
- b. Are you planning to visit New York?
- c. Will you visit New York next summer?

16. **member** – Scott is a **member** of the Parent Teacher Association.

- a. Scott wants to join the Parent Teacher Association.
- b. Scott belongs to the Parent Teacher Association.
- c. Scott does not belong to the Parent Teacher Association.

17. **resident** – I am a **resident** of Texas.

- a. I was born in Texas.
- b. I have visited Texas.
- c. I live in Texas now.

18. **requested** – John **requested** information about the citizenship test.

- a. John presented information about the citizenship test.
- b. John asked for information about the citizenship test.
- c. John explained information about the citizenship test.

19. **disability** – Barbara's **disability** made walking difficult for her.

- a. Barbara had a physical impairment that made walking difficult.
- b. Barbara did not like to walk very far.
- c. Barbara refused to walk far because she was tired.

20. **dependents** – Do you have any **dependents**?

- a. Do you owe anyone money?
- b. Do you have a job?
- c. Do you support anyone financially?

Student Handout A—Fill in the Conversation

Vocabulary for the Naturalization Interview: Self-Test 2

It is important to be prepared to talk about the **specific information** on your Form N-400 at your naturalization interview. This exercise will help you learn and practice some important words and phrases that you may hear when

you talk with the USCIS officer. After this exercise, take the online practice test “Vocabulary for the Naturalization Interview: Self-Test 2” on the USCIS Citizenship Resource Center at www.uscis.gov/citizenship.

Exercise — Fill in the Conversation

resident	verify	prior	failed to
have you ever	federal	current home address	member
swear	register	pending	

Instructions: Read the words in the list above. Practice saying them aloud. Then read the following sample conversations from naturalization interviews. Fill in the blanks with the best word or phrase from this list.

Conversation 1:

Officer: Mr. Lee, did you _____ for Selective Service?

Applicant: Yes, I did, when I turned 18.

Conversation 2:

Officer: What's your _____?

Applicant: 102 South Main Street, Arlington, Virginia, 22204.

Officer: Can you _____ that address?

Applicant: Sure, here's my driver's license.

Conversation 3:

Officer: Ms. Garcia, how long have you been a _____ of Florida?

Applicant: Oh, I moved to Miami one year ago.

Officer: Where did you live _____ to that?

Applicant: I lived in Chicago, Illinois.

Conversation 4:

Officer: Ms. Ashraf, please raise your right hand. Do you _____ to tell the truth, the whole truth, and nothing but the truth?

Applicant: I do.

Officer: Please have a seat.

Conversation 5:

Officer: Have you ever _____ send in your _____ income tax form?

Applicant: No, I haven't. I send it in on time every April.

Conversation 6:

Officer: Mrs. Baron, have you ever filed for family members to come to the United States?

Applicant: Yes, two years ago. Their applications are still _____.

Conversation 7:

Officer: Mr. Rios, _____ been a _____ of any organization, association, or club?

Applicant: Yes, I own a small business. I belong to the Chamber of Commerce.

Important note: Since each person's case is different, every naturalization interview is unique. In your interview, the officer may ask different questions or ask them in another way to get the information needed.

Student Handout B – Matching

Vocabulary for the Naturalization Interview: Self-Test 2

You should be prepared to talk about the **specific information** on your Form N-400 at your naturalization interview. This exercise will help you learn the meanings of important words and phrases that you may hear when you talk with the USCIS officer about your Form N-400. After you

finish this exercise, test yourself using the online practice test “Vocabulary for the Naturalization Interview: Self-Test 2” on the USCIS Citizenship Resource Center at www.uscis.gov/citizenship.

Exercise – Matching

Instructions: Read each word below and match it with the best meaning that relates to the naturalization interview and Form N-400.

- | | |
|--------------------------|---|
| 1. _____ spouse | A. often, frequent or doing something from habit |
| 2. _____ request | B. officially sign up or put your name on a list |
| 3. _____ exempt | C. U.S. government or central government |
| 4. _____ date of birth | D. before, previous |
| 5. _____ habitual | E. ask for something formally or politely |
| 6. _____ disability | F. make a serious promise |
| 7. _____ federal | G. publicly support an idea or person |
| 8. _____ advocate | H. whether you are single, married, divorced, or widowed |
| 9. _____ dependent | I. have special permission to not do something |
| 10. _____ swear | J. a physical or mental condition that limits one or more major life activities |
| 11. _____ prior | K. month, day, and year that a person was born |
| 12. _____ marital status | L. husband or wife |
| 13. _____ register | M. someone who depends on you for food, clothes, money, etc. |

For Teacher Use

Answer Key for Student Handouts A and B

The online practice test “Vocabulary for the Naturalization Interview: Self-Test 2” is located at www.uscis.gov/citizenship.

Student Handout A – Fill in the Conversation

Conversation 1:

Officer: Mr. Lee, did you register for Selective Service?

Applicant: Yes, I did, when I turned 18.

Conversation 2:

Officer: What's your current home address?

Applicant: 102 South Main Street, Arlington, Virginia, 22204.

Officer: Can you verify that address?

Applicant: Sure, here's my driver's license.

Conversation 3:

Officer: Ms. Garcia, how long have you been a resident of Florida?

Applicant: Oh, I moved to Miami one year ago.

Officer: Where did you live prior to that?

Applicant: I lived in Chicago, Illinois.

Conversation 4:

Officer: Ms. Ashraf, please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth?

Applicant: I do.

Officer: Please have a seat.

Conversation 5:

Officer: Have you ever failed to send in your federal income tax form?

Applicant: No, I haven't. I send it in on time every April.

Conversation 6:

Officer: Mrs. Baron, have you ever filed for family members to come to the United States?

Applicant: Yes, two years ago. Their applications are still pending.

Conversation 7:

Officer: Mr. Rios, have you ever been a member of any organization, association, or club?

Applicant: Yes, I own a small business. I belong to the Chamber of Commerce.

Student Handout B – Matching

- | | |
|-----------------------------|---|
| 1. <u>L</u> spouse | A. often, frequent, or doing something from habit |
| 2. <u>E</u> request | B. officially sign up or put your name on a list |
| 3. <u>I</u> exempt | C. U.S. government or central government |
| 4. <u>K</u> date of birth | D. before, previous |
| 5. <u>A</u> habitual | E. ask for something formally or politely |
| 6. <u>J</u> disability | F. make a serious promise |
| 7. <u>C</u> federal | G. publicly support an idea or person |
| 8. <u>G</u> advocate | H. whether you are single, married, divorced, or widowed |
| 9. <u>M</u> dependent | I. have special permission to not do something |
| 10. <u>F</u> swear | J. a physical or mental condition that limits one or more major life activities |
| 11. <u>D</u> prior | K. month, day, and year that a person was born |
| 12. <u>H</u> marital status | L. husband or wife |
| 13. <u>B</u> register | M. someone who depends on you for food, clothes, money, etc. |

The War of 1812

In the 1800s, the United States fought in four wars.

The War of 1812 was between the United States and Great Britain.

This war ended in 1815.

Francis Scott Key wrote the national anthem during this war.

The national anthem is called “The Star-Spangled Banner.”



In “The Star-Spangled Banner,” by Percy Moran, Francis Scott Key points at the flag flying over Fort McHenry.

Courtesy of the Library of Congress, LC-USZC4-6200.

The Mexican-American War

The Mexican-American War was between the United States and Mexico.

This war was from 1846 to 1848.

The United States won the war and received land from Mexico.

Today, that land is California, Nevada, Utah, New Mexico, Arizona, and parts of other states.

The Civil War

The Civil War was the biggest U.S. war in the 1800s.

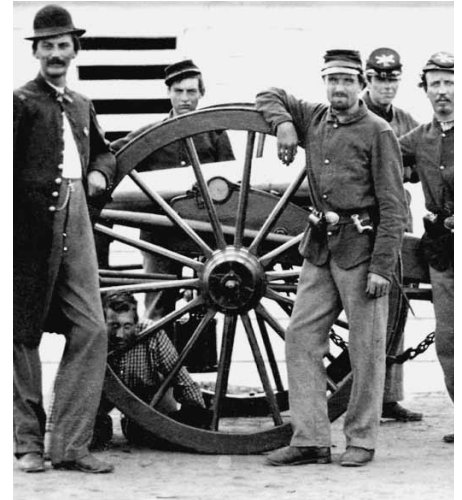
The Civil War was between the North and the South.

This war was from 1861 to 1865.

Many Northern and Southern soldiers died in the war.

The Memorial Day holiday started after the Civil War.

On Memorial Day, we honor all soldiers who have died during wars.



Civil War soldiers with cannon and caisson, Fort C.F. Smith, Co. L, 2d New York Artillery.

Courtesy of the Library of Congress, LC-USZ62-115177.

The Spanish-American War

The Spanish-American War was between the United States and Spain.

The United States won the war in 1898.

After the war, Puerto Rico, Guam, and other islands became part of the United States.

Today, Puerto Rico and Guam are U.S. territories.



The Utah Light Artillery of the Utah National Guard, by Keith Rocco, in 1898, near Manila during the Spanish-American War.

Courtesy of the Army National Guard Heritage Paintings.

Review—U.S. Wars in the 1800s

Read the sentence.

Write the correct words in the blank.

Word Bank

Civil War

Memorial Day

four

anthem

Guam

Puerto Rico

1. The United States fought _____ wars in the 1800s.
2. _____ and _____ are U.S. territories.
3. The Star-Spangled Banner is the name of the national _____.
4. The _____ was between the North and the South.
5. _____ is a national U.S. holiday.

Timeline of the 1800s

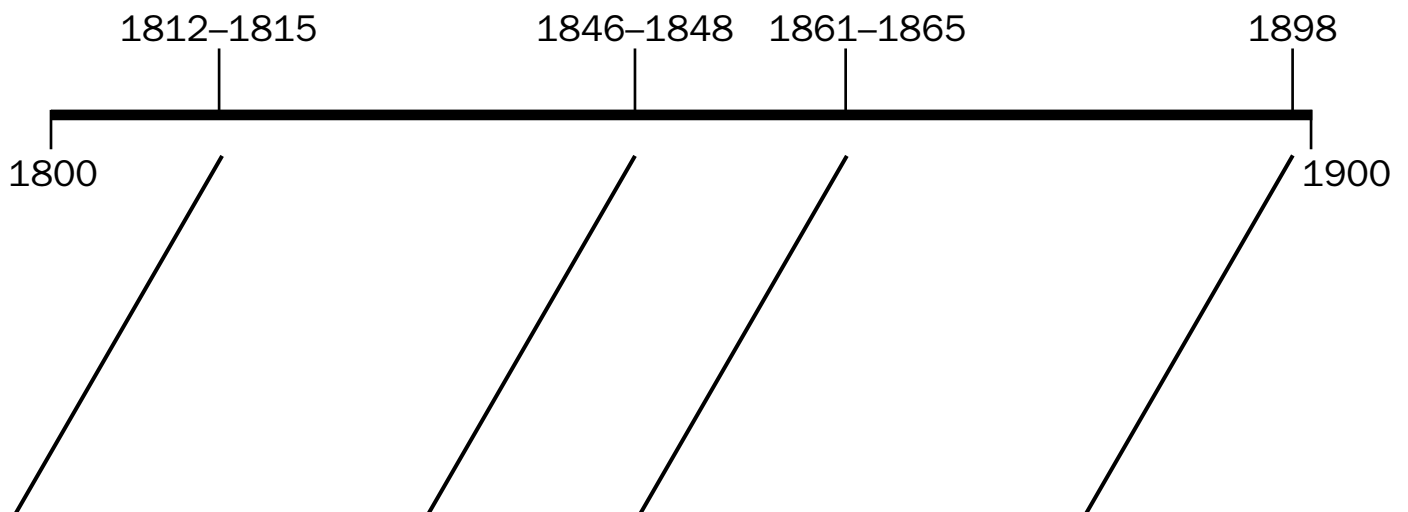
Write the name of each war on the timeline.

Civil War

War of 1812

Spanish-American War

Mexican-American War



Memorial Day

Copy the words.

Memorial Day

M _____

Me _____

Mem _____

Memo _____

Memor _____

Memori _____

Memoria _____

Memorial _____

D _____

Da _____

Day _____



Arlington National Cemetery.

Copy this sentence.

We celebrate Memorial Day in May.

We cel _____ Mem _____ Day in May.

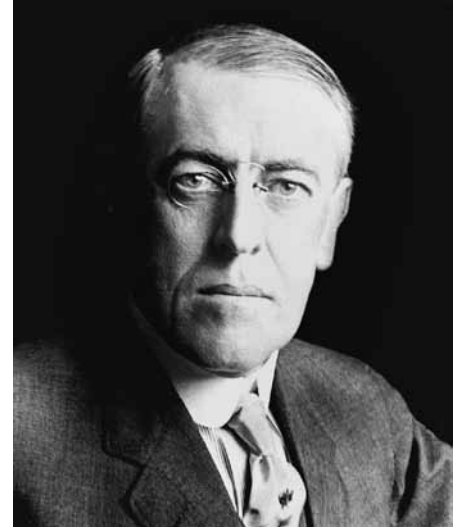
_____.

