Destination: U.S. Citizenship
DESTINATION: U.S. CITIZENSHIP

*If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be best attained when all persons alike share in government to the utmost.*

Aristotle

This mini-course was designed collaboratively by a team of tutors and trainers from Literacy New Jersey and Literacy Volunteers of Monmouth County. We are grateful to Vivian OKrepy, Steve Kilduff, Joan Bernstein, and Daniel Koellhoffer for their many contributions. A special thanks to Vivian OKrepy and Steve Kilduff for creating the lessons!

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INTRODUCTION

The purpose of this mini-course is to enable students meeting the criteria to be able to pass the test and to become citizens of the United States.

Course Design

The mini-course consists of eight, two-hour lessons. We recommend setting aside ten dates for classes, so that there is time for extra sessions if they are needed. For example, you may want to bring in an immigration attorney to speak to your students, hold a session for mock interviews, or build in a session at the end for those that need extra time to review the material. Some programs like to hold a celebration for the last meeting.

ESOL students taking this mini-course should be at least at an Intermediate level. The course focuses on the civics, history, and vocabulary needed to pass the test and the interview. Although language learning is part of the course, a beginner will have a hard time keeping up with the pace of the class.

Some students may be working with a tutor as well as attending the mini-course, which offers a great opportunity for a student to get extra practice. Please share the lessons with any tutors who can support their student by integrating material into their tutoring sessions.

The Tutor's Role

It is very important to communicate to the students that you are not able to give legal advice. If possible, schedule a visit from an immigration attorney who can answer their legal questions. Your role as a tutor is to help them learn the content they will need to pass the citizenship test and interview.
Course Objectives

The student will:
- study highlights of American history events.
- learn about the structure of American government.
- become familiar with some basic American geography.
- examine in detail the N-400 Application.
- practice answering the 100 USCIS (United States Citizenship and Immigration Services) history and civics questions (the 100 Questions).
- study highlights of American history events.
- participate in activities to learn the reading and writing words from the USCIS vocabulary.
- practice responding to oral questions like those asked by the examiner during the interview.
- use a current event article to encourage conversation.

Structure of Lessons

History Facts
Weekly Lesson Guide
Question Word of the Week & Question Phrase of the Week
Word Alerts: USCIS Vocabulary & N-400 Vocabulary
Scripted lesson
Handouts
Progress Checks

History facts Each lesson includes a brief history fact or quote to supplement the material in the book. Feel free to substitute your own!

Weekly Lesson Guide This gives an overview of the content covered in the lesson. It also gives guidelines for how much time to spend on each segment and lists all materials needed.
Question Word/Phrase of the Week _This information will give you ideas to help your
students with the question words and phrases typically used in the USCIS 100Qs, the
N-400 Application and the Naturalization Interview.

Word Alerts: USCIS Vocabulary & N-400 Vocabulary _These are lists of words that
students will need to be able to read and write to pass the reading and writing parts of
the test or to fill out the N-400 and answer questions during the interview.

Script Each lesson is scripted. The script is provided to give examples of what you
might say to deliver the lesson, but is not meant to be restrictive. The script includes
icons to indicate when you will use the book, a flip chart, or a PowerPoint slide.

Handouts At the end of each lesson you will find the handouts for that session. You
can print all the handouts and make a binder for students or hand them out as you go.
Electronic copies are provided on the flash drive.

Progress Check Following the handouts is a document called “Progress Check”. This
is a tool to help you keep track of which students are participating and any who are
struggling. If you have an assistant helping you, s/he can fill this out during the lesson,
or you can fill it out afterwards.

Icons These appear throughout the script to indicate the type of activity:
Materials Needed

- Flash drive with PowerPoint (optional)
- Projector, laptop (if using the PowerPoint).
- White board/chart tablet and appropriate markers and erasers.
- Scissors to cut apart some of the 100 questions taught in this lesson and tape or stapler to demonstrate how students can make their own set of question cards.
- Set of Civics Flash Cards.
- Large U.S. map.
- U.S. flag (big enough to be seen by the whole class).
- *Citizenship Civics and Literacy* by Lynne Weintraub (copy for each student).
- *Citizenship Ready for the Interview* by Lynne Weintraub (for reference).
- Video, “Promise of Freedom”.
- Video, “USCIS Naturalization Interview and Test”.
- Notebooks, folders/binders, pencils and highlighters for each student.
- Articles from newspapers or magazines (found weekly so they are current).
- Small paper bags for 100 Questions Activity.
- Current lists of N.J. Senators & Representatives, U.S. Cabinet members
- *Learn About the United States: Quick Civics Lessons for the Naturalization Test*, published by USCIS (copy for each student—optional).
- Set of Vocabulary Flash Cards (optional).
- Flag pins for each student (optional).
Tips for Facilitating Learning

Most adults learned in teacher-centered classrooms: teachers talked, students listened, except when called on to ask or answer questions about what the teacher had said. As a tutor leading a group of adults, the tutor becomes a facilitator of learning. Facilitators help the group engage in a common effort towards a shared goal. In this mini-course, the content is determined by the naturalization process, and there is not much flexibility with timing. However, some of these tips may be helpful if you are new to leading a class for adult students.