World War I



American troops going to the battle line in the Forest of the Argonne, France, September 26, 1918.

Courtesy of the Army Historical Foundation, NARA # 111-SC-22334.



President Woodrow Wilson.

Courtesy of the Library of Congress, LC-USZ62-107577.

In the 1900s, the United States fought in five wars.

World War I was from 1914 to 1918.

Many countries fought in this war.

The United States entered the war in 1917.

Woodrow Wilson was President during World War I.

The Veterans Day holiday started after this war.

Today, we remember all U.S. military veterans on Veterans Day.



Tomb of the Unknowns.

Courtesy of the Library of Congress, LC-DIG-hec-25203.

Franklin D. Roosevelt

In the 1930s, the United States had serious economic problems.

Banks closed and people lost their jobs and money.

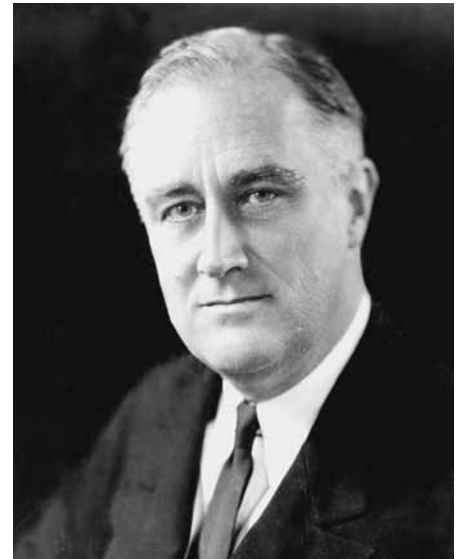
This period was called the Great Depression.

Franklin D. Roosevelt became President in 1933.

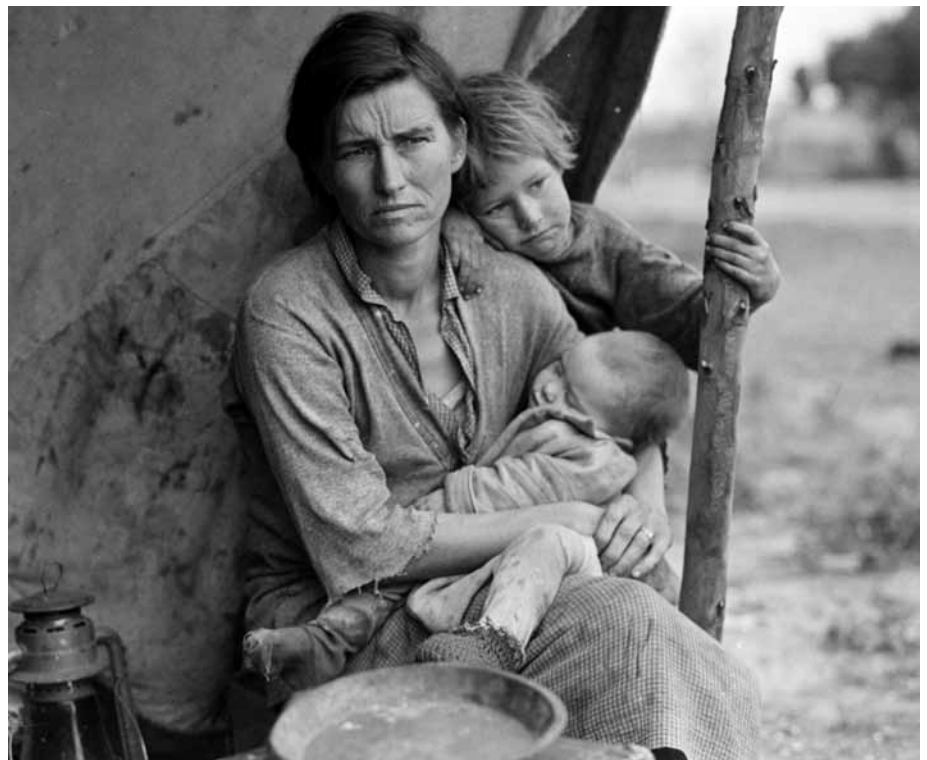
He promised a better life for Americans.

He wanted to help the economy.

He started job programs and the Social Security program.



*President Franklin D. Roosevelt.
Courtesy of the Library of Congress,
LC-USZ62-117121.*



*A migrant agricultural worker's family
during the Great Depression,
photograph by Dorothea Lange.
Courtesy of the Library of Congress,
LC-USZ62-107577.*

World War II



*The USS Shaw exploding during the Japanese raid on Pearl Harbor on December 7, 1941.
Courtesy of the National Archives, 80-G-16871.*



*General Dwight D. Eisenhower, 1945.
Courtesy of the National Archives.*

World War II was from 1939 to 1945.

Roosevelt was President at the beginning of the war.

The United States entered the war after Japan bombed Pearl Harbor.

The United States fought Japan, Germany, and Italy.

Dwight D. Eisenhower was a famous general in World War II.

After the war, Eisenhower became President.

America Fights Communism

After World War II, communism was a main concern for the United States.

There was conflict between the United States and the Soviet Union.

The two countries had different economies and systems of government.

Both countries built stronger and bigger militaries.

This period was called the Cold War. The Cold War ended in 1991.

The United States was also concerned about communism in Korea and Vietnam.

From 1950 to 1953, the United States fought in the Korean War.

After the war, Korea divided into two countries.

From 1959 to 1973, the United States fought in the Vietnam War.

The Vietnam War ended in 1975.

Germans from East and West stand on the Berlin Wall in front of the Brandenburg Gate in this November 10, 1989 photo, one day after the wall opened. The Berlin Wall was a symbol of the tyranny that restrained freedom throughout the Communist bloc of Eastern Europe during the Cold War.

AP Images/STF.



Recent Military Conflicts

In the 1990s, there was a conflict in the Middle East.

There were problems between Iraq and Kuwait.

In 1991, the United States fought against Iraq in the Gulf War.

On September 11, 2001, terrorists attacked the United States.

There were attacks in New York City, Pennsylvania, and Arlington, Virginia.

Almost three thousand people died that day.

After that, the United States started a war against terrorism.



Firefighters unfurl a large American flag over the scarred stone of the Pentagon on September 12, 2001. White House photo by Paul Morse.

Review—U.S. History Since 1900

Read the sentence.

Write the correct words in the blank.

Word Bank

Roosevelt

Communism

Wilson

Eisenhower

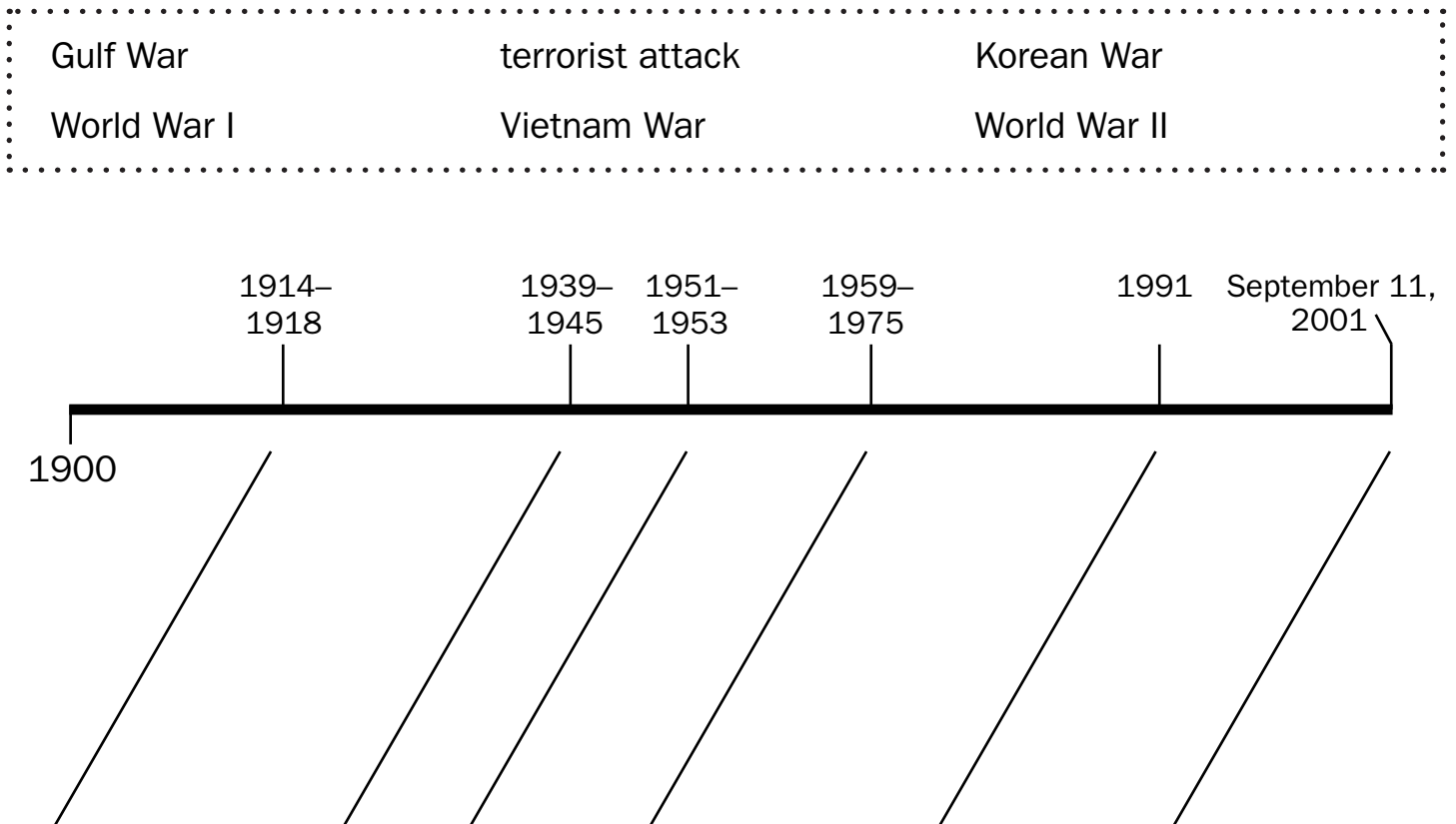
Great Depression

World War II

1. _____ was the main concern for the United States during the Cold War.
2. _____ was a famous U.S. general during World War II.
3. _____ was President during World War I.
4. The United States had serious economic problems during the _____.
5. _____ was President during the Great Depression and World War II.
6. _____ was one war fought by the United States in the 1900s.

Timeline of U.S. History Since 1900

Write the correct events on the timeline.



Veterans Day

Copy these words.

Veterans Day

V _____

Ve _____

Vet _____

Vete _____

Veter _____

Vetera _____

Veteran _____

Veterans _____

D _____

Da _____

Day _____

Copy the sentence.

Veterans Day is on November 11th.

Vet _____ Day is on Nov _____ 11th.

_____.



Soldiers from Alpha Company 3rd Battalion 141st Infantry Regiment, Texas Army National Guard during an exercise near Bagram, Afghanistan, June 2005. U.S. Army photo by SPC Harold Fields.

Courtesy of the National Guard Image Gallery.

U.S. Wars in the 1800s Lesson Answer Key

Page 1

Reading text only

The War of 1812

In the 1800s, the United States fought in four wars.

The War of 1812 was between the United States and Great Britain.

This war ended in 1815.

Francis Scott Key wrote the national anthem during this war.

The national anthem is called “The Star-Spangled Banner.”

The Mexican-American War

The Mexican-American War was between the United States and Mexico.

This war was from 1846 to 1848.

The United States won the war and received land from Mexico.

Today, that land is California, Nevada, Utah, New Mexico, Arizona, and parts of other states.

.....

Page 2

Reading text only

The Civil War

The Civil War was the biggest U.S. war in the 1800s.

The Civil War was between the North and the South.

This war was from 1861 to 1865.

Many Northern and Southern soldiers died in the war.

The Memorial Day holiday started after the Civil War.

On Memorial Day, we honor all soldiers who have died during wars.

The Spanish-American War

The Spanish-American War was between the United States and Spain.

The United States won the war in 1898.

After the war, Puerto Rico, Guam, and other islands became part of the United States.

Today, Puerto Rico and Guam are U.S. territories.

.....

Review—U.S. Wars in the 1800s

Page 3

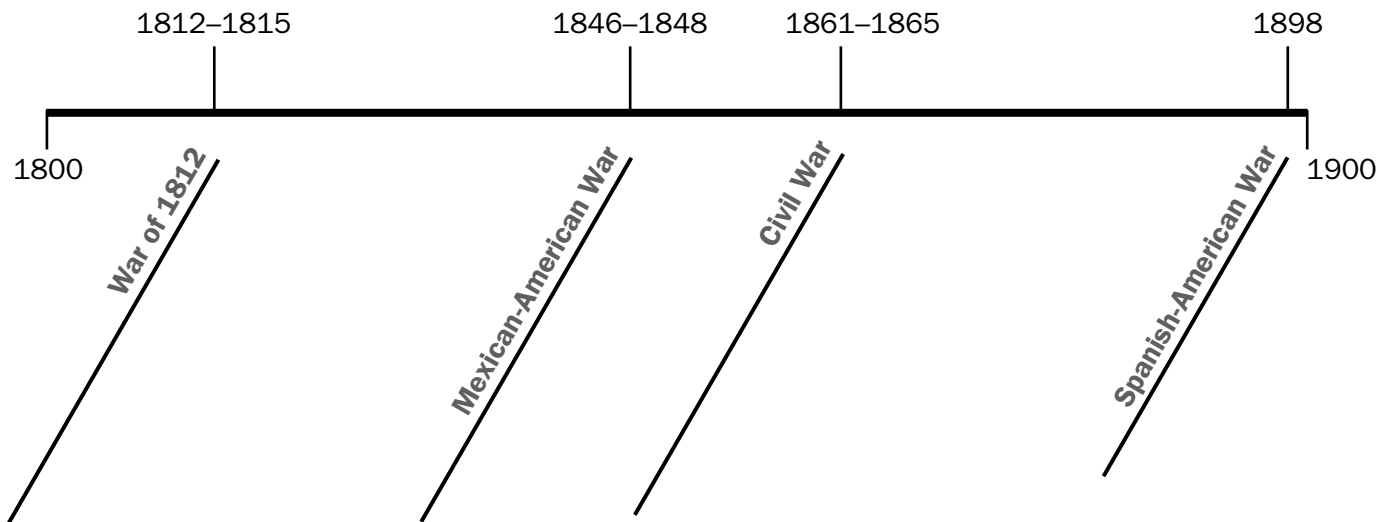
Read the sentence. Write the correct words in the blank.

1. The United States fought four wars in the 1800s.
2. Guam and Puerto Rico are U.S. territories.
3. The Star-Spangled Banner is the name of the national anthem.
4. The Civil War was between the North and the South.
5. Memorial Day is a national U.S. holiday.

Timeline of the 1800s

Page 4

Write the name of each war on the timeline.



Memorial Day

Page 5

Write the words.

Memorial Day

Copy this sentence.

We celebrate Memorial Day in May.

U.S. History Since 1900 Lesson Answer Key

World War I

Page 1

Reading text only

In the 1900s, the United States fought in five wars.

World War I was from 1914 to 1918.

Many countries fought in this war.

The United States entered the war in 1917.

Woodrow Wilson was President during World War I.

The Veterans Day holiday started after this war.

Today, we remember all U.S. military veterans on Veterans Day.

Franklin D. Roosevelt

Page 2

Reading text only

In the 1930s, the United States had serious economic problems.

Banks closed and people lost their jobs and money.

This period was called the Great Depression.

Franklin D. Roosevelt became President in 1933.

He promised a better life for Americans.

He wanted to help the economy.

He started job programs and the Social Security program.

World War II

Page 3

Reading text only

World War II was from 1939 to 1945.

Roosevelt was President at the beginning of the war.

The United States entered the war after Japan bombed Pearl Harbor.

The United States fought Japan, Germany, and Italy.

Dwight D. Eisenhower was a famous general in World War II.

After the war, Eisenhower became President.

America Fights Communism

Page 4

Reading text only

After World War II, communism was a main concern for the United States.

There was conflict between the United States and the Soviet Union.

The two countries had different economies and systems of government.

Both countries built stronger and bigger militaries.

This period was called the Cold War. The Cold War ended in 1991.

The United States was also concerned about communism in Korea and Vietnam.

From 1950 to 1953, the United States fought in the Korean War.

After the war, Korea divided into two countries.

From 1959 to 1973, the United States fought in the Vietnam War.

The Vietnam War ended in 1975.

Recent Military Conflicts

Page 5

Reading text only

In the 1990s, there was a conflict in the Middle East.

There were problems between Iraq and Kuwait.

In 1991, the United States fought against Iraq in the Gulf War.

On September 11, 2001, terrorists attacked the United States.

There were attacks in New York City, Pennsylvania, and Arlington, Virginia.

Almost three thousand people died that day.

After that, the United States started a war against terrorism.

Review—U.S. History Since 1900

Page 6

Read the sentence.

Write the correct words in the blank.

Word Bank

Roosevelt Communism Wilson

Eisenhower Great Depression World War II

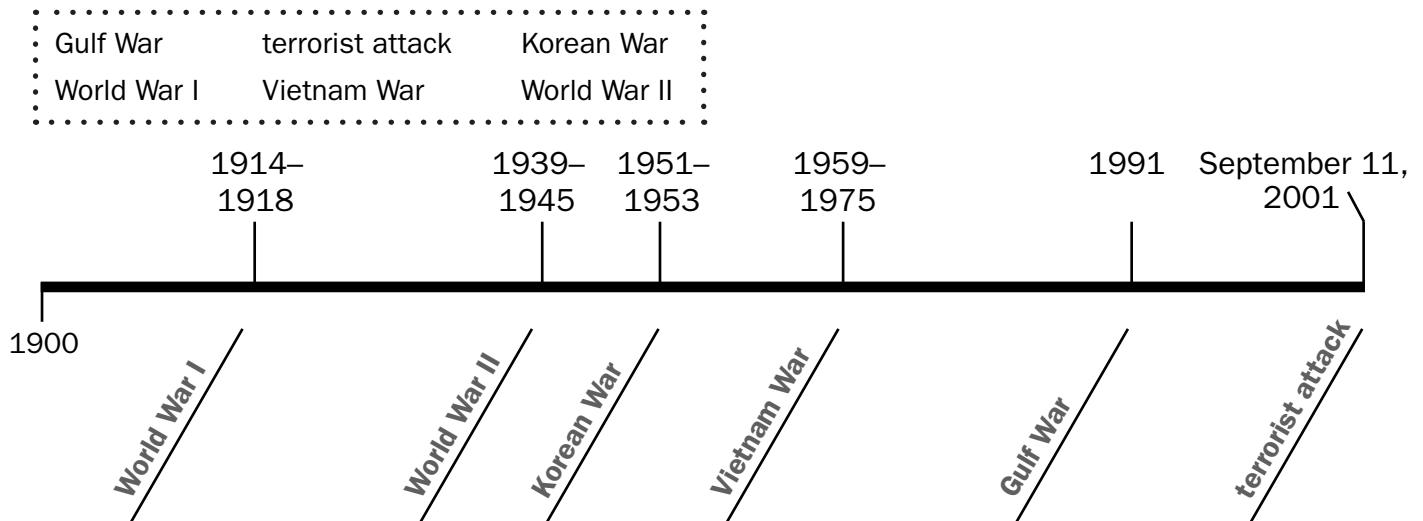
1. Communism was the main concern for the United States during the Cold War.
2. Eisenhower was a famous U.S. general during World War II.
3. Wilson was President during World War I.

4. The United States had serious economic problems during the **Great Depression**.
5. **Roosevelt** was President during the Great Depression and World War II.
6. **World War II** was one war fought by the United States in the 1900s.

Timeline of U.S. History Since 1900

Page 7

Write the correct events on the timeline.



Veterans Day

Page 8

Copy these words.

Veterans Day

Copy the sentence.

Veterans Day is on November 11th.

Facilitator Guide

BIIN Citizenship Classes – Session 8

Objectives

In this class we will:





1. Define “amendment.”
2. Describe the Bill of Rights.
3. Explain the rights in the First Amendment and explain to whom they apply.
4. Describe rights that are only for U.S. citizens.
5. Describe amendments about voting and describe voting age and rights.
6. Identify the year the Constitution was written.
7. Explain the roles of Susan B. Anthony and Martin Luther King Jr. in U.S. history.
8. Understand racial discrimination and the U.S. civil rights movement.
9. Identify Martin Luther King Day as a national holiday.

Materials

Flash cards **4-7, 10, 51, 54, 77, 84, 85**

Handout civics packet for each student

Posters: Pledge of Allegiance
Timeline (or on whiteboard)

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework
Q-#	Question on Civics Test

PART I – WELCOME/HOUSEKEEPING (10 minutes)



- A. As students arrive, please have them sign in and get (or make) name tags. Visit and make them feel welcome, and help them get to know each other.
- B. Pledge of Allegiance
- C. Invite any questions they may have over the previous week's material.

PART II – REVIEW OF KEY INTERVIEW POINTS (10 minutes)



- A. The interview belongs to you.
- B. 92% pass the first time.
- C. Types of Question in the Civics Test

There are 4 kinds of Questions and Answer combinations. Examples are given on Handout A. (1) Some questions have only one possible correct answer. (2) Some questions have more than one possible answer but ask for only one. (3) Some questions ask the applicant to provide more than one answer. (4) Some questions have additional possible answers.

The questions take 4 basic forms, or have 4 basic structures. Examples of these are also on Handout A. (1) Some questions begin with an interrogative pronoun plus verb. (2) Some questions are imperative-type items. (3) Some questions begin with adverb-type phrases. (4) Some questions use end-tag items (a sentence followed by the question about it).

- D. Remind the students to use their Requests for Clarification as needed.

BREAK (10 minutes)

PART III – CIVICS:

I. Module Part 1 Introduction – Facilitator (5 minutes)



“Bill of Rights and Other Amendments” and “Fighting for Our Rights”

Today's civic lesson combines two sets of handouts that deal with the Bill of Rights and amendments to the constitution. Much like with last week's lesson, we will cover some previously discussed material, but the focus should be on the civics exam questions listed below. In the first part, we will focus on the Bill of Rights and what it guarantees (amendments deemed necessary in response to social/cultural changes in the U.S.) The second part expands on these changes by focusing on women's suffrage and

the Civil Rights Movement. Lots of details, but as with other handouts, the important thing is to make sure the students can answer the Civics Exam questions related to this lesson.

II. Module 2 —Bill of Rights and Other Amendments (10 minutes)



1. Write the word CONSTITUTION on the board. Remind them that we have already spoken a little about the constitution (they have already answered questions, #1, 2, and 3 from the Civics Exam). So ask out loud:

#1: What is the supreme law of the land? the Constitution

#2: What does the Constitution do? defines the government, protects basic rights of Americans

#3: The idea of self-government is in the first three words of The Constitution. What are these words? “We the People”

2. Tell the class that the authors of the Constitution wanted it to be a “living document.” This means that it could be changed. And it has been changed. Changes to the constitution are called “amendments” and today we will talk about some of these, including the first 10, called “The Bill of Rights.”




TUTORS (25 minutes)– Work in small groups on the handouts, using this general guide and the flash cards.



1. Using flashcards, review the Civics Test.
2. On the handout ***The Bill of Rights and Other Amendments*** (p.1), read each sentence 2-3 times out loud for students to hear. Have the students repeat each line after you. Explain any new vocabulary (**rights=something you can do because it is allowed by law, amendment=change to the Constitution, Bill of Rights=first ten amendments, individual=each person**).
3. Using p.2, ***The First Amendment***, review the sentences at the top of the page and then move on to the First Amendment rights listed in the box. Then, ask students about the picture and see if they can identify ways people in the photo are exercising those rights.
4. Using p.4 [skip p.3], ***Four Amendments on Voting*** tell the students that there are laws about who can vote in the U.S. Ask the students if anyone can vote in an election. Ask them if they have ever voted in their native country. As you go over this page, focus on the following Civics Exam questions:

#54—How old do citizens have to be to vote for President?

#50—Name one right only for United States citizens.

#48—There are four amendments to the Constitution about who can vote. Describe one of them.

5.  If there is time, use p.5 as a true or false oral exercise.


6.  At home they can use p. 5 to practice their writing.
7.  Assign p. 3 as homework.


III. Module 3 — Fighting for Our Rights (15 minutes)

1. *Talk* about the contents of the handout ***Fighting for Our Rights*** (p.1): mention two types of discrimination that existed in the U.S. (racial and against women). Explain new vocabulary (**values=ideas about what is right or wrong, discriminated against=treated unfairly or not equally, etc.**).
2. Go over p.2, ***Susan B. Anthony***, discussing her importance in U.S. history.
3. Go over p.3, ***Martin Luther King, Jr. and the Civil Rights Movement***. Mention the Civil Rights Movement and its goal: to end racial discrimination in the U.S., focusing on its most important leader, MLK.



TUTORS (30 minutes)– Work in small groups on the handouts, using this general guide.