- Sensitivity to the feelings and learning styles of individuals. Creating and maintaining an atmosphere of trust and respect requires an awareness of how people are responding to both the topics under discussion and the opinions and reactions of others. Most people will not articulate their discomfort but will instead silently withdraw from the discussion and often from the group. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.

- Sensitivity to the feeling of the group. In any group, the whole is greater than the sum of the parts, and group "chemistry" generally reflects shared feeling. Questioning methods and communication techniques can help the facilitator move the group through the process of learning about one another.

- Ability to listen. One way the facilitator learns to sense the feelings of individuals and the group is by acute listening, both to the explicit meaning of words and also to their tone and implicit meaning. Often the facilitator's comments repeat, sum up, or respond directly to what others have said.

- A sense of timing. The facilitator needs to develop a "sixth sense" for time: when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time, and when to
let the silence continue a little longer.

- **Flexibility.** Facilitators must plan, but they must also be willing to discard those plans in response to the situation. Often the group will take a session in an unforeseen direction or may demand more time to explore a particular topic. The facilitator needs to be able to evaluate the group's needs and determine how to respond to it.

- **A sense of humor.** As in most human endeavors, even the most serious, a facilitator's appreciation of life's ironies, ability to laugh at one's self, and to share the laughter of others enhances the experience for everyone.

- **Resourcefulness and creativity.** Each group is as different as the people who make it up. A good facilitator needs an overall program and goals but may also adapt it to fit changing conditions and opportunities. For example, the facilitator may call on the talents and experiences of people in the group and the community, or participants may suggest resources.
WEBSITES FOR TUTORS

USCIS
http://www.uscis.gov/citizenship
The US Citizenship and Immigration Services Website includes numerous helpful sections for teachers and students, including Naturalization Information, 100 Civics Questions and Answers with MP3 Audio and a video of the naturalization interview and test.

EL Civics Online
http://www.elcivicsonline.org/
Online courses for educators to help prepare you to teach US history, government, civic engagement and the naturalization process.

CitizenshipWorks
http://citizenshipworks.lawhelp.org/
Tutorials to help you understand the process of becoming a citizen and prepare for the test.

Test-Guide.com
http://www.test-guide.com/Citizenship
See Popular Tests – Citizenship for free practice tests.

Minnesota Literacy Council
http://www.mnliteracy.org/educators/citizenship-instruction
Created to provide teachers, tutors, and organizations with the resources to start and/or enhance citizenship classes.

YouTube – Flash Card Review
http://www.youtube.com/watch?v=f-sZwYxBXOE 100 questions
(Or search "100 questions for citizenship" on YouTube.)

US Citizenship Podcast
http://www.uscitizenpod.com/
Listen to interviews and do practice activities for the N-400 and 100 questions.

US Citizenship Interview Blog
http://www.citizenship-interview.com/
<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Welcome</td>
<td>Current event</td>
<td>Current event</td>
<td>Current event</td>
</tr>
<tr>
<td>20 Introductions</td>
<td>Review homework</td>
<td>Review homework</td>
<td>Review homework</td>
</tr>
<tr>
<td>30 Course overview, tutor info</td>
<td>Civics: Chap 2 &amp; 3 (to p.40)</td>
<td>Read and write: 1-6</td>
<td>Read and write: 7-12</td>
</tr>
<tr>
<td>40 Materials and expectations</td>
<td>Geography &amp; Early America</td>
<td>Chap 3 (p.41+) &amp; 4</td>
<td>Chap 5 &amp; 6</td>
</tr>
<tr>
<td>50 Video: Promise of Freedom</td>
<td>Related questions</td>
<td>Early United States</td>
<td>19th &amp; 20th century U.S. History</td>
</tr>
<tr>
<td>60 Pledge of Allegiance</td>
<td>Questions practice</td>
<td>Related questions</td>
<td>Related questions</td>
</tr>
</tbody>
</table>

1:10 Book intro | Video: Interview and test | Questions practice | Questions practice |

1:20 Civics: Chap 1 Welcome to America | Intro to Naturalization process | N-400: parts 1 & 2 | N-400: parts 3,4,5 |
1:30 Related questions | Eligibility & Name | Phone, residence & parents |
1:40 USCIS.gov + resources | Interview skills / practice | Interview skills / practice |
1:50 Hand out book Discuss homework | | |
2:00 Assign homework Assign homework Assign homework |

**Question Words and Phrases:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Name (as verb)</td>
</tr>
<tr>
<td>Do</td>
<td>Do (as question verb)</td>
</tr>
<tr>
<td>Who</td>
<td>Have you been; have you had</td>
</tr>
<tr>
<td>When</td>
<td>Does, do; did, do</td>
</tr>
</tbody>
</table>