4. Using flashcards, review the following questions: **Q-# 77, 84, 85.**
5. On p. 2 of ***Fighting for Our Rights***, look at the pictures to help the students understand the story.
6. On p. 3, discuss the pictures.
7. Help the students do the matching on p. 4.
8. Remind students that Martin Luther King Day is one correct answer to **Q-#100.**
9.  If there is time, *read* the sentences on p. 1 of ***Fighting for Our Rights*** out loud for students to hear (read it multiple times) and have the students repeat each line after you.

10.  Assign the exercise on pg. 5 as homework.

A. Class Wrap Up – Facilitator (5 minutes)  Questions. Next week’s lesson is the branches of government.

THE NATURALIZATION CIVICS TEST — Handout A

Test Form

Civics Question	Correct	Incorrect
Name one of the two longest rivers in the United States.		
Who was the first President?		

4 Types of Questions and Answers

- I. One possible correct answer
 1. What is the supreme law of the land?
 - the Constitution
 7. How many amendments does the Constitution have?
 - twenty-seven (27)
 9. How many justices are on the Supreme Court?
 - nine (9)
- II. Choice of possible answers: question asks for one answer
 6. What is one right or freedom from the First Amendment?
 - speech
 - press
 - religion
 - petition the government
 - assembly
 74. Name one problem that led to the Civil War
 - slavery
 - states' rights
 - economic reasons
- III. Applicant must provide more than one answer
 64. There were 13 original states. Name three.
 - New Hampshire
 - Delaware
 - Massachusetts
 - Maryland
 - Rhode Island
 - Virginia
 - Connecticut
 - North Carolina
 - New York
 - South Carolina
 - New Jersey
 - Georgia
 - Pennsylvania

IV. Some questions have additional possible answers

68. What is one thing Benjamin Franklin is famous for?

- U.S. diplomat
- oldest member of the Constitutional Convention
- first Postmaster General of the United States
- writer of "Poor Richard's Almanac"
- started the first free libraries
- **(Other)**

4 Types of Sentence Structures

I. Interrogative Pronoun + Verb

- What is ...
- What are ...
- What does ...
- Who is ...
- Who makes ...
- Who signs ...
- Who vetoes ...
- Who lived ...
- Why did ...
- Where is ...
- When do ...

II. Imperative-type Items

- Name one branch or part of the government.
- Name your U.S. Representative.
- Name one right only for United States citizens.
- Name one war fought by the United States in the 1800s.
- Name one problem that led to the Civil War.

III. Adverb-type Items

- How many justices are on the Supreme Court?
- How many amendments does the Constitution have?
- How old do citizens have to be to vote for President?

IV. End-Tag Items

- The idea of self-government is in the first three words of the Constitution. What are these words?
- If both the President and the Vice President can no longer serve, who becomes President?
- Under our Constitution, some powers belong to the states. What is one power of the states?

The Bill of Rights and Other Amendments

The Founding Fathers wrote the Constitution in 1787.

They wanted a “living document.” This means the Constitution can change with the country.

A change to the Constitution is called an amendment.

In 1791, a list of ten amendments was added.

The first ten amendments to the Constitution are called the Bill of Rights.

The Bill of Rights talks about individual rights.

Over the years, more amendments were added.

Now, the Constitution has 27 amendments.



New Words

rights = _____

amendment = _____

Bill of Rights = _____

individual = _____

The First Amendment

The First Amendment is in the Bill of Rights.

Americans often talk about the First Amendment.

The First Amendment protects individual rights or freedoms.

These rights are for everyone living in the United States.

The rights or freedoms from the First Amendment are:

Freedom of Religion—You can practice any religion or you can practice no religion.

Freedom of Speech—You can say what you want about public problems.

Freedom of Assembly—You can meet peacefully to talk about problems and ideas.

Freedom of the Press—The government cannot control what people write in newspapers and the media.

Freedom to Petition the Government—You can ask the government to change laws.

*Attorney General Robert F. Kennedy
speaking at a racial equality demonstration
outside the Justice Department on
June 14, 1963.
Courtesy of the Library of Congress,
LC-DIG-ppmsca-04295.*



Word Search—The First Amendment

Find these words in the puzzle.
The words are down (↓) or across (→).
Circle the words.

Word Bank

✓ SPEECH	FIRST	RELIGION
CHANGE	WRITE	AMENDMENT
PETITION	PRESS	RIGHT
SAY	LAWS	MEET



Woolworth employees in Detroit, Michigan, on strike in 1937.
Courtesy of the Library of Congress,
LC-USZ62-124545.

A	P	B	S	P	E	E	C	H	D
M	E	E	T	R	G	Q	K	I	A
E	T	F	R	E	C	D	O	N	Z
N	I	J	E	S	A	Y	Z	B	Q
D	T	Y	L	S	W	R	I	T	E
M	I	F	I	R	S	T	V	L	M
E	O	U	G	N	Q	X	L	A	B
N	N	R	I	G	H	T	P	W	I
T	L	W	O	T	N	C	T	S	Y
C	H	A	N	G	E	J	H	M	W

Four Amendments on Voting

The original Constitution did not say who could vote.

Over the years, amendments were added to the Constitution about voting rights.

There are four amendments to the Constitution about who can vote.

- A male citizen of any race can vote.
- Any citizen can vote. Women and men can vote.
- You don't have to pay to vote.
- Citizens 18 and older can vote.

Today, every U.S. citizen 18 and older has the right to vote.

Voting in a federal election is one right only for U.S. citizens.



*National League of Women Voters in 1924.
Courtesy of the Library of Congress, LC-DIG-npcc-12394.*

*A young woman voting in the 1964
presidential election in Washington, D.C.
Courtesy of the Library of Congress,
LC-DIG-ppmsca-04300.*

Correct the Sentence—Amendments

Read the sentence.

Find the mistake.

Write the sentence correctly.

1. There are six amendments to the Constitution about who can vote.

2. Freedom of religion means you cannot practice any religion.

3. Every U.S. citizen 21 and older can vote.

4. Going to university is one right only for U.S. citizens.

5. The first ten amendments are called the Declaration of Independence.

6. An amendment is an introduction to the Constitution.

7. The Constitution has 31 amendments.

Amendment

Copy the word.

amendment

a_____

am_____

ame_____

amen_____

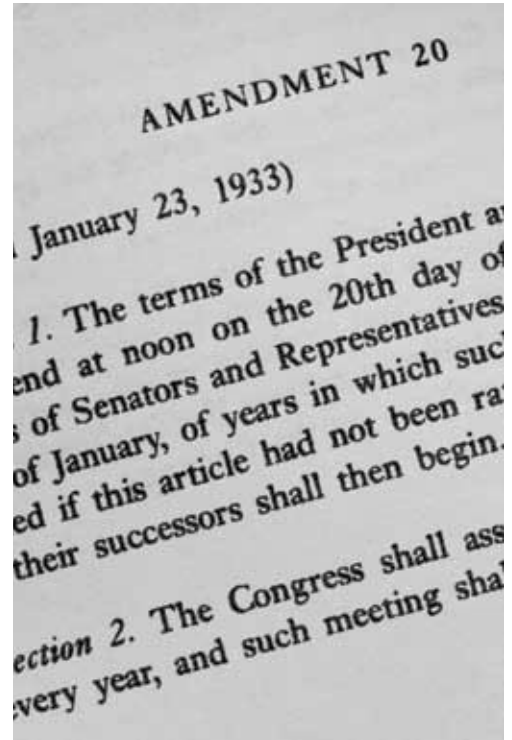
amend_____

amendm_____

amendme_____

amendmen_____

amendment_____



The 20th Amendment to the Constitution.

Copy the Civics Test question and answer.

What is an amendment? A change to the Constitution.

W_____ is an amend_____? A change _____ the Constitution.

_____ an _____? A ch_____ the Con_____.

Fighting for Our Rights

Freedom and individual rights are important values to Americans.

However, in U.S. history, not everyone has had the same freedoms.

One group that was discriminated against was African Americans.

After the Civil War, they did not have the same schools, jobs, or housing as other Americans.

Another group of people who did not have equal rights was women.

For example, women did not have the right to vote.

Voting, education, and being treated equally are civil rights.

There were several social movements for civil rights in this country.

Susan B. Anthony and Martin Luther King, Jr. were two leaders who fought for civil rights.



An African American man drinking at a colored water cooler in Oklahoma City, OK, 1939.

Courtesy of the Library of Congress, LC-DIG-fsa-8a26761.

Until 1920, women were not allowed to vote in political elections. This image shows two women petitioning for the right to vote (ca. 1917) in New York State. Courtesy of the Library of Congress, LC-USZ62-53202

Susan B. Anthony

Susan B. Anthony fought for women's rights and civil rights.

She wanted equal education and voting rights for women and African American people.

She organized conventions and protests.

She made speeches and published a newspaper about women's rights.

She asked members of Congress to change the laws about voting.

Susan B. Anthony died in 1906.

In 1920, women got the right to vote.



*Women demonstrating in New York in 1908.
Courtesy of the Library of Congress, LC-DIG-ggbain-02466.*



*Women on their way from New York to Boston in 1914.
Courtesy of the Library of Congress, LC-DIG-ggbain-13711.*



*Susan B. Anthony
Courtesy of the Library of Congress, LC-USZ62-83145.*

Martin Luther King, Jr. and the Civil Rights Movement

Dr. Martin Luther King, Jr. was a Baptist minister in Atlanta, Georgia.

He was one important leader of the civil rights movement.

The civil rights movement tried to end racial discrimination. One kind of discrimination was segregation.

Segregation separated African Americans from other people in schools, restaurants, buses, and other public places.

Dr. King gave speeches and organized marches to stop this.

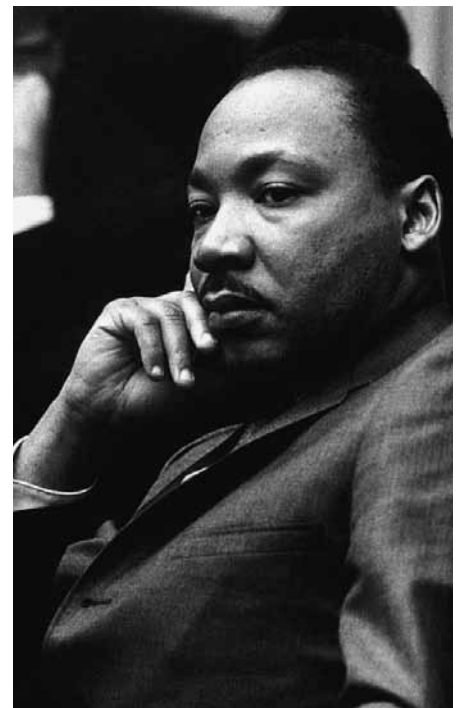
He made one famous speech, “I Have a Dream,” in Washington, D.C.

On April 4, 1968, he was assassinated in Memphis, Tennessee.

Every January, we remember him on Martin Luther King, Jr. Day.



*Demonstrators at the March on Washington for Jobs and Freedom in Washington, D.C., August 28, 1963.
Courtesy of the Library of Congress, LC-DIG-ppmsca-03128.*



Martin Luther King, Jr.

Matching—Susan B. Anthony and Martin Luther King, Jr.

Review the rights from the First Amendment.

Then read the sentences about these civil rights leaders.

Decide which right or freedom they exercised.

These are the freedoms or rights from the First Amendment:

- | | |
|------------------------------------|------------------------|
| ★ Freedom of Speech | ★ Freedom of Religion |
| ★ Freedom of Assembly | ★ Freedom of the Press |
| ★ Right to Petition the Government | |

Which First Amendment rights did they exercise?

1. Susan B. Anthony published a newspaper about women's rights.

2. Dr. King gave the speech, "I have a Dream," in Washington, D.C.

3. Susan B. Anthony organized conventions and protests.

4. Dr. King was a Baptist minister in Georgia.

5. Susan B. Anthony asked members Congress to change laws about voting.

January

Copy the word.

January

J _____

Ja _____

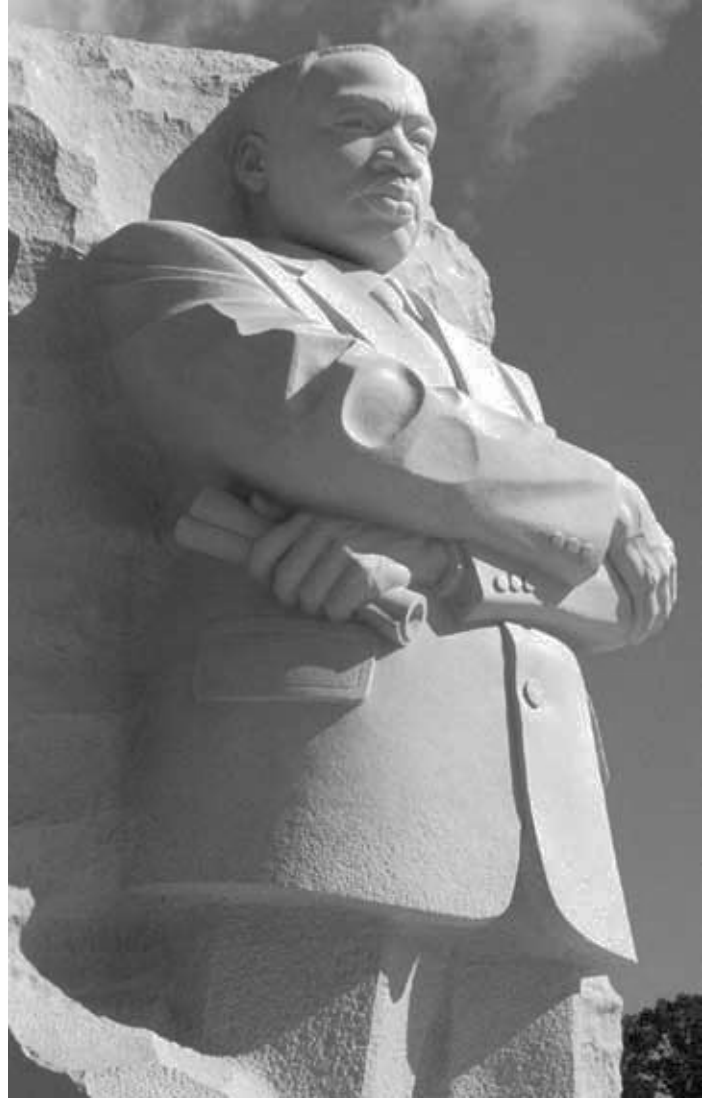
Jan _____

Janu _____

Janua _____

Januar _____

January _____



*The Martin Luther King, Jr. Memorial in Washington, DC.
Courtesy of the National Park Service.*

Copy the sentence.

We celebrate Martin Luther King, Jr. Day in January.

We cel_____ M_____ L_____ K_____, Jr. Day in Jan_____.

_____ K_____, _____.

Bill of Rights and Other Amendments Lesson Answer Key

The Bill of Rights and Other Amendments

Page 1

Reading text only

The Founding Fathers wrote the Constitution in 1787.

They wanted a “living document.” This means the Constitution can change with the country.

A change to the Constitution is called an amendment.

In 1791, a list of ten amendments was added.

The first ten amendments to the Constitution are called the Bill of Rights.

The Bill of Rights talks about individual rights.

Over the years, more amendments were added.

Now, the Constitution has 27 amendments.

New Words

rights = something you can do because it is allowed by law

amendment = change to the Constitution

Bill of Rights = first ten amendments

individual = each person

The First Amendment

Page 2

Reading text only

The First Amendment is in the Bill of Rights.

Americans often talk about the First Amendment.

The First Amendment protects individual rights or freedoms.

These rights are for everyone living in the United States.

The rights or freedoms from the First Amendment are:

Freedom of Religion—You can practice any religion or you can practice no religion.

Freedom of Speech—You can say what you want about public problems.

Freedom of Assembly—You can meet peacefully to talk about problems and ideas.

Freedom of the Press—The government cannot control what people write in newspapers and the media.

Freedom to Petition the Government—You can ask the government to change laws.

Word Search—The First Amendment

Page 3

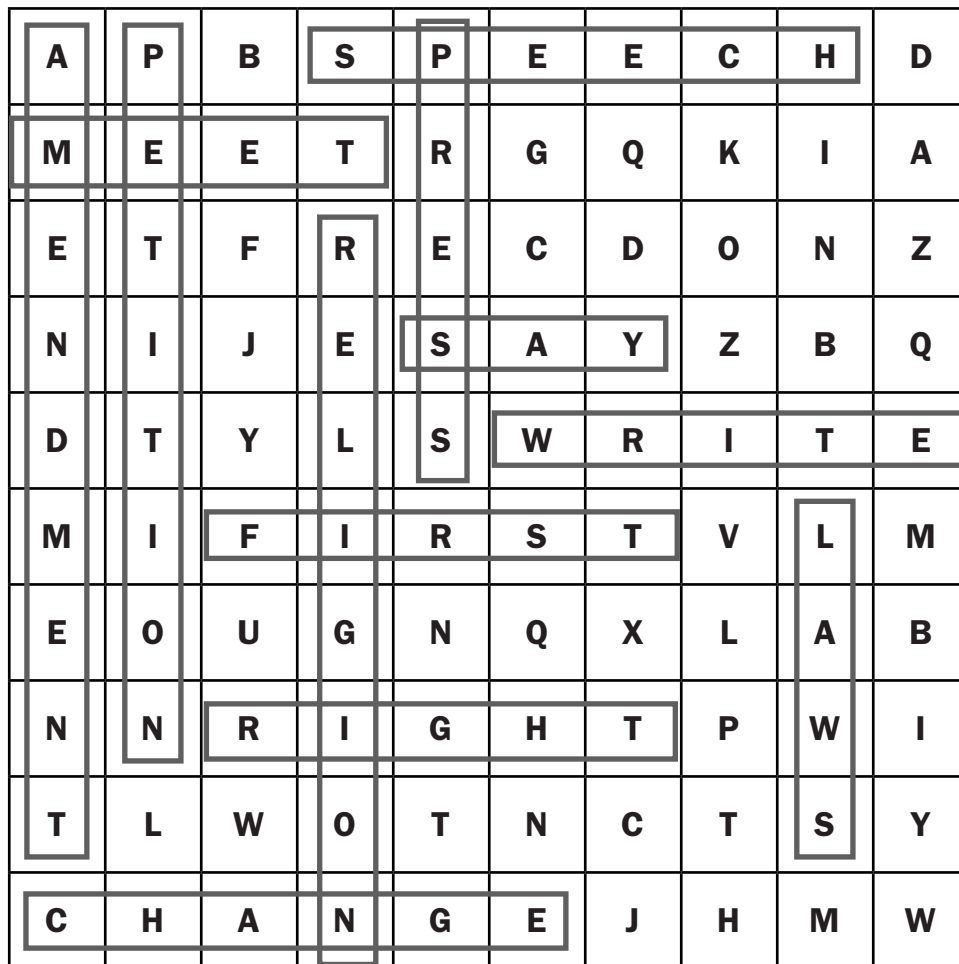
Find these words in the puzzle.

The words are down (↓) or across (→).

Circle the words.

Word Bank

SPEECH	FIRST	RELIGION
CHANGE	WRITE	AMENDMENT
PETITION	PRESS	RIGHT
SAY	LAWS	MEET



Four Amendments on Voting

Page 4

Reading text only

The original Constitution did not say who could vote.
Over the years, amendments were added to the Constitution about voting rights.

There are four amendments to the Constitution about who can vote.

- A male citizen of any race can vote.
- Any citizen can vote. Women and men can vote.
- You don't have to pay to vote.
- Citizens 18 and older can vote.

Today, every U.S. citizen 18 and older has the right to vote.
Voting in a federal election is one right only for U.S. citizens.

Correct the Sentence—Amendments

Page 5

Read the sentence.
Find the mistake.
Write the sentence correctly.

1. There are six amendments to the Constitution about who can vote.
There are four amendments to the Constitution about who can vote.
2. Freedom of religion means you cannot practice any religion.
Freedom of religion means you can practice any religion or you can practice no religion.
3. Every U.S. citizen 21 and older can vote.
Every U.S. citizen 18 and older can vote.
4. Going to university is one right only for U.S. citizens.
Voting in a federal election is one right only for U.S. citizens.
5. The first ten amendments are called the Declaration of Independence.
The first ten amendments are called the Bill of Rights.
6. An amendment is an introduction to the Constitution.
An amendment is a change to the Constitution.
7. The Constitution has 31 amendments.
The Constitution has 27 amendments.

Amendment

Page 6

Copy the word.

amendment

Copy the Civics Test question and answer.

What is an amendment? A change to the Constitution.

What is an amendment? A change to the Constitution.

.....

Fighting for Our Rights Lesson Answer Key

Fighting for Our Rights

Page 1

Reading text only

Freedom and individual rights are important values to Americans.
However, in U.S. history, not everyone has had the same freedoms.
One group that was discriminated against was African Americans.
After the Civil War, they did not have the same schools, jobs, or housing as other Americans.
Another group of people who did not have equal rights was women.
For example, women did not have the right to vote.
Voting, education, and being treated equally are civil rights.
There were several social movements for civil rights in this country.
Susan B. Anthony and Martin Luther King, Jr. were two leaders who fought for civil rights.

.....

Susan B. Anthony

Page 2

Reading text only

Susan B. Anthony fought for women's rights and civil rights.
She wanted equal education and voting rights for women and African American people.
She organized conventions and protests.
She made speeches and published a newspaper about women's rights.
She asked members of Congress to change the laws about voting.
Susan B. Anthony died in 1906.
In 1920, women got the right to vote.

.....

Martin Luther King, Jr. and the Civil Rights Movement

Page 3

Reading text only

Dr. Martin Luther King, Jr. was a Baptist minister in Atlanta, Georgia.
He was one important leader of the civil rights movement.
The civil rights movement tried to end racial discrimination. One kind of discrimination was segregation.
Segregation separated African Americans from other people in schools, restaurants, buses, and other public places.
Dr. King gave speeches and organized marches to stop this.
He made one famous speech, "I Have a Dream," in Washington, D.C.
On April 4, 1968, he was assassinated in Memphis, Tennessee.
Every January, we remember him on Martin Luther King, Jr. Day.

Matching—Susan B. Anthony and Martin Luther King, Jr.

Page 4

Review the rights from the First Amendment.

Then read the sentences about these civil rights leaders.

Decide which right or freedom they exercised.

.....
: These are the freedoms or rights from the First Amendment: :
: ★ Freedom of Speech ★ Freedom of Religion :
: ★ Freedom of Assembly ★ Freedom of the Press :
: ★ Right to Petition the Government :
:
:

Which First Amendment rights did they exercise? (Note: There could be more than one answer. Discuss with your students any rights that may apply.)

1. Susan B. Anthony published a newspaper about women's rights.

Freedom of the Press

2. Dr. King gave the speech, "I have a Dream," in Washington, DC.

Freedom of Speech

3. Susan B. Anthony organized conventions and protests.

Freedom of Assembly

4. Dr. King was a Baptist minister in Georgia.

Freedom of Religion

5. Susan B. Anthony asked members of Congress to change laws about voting.

Right to Petition the Government

.....

January

Page 5

Copy the word.

January

Copy the sentence.

We celebrate **Martin Luther King, Jr.** Day in **January**.

We celebrate Martin Luther King, Jr. Day in January.

Facilitator Guide

BIIN Citizenship Classes – Session 9

Objectives

In this class we will:

1. Learn the names of the three branches of government.
2. Learn how the three branches of government are related to each other.
3. Learn the names of people currently serving in our government.

Materials

Flash cards **13, 15-40, 45-47**

Party sign-up sheet





Handout civics packet for each student

Posters: Pledge of Allegiance

US wall map

Branches of government poster

Pictures of elected officials

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework
Q-#	Question on Civics Test

PART I – WELCOME/HOUSEKEEPING (5 minutes)



- A. As students arrive, please have them sign in and get (or make) name tags. Visit and make them feel welcome, and help them get to know each other.
- B. Pledge of Allegiance
- C. *Circulate party sign-up and explain about potluck next week.*
- D. Invite any questions they may have over the previous week's material.

PART II – CIVICS:

I. Module 1 – Branches of Government — Facilitator (10 minutes)



1. Explain to the students that there is much more material and lessons than we have time to cover in class. One of the items we will only mention but will not discuss in detail is the section of the Civics Exam on the Branches of Government (roughly questions 13-47 in the section titled “System of Government”).

2. Tell the class that the U.S. Government is divided into three branches or parts. Each part has a specific function, and together they help lead the country. Using one of the handouts (“Executive Branch” handout, for instance) show them that these three branches each represent a certain part of the government:

- ❖ The **legislative=congress** (explain that the legislative branch is the congress)
 - The Congress makes federal laws.
- ❖ The **executive=president** (explain that the executive branch is the president)
 - The President is makes sure that laws are “executed” or put to use.
- ❖ The **judicial=courts** (explain that the judicial branch is the courts)
 - The courts make sure that laws are good and that they do not go against the rights granted in the Constitution





3. Each of these branches has specific roles in the government. All three exist to maintain a system of checks and balances. No one branch controls the country or the government. They must work together for democracy to work. Remind them that they need to study this part of the Civics Exam questions on their own, but that we have complete faith and confidence that they will master these questions.



TUTORS (30 minutes)– Work in small groups on the handouts, using this general guide and the flash cards.

1. Looking at the pictures at the top of Executive Branch p. 1, remind the students that there are three branches of government (like the branches of a tree: one tree but

separate branches). Each has its own functions and helps to limit and balance the functions of the other two.

2. Executive Branch: Do p. 1 together. Read pp. 2 and 3, but tell them to do the exercises at home. Do p. 4 together.
3.  Assign pp. 5 and 6 for homework.
4. Legislative Branch: Do pp. 1-4 together. Make sure to check current answers **and look up representative for anyone who lives outside of BCS.**
5.  Tell them to do pp. 4-6 on their own as practice.
6.  Judicial Branch: Do pp. 1-2 if there is time.
7.  P. 3 will give them practice writing the words about the Judicial Branch. These words *may* be in the English writing test (or may not).
8. Flashcards for this section: **Q-# 13, 15-40, 45-47**

A. Class Wrap Up – Facilitator (15 minutes)



Questions. Party Reminder – and next week we do geography. Thank You's

The Executive Branch

U.S. Government



Executive



Legislative



Judicial

Courtesy of the Collection of the Supreme Court of the United States.

The U.S. government has three branches or parts.

One branch is the executive branch.

The President is in charge of the executive branch.

What is the name of the President of the United States now?

What is the name of the Vice President of the United States now?

What are the two major political parties in the United States?

_____ and _____

What is the political party of the President now? _____

The President's Job

The President has many responsibilities.

The President is Commander in Chief of the military.

The President can sign a bill into law.

The President can veto a bill.

The President represents the United States to other countries.

The President is in charge of the departments in the executive branch.



President Franklin D. Roosevelt reviewing American troops in Casablanca, Morocco during World War II.

Courtesy of the Library of Congress, LC-USW33-027834-ZC.

The Executive Branch

Word Scramble

Look at these letters.

Write the new words.

GNIS = _____

TEVO = _____

LIBL = _____

RAGHCE = _____

PSEDNIRTE = _____

TRILMAYI = _____



President Woodrow Wilson signing a child labor bill.

Courtesy of the Library of Congress, LC-DIG-hec-08029.



President Jimmy Carter welcomes Egyptian President Anwar Sadat at the White House.

Courtesy of the Library of Congress, LC-DIG-ppmsca-09813.

The President's Cabinet

The President makes important decisions every day.

Advisors help the President make these decisions.

The advisors are called the President's Cabinet.

The Cabinet members are in charge of different departments.

For example, there is a Department of Education. The Secretary of Education advises the President about education and schools.

What does the President's Cabinet do? _____.



*President Ronald Reagan leads a Cabinet meeting at the White House in September 1986.
Courtesy of the Ronald Reagan Presidential Library, C36864-19.*

Cabinet Members

Write the Cabinet Members' position under the picture.

Word Bank

- Secretary of Agriculture
- Secretary of Transportation
- Secretary of Defense
- Secretary of Education



1) _____



2) _____



3) _____



4) _____



President Gerald Ford and Ronald Reagan stand at the podium at the Republican National Convention, Kansas City, Missouri, in 1976.

Courtesy of the Library of Congress, LC-DIG-ppmsca-08490.

Voting for Presidents

We elect our President and Vice President every _____ years.

Fill in the election years.

November 2008	November 20 _____	November 20 _____	November 20 _____	November 20 _____	November 20 _____
-------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------

Our last presidential election was in _____.

Our next presidential election will be in _____.

In what month do we vote for President? _____.

Americans elect the President in November.

The President takes office the next January.

The President serves for four years.

What Happens Next?

The President serves for four years.

After four years, the President can decide to run again.

For example, President George W. Bush served for four years.

Then he ran for President again and he won.

He served from 2001 to 2009.



*President George W. Bush.
Official White House photo by Eric Draper.*

.....

Sometimes the President cannot serve for four years.

Sometimes the President resigns.

Sometimes the President dies in office.

If the President can no longer serve, who becomes President?

For example, President John F. Kennedy was assassinated in 1963.

The same day, Vice President Lyndon B. Johnson became President.

If both the President and the Vice President can no longer serve, who becomes President? _____

This has never happened in American history.



Swearing in of Vice President Lyndon B. Johnson as president aboard Air Force One following the death of President John F. Kennedy on November 22, 1963.

Courtesy of the Lyndon Baines Johnson Library and Museum, photo by Cecil Stoughton.

The White House

Copy these words.

White House

W_____

Wh_____

Whi_____

Whit_____

White_____

H_____

Ho_____

Hou_____

Hous_____

House_____



*The Oval Office of the White House.
Courtesy of the John F. Kennedy Presidential
Library and Museum, photo by Cecil Stoughton.*

Copy this sentence.

The President works in the White House.

The P_____ works in the W_____ H_____.

The Judicial Branch

U.S. Government



Executive



Legislative



Judicial

Courtesy of the Collection of the Supreme Court of the United States.

The judicial branch is one part of the U.S. government.

The judicial branch is called the court system.

There are different levels of courts.

The Supreme Court is the highest court in the United States.

The courts review laws.

The courts explain laws.

The courts decide if a law goes against the Constitution.



*The Supreme Court Justices in 2010.
Courtesy of the Collection of the Supreme Court of the United States.*



*Chief Justice John G. Roberts, Jr.
Courtesy of the Collection of the Supreme Court of the United States.*

The U.S. Supreme Court

The Supreme Court has nine justices, or judges.

One justice is called the Chief Justice of the United States.

The justices serve for life or until they retire.

What does the judicial branch do? _____

What is the highest court in the United States? _____

How many justices are on the Supreme Court? _____

Who is the Chief Justice of the United States now? _____

Supreme Court

Copy the words.

Supreme Court

Su _____

Sup _____

Supr _____

Supre _____

Suprem _____

Supreme _____

C _____

Co _____

Cou _____

Cour _____

Court _____

Copy this sentence.

The Supreme Court has nine justices.

Th____ Sup_____ Co_____ has nine j_____.

_____.



The Supreme Court was held in several different places throughout its history. Here, people are awaiting entrance of the Justices in the Supreme Court Room in the Capitol in about 1904. In 1935, the Court moved to its current location, across the street from the Capitol.

Courtesy of the Library of Congress, LC-USZ62-60910.

The Legislative Branch

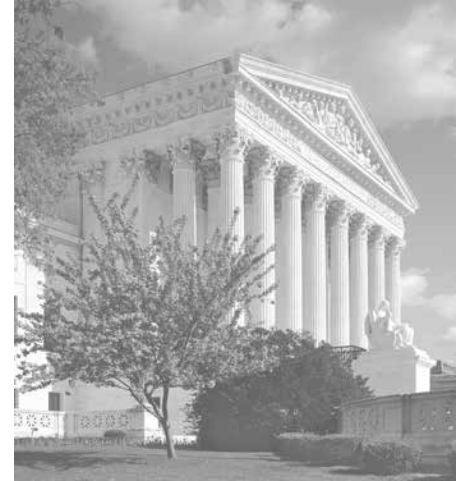
U.S. Government



Executive



Legislative



Judicial

Courtesy of the Collection of the Supreme Court of the United States.

The legislative branch is one part of the U.S. government.

The legislative branch is also called Congress.

Congress makes federal laws.

There are two parts of Congress:

- Senate
- House of Representatives



Aerial view of the west front of the U.S. Capitol in Washington, D.C.

Courtesy of the Architect of the Capitol.



*The Senators of the 109th Congress.
Courtesy of the U.S. Senate Photo Studio.*

The U.S. Senate

There are one hundred members in the U.S. Senate.

Each state has two U.S. Senators.

A Senator represents all of the people in one state.

If a state has a small population, like Hawaii, there are two U.S. Senators.

If a state has a large population, like New York, there are two U.S. Senators.

This way, every state has an equal vote in the Senate.

We elect U.S. Senators for six years.

Voting for your senator is an important right and responsibility.

Who is one of your state's U.S. Senators now? _____

The U.S. House of Representatives

The U.S. House of Representatives has 435 voting members.

The number of U.S. Representatives for each state depends on the population.

Some states have more representatives because they have more people.

If the state has a large population, there are more representatives.

For example, Texas has a large population.
In 2010, Texas had 32 representatives.

If the state has a small population, there are fewer representatives.

For example, Wyoming has a small population.
In 2010, Wyoming had one representative.

We elect U.S. Representatives for two years.

Voting for your representative is an important right and responsibility.



Congressman George W. Johnson of West Virginia with a Boy Scout band from his state, June 4, 1924.

Courtesy of the Library of Congress, LC-USZ62-29200.

Name your U.S. Representative.

Why do some states have more Representatives than other states?

More About the U.S. Congress

The Speaker of the House is in charge of the U.S. House of Representatives.

What is the name of the Speaker of the House of Representatives now? _____

If the President and the Vice President can no longer serve, the Speaker of the House becomes President.

Review—The U.S. Congress

Read the sentences.

Write the correct number in each sentence.

1. Congress has _____ parts, the Senate and the House of Representatives.
2. The U.S. House of Representatives has _____ voting members.
3. We elect a U.S. Representative for _____ years.
4. We elect a U.S. Senator for _____ years.
5. There are _____ U.S. Senators.

Participating in American Democracy

What are two ways that Americans can participate in their democracy?

1. _____
2. _____



*Paul D. Ryan, Speaker of the U.S. House of Representatives.
Courtesy of the Office of U.S. Representative Paul D. Ryan.*



*A young woman casting her ballot in the 1964 presidential election.
Courtesy of the Library of Congress, LC-DIG-ppmsca-04300.*

Word Puzzle—U.S. Congress

Read the sentences. Write the words in the sentences.

Fill in the letters for each word in the puzzle.

1. Congress meets in the _____ building.
2. Some states have more representatives because they have more _____.
3. There are one _____ Senators in the U.S. Senate.
4. There are three branches of _____.
5. The House of _____ has 435 voting members.
6. We _____ Senators for six years.
7. The _____ is one part of Congress.
8. Congress makes federal _____.

1.	C	_____
2.	_____	O _____
3.	_____	N _____
4.	G	_____
5.	_____	R _____
6.	_____	E _____
7.	S	_____
8.	_____	S

Congress

Copy this word.

Congress

C_____

Co_____

Con_____

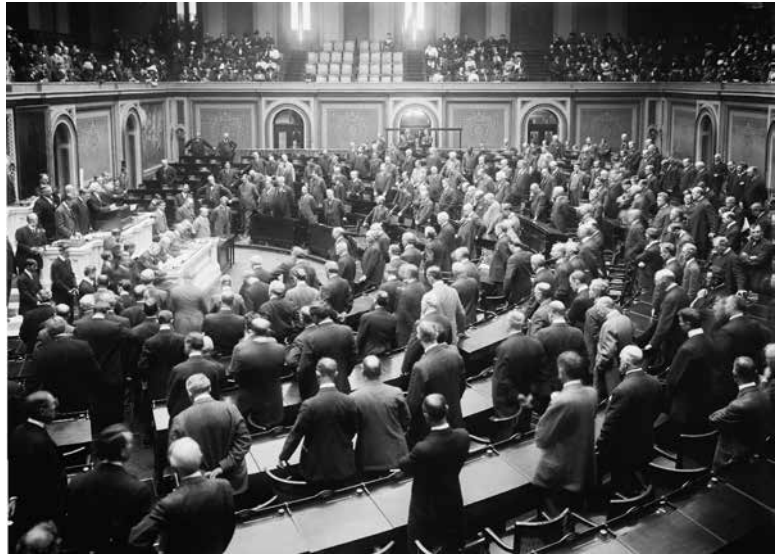
Cong_____

Congr_____

Congre_____

Congres_____

Congress_____



*Opening of the last session of the 62nd Congress on December 2, 1912.
Courtesy of the Library of Congress,
LC-DIG-hec-01720.*

Copy the Civics Test question and answer.

Who makes federal laws? Congress.

W___ makes federal l____? C_____.

_____? _____.

Executive Branch Lesson Answer Key

The Executive Branch

Page 1

Three Branches of Government

The U.S. government has three branches or parts.

One branch is the executive branch.

The President is in charge of the executive branch.

What is the name of the President of the United States now?

Barack Obama (or current President)

What is the name of the Vice President of the United States now?

Joseph/Joe Biden (or current Vice President)

What are the two major political parties in the United States? **Democratic** and **Republican**

What is the political party of the President now?

Democratic Party (or current political party)

The President's Job

Page 2

The President has many responsibilities.

The President is Commander in Chief of the military.

The President can sign a bill into law.

The President can veto a bill.

The President represents the United States to other countries.

The President is in charge of the departments in the executive branch.

The Executive Branch

Word Scramble

Look at these letters. Write the new words.

GNIS = **SIGN**

TEVO = **VETO (OR VOTE)**

LIBL = **BILL**

RAGHCE = **CHARGE**

PSEDNIRTE = **PRESIDENT**

TRILMAYI = **MILITARY**

The President's Cabinet

Page 3

The President makes important decisions every day.

Advisors help the President make these decisions.

The advisors are called the President's Cabinet.

The Cabinet members are in charge of different departments.

For example, there is a Department of Education. The Secretary of Education advises the President about education and schools.

What does the President's Cabinet do?

Advises the President.

Cabinet Members

Write the Cabinet Members' position under the picture.



1) Secretary of Defense



2) Secretary of Transportation



3) Secretary of Education



4) Secretary of Agriculture

Voting for Presidents

Page 4

We elect our President and Vice President every 4 years.



Our last presidential election was in 2008.

Our next presidential election will be in 2012.

In what month do we vote for President?
November.

Americans elect the President in November.

The President takes office the next January.

The President serves for four years.

What Happens Next?

Page 5

The President serves for four years.

After four years, the President can decide to run again.

For example, President George W. Bush served for four years.

Then he ran for President again and he won.

He served from 2001 to 2009.

Page 5 continued

Sometimes the President cannot serve for four years.

Sometimes the President resigns.

Sometimes the President dies in office.

If the President can no longer serve, who becomes President? Vice President

For example, President John F. Kennedy was assassinated in 1963.

The same day, Vice President Lyndon B. Johnson became President.

If both the President and the Vice President can no longer serve, who becomes President? Speaker of the House (of Representatives)

This has never happened in American history.

The White House

Page 6

Write these words.

White House

Copy the sentence.

The President works in the White House.

The Judicial Branch Lesson Answer Key

The Judicial Branch

Page 1

Reading text only

The judicial branch is one part of the U.S. government.

The judicial branch is called the court system.

There are different levels of courts.

The Supreme Court is the highest court in the United States.

The courts review laws.

The courts explain laws.

The courts decide if a law goes against the Constitution.

The U.S. Supreme Court

Page 2

The Supreme Court has nine justices, or judges.

One justice is called the Chief Justice of the United States.

The justices serve for life or until they retire.

What does the judicial branch do?

reviews laws, explains laws, decides if a law goes against the Constitution

What is the highest court in the United States?

The Supreme Court

How many justices are on the Supreme Court?

nine (9)

Who is the Chief Justice of the United States now?

John Roberts, (John G. Roberts, Jr.)

Supreme Court

Page 3

Copy the words.

Supreme Court

Supreme

Court

Copy this sentence.

The Supreme Court has nine justices.

The Supreme Court has nine justices.

Legislative Branch Lesson Answer Key

The Legislative Branch

Page 1

Reading text only

The legislative branch is one part of the U.S. government.

The legislative branch is also called Congress.

Congress makes federal laws.

There are two parts of Congress:

- Senate
- House of Representatives

The U.S. Senate

Page 2

There are one hundred members in the U.S. Senate.

Each state has two U.S. Senators.

A Senator represents all of the people in one state.

If a state has a small population, like Hawaii, there are two U.S. Senators.

If a state has a large population, like New York, there are two U.S. Senators.

This way, every state has an equal vote in the Senate.

We elect U.S. Senators for six years.

Voting for your senator is an important right and responsibility.

Who is one of your state's U.S. Senators now?

current Senator's name

The U.S. House of Representatives

Page 3

The U.S. House of Representatives has 435 voting members.

The number of U.S. Representatives for each state depends on the population.

Some states have more representatives because they have more people.

If the state has a large population, there are more representatives.

For example, Texas has a large population. In 2010, Texas had 32 representatives.

If the state has a small population, there are fewer representatives.

For example, Wyoming has a small population. In 2010, Wyoming had one representative.

We elect U.S. Representatives for two years.

Voting for your representative is an important right and responsibility.

Name your U.S. Representative.

current U.S. Representative's name

Why do some states have more Representatives than other states?

because some states have more people.

More About the U.S. Congress

Page 4—top

The Speaker of the House is in charge of the U.S. House of Representatives.

What is the name of the Speaker of the House of Representatives now? Paul D. Ryan

If the President and the Vice President can no longer serve, the Speaker of the House becomes President.

Review—The U.S. Congress

Page 4—middle

Read the sentences.

Write the correct number in each sentence.

1. Congress has 2 parts, the Senate and the House of Representatives.
2. The U.S. House of Representatives has 435 voting members.
3. We elect a U.S. Representative for 2 years.
4. We elect a U.S. Senator for 6 years.
5. There are 100 U.S. Senators.

Participating in American Democracy

Page 4—bottom

What are two ways that Americans can participate in their democracy?

Acceptable answers:

1. **vote**
2. **join a political party**
3. **help with a campaign**
4. **join a civic group**
5. **join a community group**
6. **give an elected official your opinion on an issue**
7. **call Senators and Representatives**
8. **publicly support or oppose an issue or policy**
9. **run for office**
10. **write to a newspaper**

Word Puzzle—U.S. Congress

Page 5

Read the sentences. Write the words in the sentences.

Fill in the letters for each word in the puzzle.

1. Congress meets in the Capitol building.
2. Some states have more representatives because they have more people.
3. There are one hundred Senators in the U.S. Senate.

4. There are three branches of government.
5. The House of Representatives has 435 voting members.
6. We elect Senators for six years.
7. The Senate is one part of Congress.
8. Congress makes federal laws.

1. **C A P I T O L**
2. **P E O P L E**
3. **H U N D R E D**
4. **G O V E R N M E N T**
5. **R E P R E S E N T A T I V E S**
6. **E L E C T**
7. **S E N A T E**
8. **L A W S**

Congress

Page 6

Copy this word.

Congress

Copy the Civics Test question and answer.

Who makes federal laws? Congress.

Facilitator Guide

BIIN Citizenship Classes – Session 10

Objectives





In this class we will:

1. Learn the capitals of the United States and Texas.
2. Learn which countries and oceans border the United States
3. Learn the names of the two longest rivers in the United States.
4. Handout tokens of our appreciation and celebrate the successful end of the class!

Materials

Flash cards **44, 88-94**

Posters: Pledge of Allegiance
US wall map

	Instructor/Lead
	Tutor/Small Groups
	Time-permitting
	Homework
Q-#	Question on Civics Test

PART I – WELCOME/HOUSEKEEPING (5 minutes)



- A. As students arrive, please have them sign in and get (or make) name tags. Visit and make them feel welcome, and help them get to know each other.
- B. Pledge of Allegiance
- C. Invite any questions they may have over the previous week's material.

PART II – CIVICS:

I. Geography (5 minutes)



Give a general introduction to the topic, and point out that many of these questions have been covered before in other lessons, which sometimes have given “clues” of ways to remember them.



TUTORS (20 minutes)– Work in small groups on the handouts, using this general guide and the flash cards.

1. Using pgs. 1-2 in the handout (“Geography of the U.S.” and “Map of the U.S.”) cover the sentences on pg. 1. Have them fill in the blanks to respond to the following questions from the Civics Exam:

Q-# 44—What is the capital of your state?

Q-# 94—What is the capital of the United States?


Using the map on pg. 2, show them on the world map and locate the U.S. Ask them what country is to the north and to the south, east and west. Have them write United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on the map, as well as Austin and Washington, DC.

2. Using the “**Lakes, Rivers, and Oceans**” handout (pg.3), review the sentences in the reading, giving the students an opportunity to listen and repeat while following along as you read. Refer to the map and pictures so that the students can learn the meaning of the vocabulary in context. However, depending on time, the most important thing to remember is:

Q-# 88—Name one of the two longest rivers in the United States.

3. Using the “**Borders**” handout (pg.4):
 - a. ask the students to point out Canada and Mexico on any of the maps used before (pg.2, the wall map, etc.).
 - b. Ask them if they came to the U.S. through Canada or Mexico. Ask them where they crossed the border.

- c. Then, read aloud the sentences in the handout, helping them fill in the words from the box at the top of the page.
- d. Then, using the handout ***Map of the United States*** (pg.2) have them identify each of the states bordering Canada and Mexico (they can refer to the wall map for help).
- e. Remind them that:
 - Q-# 89—What ocean is on the West Coast of the United States?**
 - Q-# 90—What ocean is on the East Coast of the United States?**
 - Q-# 92—Name one state that borders Canada.**
 - Q-# 93—Name one state that borders Mexico.**

4.  If there is time, use pp. 5-6 to review the questions covered in this lesson. If there is not time, remind them to do these pages at home.

5. Swearing in ceremony (15 minutes) 

When you complete your interview, you will get an appointment to come to a swearing in ceremony. There, you get your certificate of citizenship and THAT is when you become a citizen. At the ceremony, you will recite the Oath (along with everyone else receiving citizenship that day). We'll practice it now, explaining what the words mean.

Class Wrap Up – Facilitator (15 minutes) 

Questions. Certificates or other gifts. Thank You's

PART III – FIESTA!

Geography of the United States

The United States is the third largest country in the world.

It is in North America between the Atlantic and Pacific Oceans.

The geography of the United States has a lot of variety.

There are mountains, lakes, rivers, deserts, and islands.

There are 50 states and 5 major territories in the United States.

Each state and territory has its own capital.

The capital of my state is _____.

The capital of the United States is _____, _____.

Look at the map on page 2.

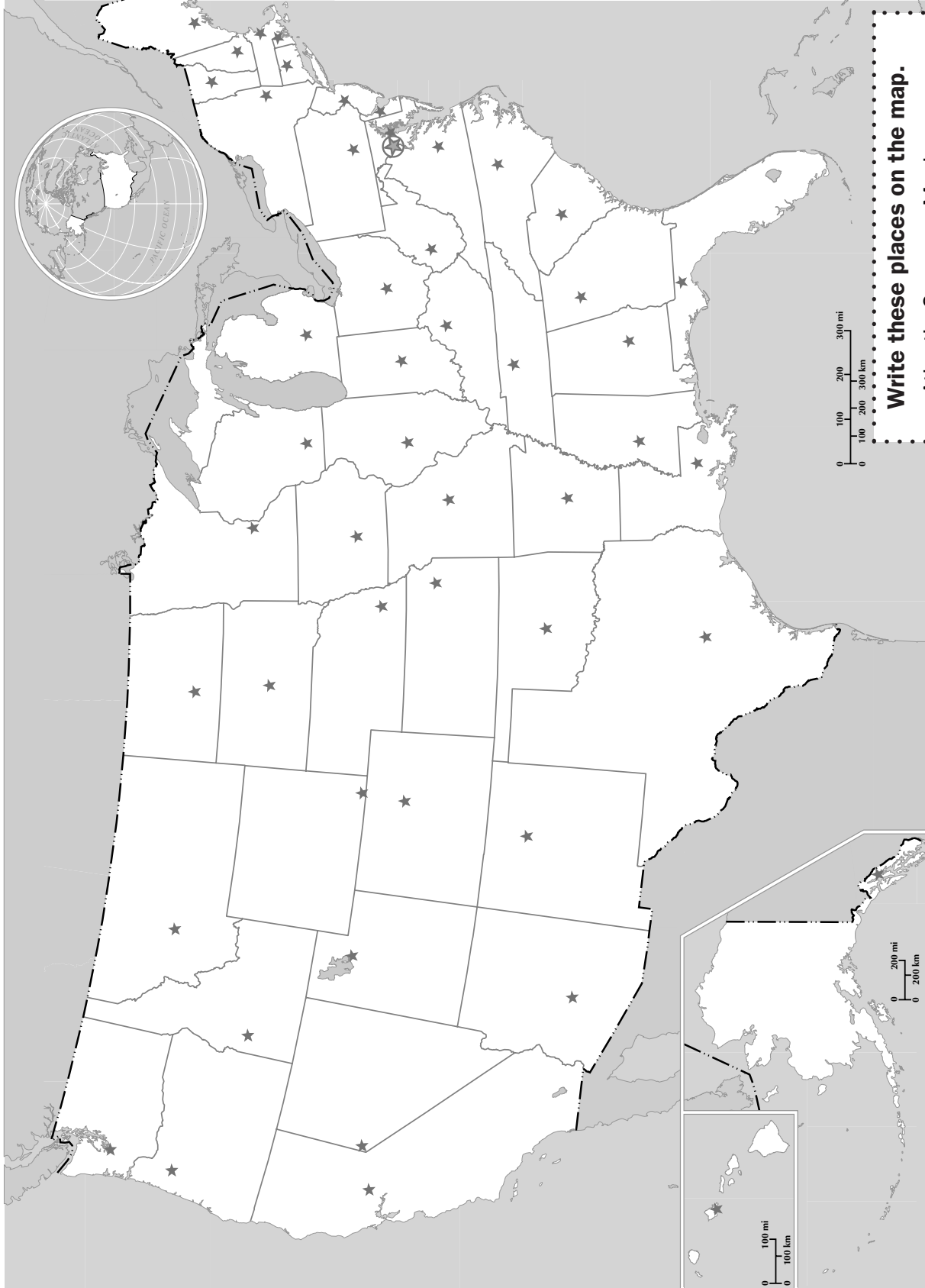
Label Washington, D.C.

Label your state and your state capital.



The Western Hemisphere.

Map of the United States



★ Represents a capital city

Courtesy of the U.S. Geological Survey.

Lakes, Rivers, and Oceans

Water is very important for transportation, power, food, and tourism.

Many large U.S. cities are near water.

For example, Chicago and Detroit are near the Great Lakes.

The five Great Lakes are in the northern part of the United States.

The Atlantic Ocean is on the East Coast of the United States.

Puerto Rico is in the Atlantic Ocean. It is one of the U.S. territories.

The Pacific Ocean is on the West Coast of the United States.

The state of Hawaii is in the Pacific Ocean.

The Mississippi River and the Missouri River are the two longest rivers in the United States.

These rivers flow through the middle of the country.

What lake, river, or ocean is near you?



*The Mississippi River.
Courtesy of the National Park Service.*

Borders

Word Bank

New York	Texas	Montana	California
Minnesota	Canada	Mexico	

Borders separate the United States from other countries in North America.

_____ borders the United States to the south.

There are four U.S. states that border Mexico.

Two states that border Mexico are _____ and _____.

Name other states that border Mexico.

_____ borders the United States to the north.

There are thirteen U.S. states that border Canada.

Three states that border Canada are _____, _____, and _____.

Name other states that border Canada.

Look at your U.S. map on page 2.

Find all of the border states on that map.

Write the names of all of the border states on the map.

Categories—U.S. Geography

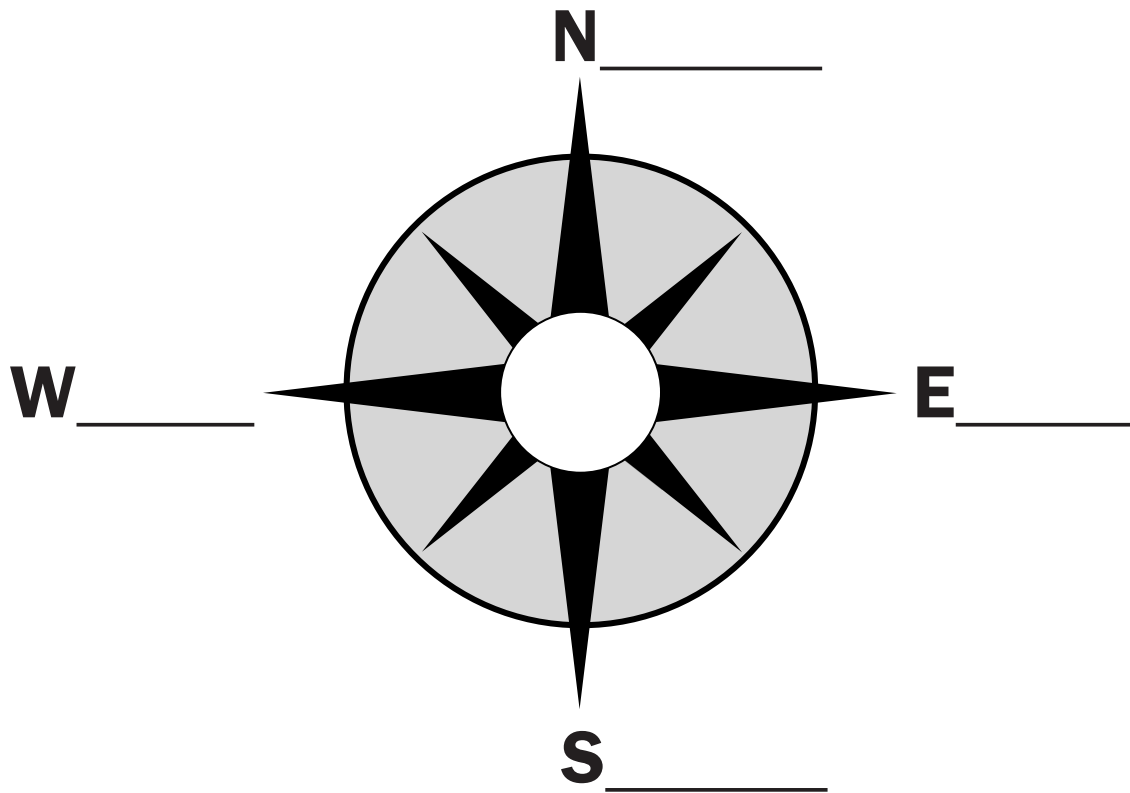
Word Bank

Montana	Mexico	Arizona	New Mexico	Canada
Texas	Atlantic	New York	Idaho	Alaska
Mississippi River	Vermont	New Hampshire	Maine	Minnesota
Ohio	United States	Pacific	California	Missouri River
Washington	Michigan	North Dakota	Pennsylvania	

Look at the words in the word bank. Copy the words in the categories.

[illegible]

Map Directions



Copy these words.

North

South

East

West

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

U.S. Geography Lesson Answer Key

Geography of the United States

Page 1

The United States is the third largest country in the world.

It is in North America between the Atlantic and Pacific Oceans.

The geography of the United States has a lot of variety.

There are mountains, lakes, rivers, deserts, and islands.

There are 50 states and 5 major territories in the United States.

Each state and territory has its own capital.

The capital of my state is answers vary.

The capital of the United States is Washington, D.C.

Look at the map on page 2.

Label Washington, D.C.

Label your state and your state capital.

Map of the United States

Page 2



★ Represents a capital city

Courtesy of the U.S. Geological Survey.

Write these places on the map.

Atlantic Ocean	United States	Canada
Pacific Ocean	Mexico	Great Lakes

Lakes, Rivers, and Oceans

Page 3

Water is very important for transportation, power, food, and tourism.

Many large U.S. cities are near water.

For example, Chicago and Detroit are near the Great Lakes.

The five Great Lakes are in the northern part of the United States.

The Atlantic Ocean is on the East Coast of the United States.

Puerto Rico is in the Atlantic Ocean. It is one of the U.S. territories.

The Pacific Ocean is on the West Coast of the United States.

The state of Hawaii is in the Pacific Ocean.

The Mississippi River and the Missouri River are the two longest rivers in the United States.

These rivers flow through the middle of the country.

What lake, river, or ocean is near you? answers vary.

Borders

Page 4

Word Bank

New York	Texas	Montana	California
Minnesota	Canada	Mexico	

Borders separate the United States from other countries in North America.

Mexico borders the United States to the south.

There are four U.S. states that border Mexico.

Two states that border Mexico are Texas and California.

Name other states that border Mexico.

Canada borders the United States to the north.

There are thirteen U.S. states that border Canada.

Three states that border Canada are New York, Minnesota, and Montana.

Name other states that border Canada.

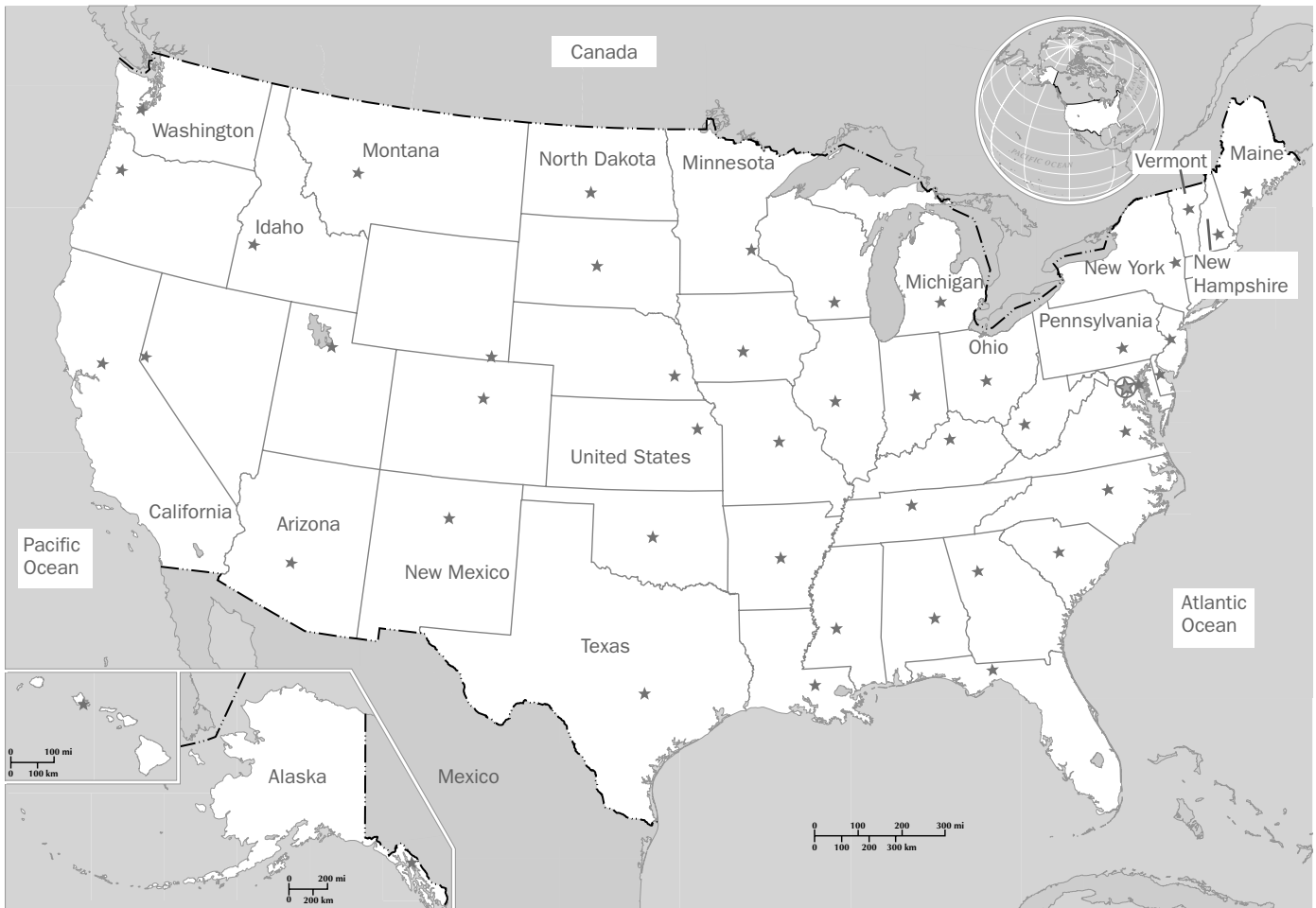
Look at your U.S. map on page 2.

Find all of the border states on that map.

Write the names of all of the border states on the map.

Map of the United States

Page 2 (answer key to instructions on page 4)



★ Represents a capital city

Courtesy of the U.S. Geological Survey.

Categories—U.S. Geography

Page 5

Word Bank

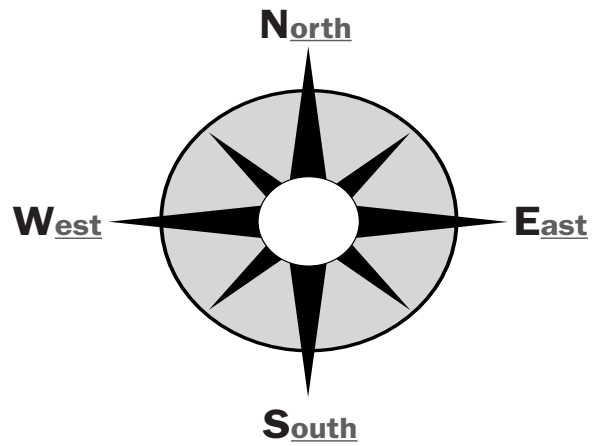
Montana	Mexico	Arizona	New Mexico	Canada
Texas	Atlantic	New York	Idaho	Alaska
Mississippi River	Vermont	New Hampshire	Maine	Minnesota
Ohio	United States	Pacific	California	Missouri River
Washington	Michigan	North Dakota	Pennsylvania	

Look at the words in the word bank. Copy the words in the categories.

Countries	States that border Mexico	States that border Canada
<u>Mexico</u>	<u>Texas</u>	<u>Montana</u>
<u>United States</u>	<u>Arizona</u>	<u>Ohio</u>
<u>Canada</u>	<u>New Mexico</u>	<u>Washington</u>
	<u>California</u>	<u>Vermont</u>
Oceans		<u>Michigan</u>
<u>Atlantic</u>		<u>New York</u>
<u>Pacific</u>		<u>New Hampshire</u>
		<u>North Dakota</u>
Rivers		<u>Idaho</u>
<u>Mississippi River</u>		<u>Maine</u>
<u>Missouri River</u>		<u>Pennsylvania</u>
		<u>Alaska</u>
		<u>Minnesota</u>

Map Directions

Page 6



Copy these words.

North

South

East

West

North

South

East

West