**100 Questions taught in lesson:**

<table>
<thead>
<tr>
<th>Question Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>11, 28, 43, 44, 45, 46, 52, 55, 94, 97, 98</td>
</tr>
<tr>
<td>59, 87, 88, 89, 90, 91, 92, 93, 95, 96</td>
</tr>
<tr>
<td>2, 8, 9, 58, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 99, 100</td>
</tr>
<tr>
<td>71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86</td>
</tr>
</tbody>
</table>

**Test Hints (in Civics):**

<table>
<thead>
<tr>
<th>Hint</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Key words, p 22</td>
<td></td>
</tr>
<tr>
<td>#2 Taking the test, p 35</td>
<td></td>
</tr>
<tr>
<td>#3 Asking for help, p. 49</td>
<td></td>
</tr>
<tr>
<td>#4 Getting time to think, p. 70</td>
<td></td>
</tr>
<tr>
<td>#5 Writing test, p. 84</td>
<td></td>
</tr>
<tr>
<td>#6 Reading and writing, p. 98</td>
<td></td>
</tr>
</tbody>
</table>

**Ready for the Interview:**

<table>
<thead>
<tr>
<th>Related question lists</th>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related question lists</td>
<td>Civics: Chap 1, 2 &amp; 3 (to p40)</td>
</tr>
<tr>
<td>pp. 5–17</td>
<td>Chap 3 (p41+) &amp; 4 Read &amp; write: 1-6</td>
</tr>
<tr>
<td>pp. 18–45</td>
<td>Chap 5 &amp; 6 7-12 Read &amp; write 7-12</td>
</tr>
<tr>
<td>pp. 46–58</td>
<td>Chap 7 Read &amp; write 13-18</td>
</tr>
<tr>
<td>pp. 51 and 54</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Current event</td>
<td>Current event</td>
</tr>
<tr>
<td>Review homework</td>
<td>Review homework</td>
</tr>
<tr>
<td>Read and write: 13-18</td>
<td>Read and write: 19-24</td>
</tr>
<tr>
<td>Chap 7</td>
<td>Chap 8</td>
</tr>
<tr>
<td>Constitution</td>
<td>Congress</td>
</tr>
<tr>
<td>Related questions</td>
<td>Related questions</td>
</tr>
<tr>
<td>Questions practice</td>
<td>Questions practice</td>
</tr>
<tr>
<td>N-400: parts 6, 7, 8</td>
<td>N-400: parts 9, 10</td>
</tr>
<tr>
<td>Description, employment, schools, travel</td>
<td>Marriage &amp; children</td>
</tr>
<tr>
<td>Interview skills / practice</td>
<td>Interview skills / practice</td>
</tr>
<tr>
<td>Assign homework</td>
<td>Assign homework</td>
</tr>
</tbody>
</table>

**Question Words and Phrases:**

- Where
- How long
- How many
- Is she; was he
- Does she: did she
- Why
- Have you ever; did you ever
- Are you willing

**100 Questions taught in lesson:**

- 1, 3, 4, 5, 6, 7, 10, 14, 41, 42, 48, 51, 54
- 17, 18, 19, 20, 21, 22, 23, 24, 25, 47
- 13, 15, 26, 27, 29, 30, 31, 32, 35, 36
- 12, 16, 33, 34, 37, 38, 39, 40, 49, 50, 53, 56, 57

**Test Hints (in Civics):**

- #7 Reading test, p. 123
- #8 Studying for the test, p. 137
- #9 Questions with more than one answer, p. 152
- #10 Question words, p. 170

**Ready for the Interview:**

- pp. 59–77
- pp. 69 and 76
- pp. 78–102
- pp. 89 and 100
- pp. 103–127
- pp. 103, 04, 05; 109; 112, 13, 14; 116, 118, 19; 121, 22; 126.
- pp. 128–145
- pp. 128, 29, 30, 31, 32, 33, 34, 35; 138, 39 and 141.

**Homework Assignments**

- Chap 8
  - Read & write 19-24
- Chap 9
  - Read & write 25-30
- Chap 10
  - Read & write 31-36
- None
DESTINATION: U.S. CITIZENSHIP

Student Evaluation

This class was: □ Great □ Good □ Fair □ Poor

Please check the topics you learned more about during the class:

□ History □ Government □ Geography
□ Current events □ Vocabulary □ Other: ______________

Did this class help you improve your English?

□ Yes □ No □ A little

How prepared do you feel?

Filling out the N-400 application: Speaking English during the interview:

□ Ready □ Need more help □ Ready □ Need more practice

Answering the 100 questions: Writing a sentence in English:

□ Ready □ Need more practice □ Ready □ Need more practice

Comments:

How can we make this class better?
Lesson One

Welcome To America

Video &

Civics Chapter 1
## Lesson 1: Welcome to America/Video & Civics Chapter 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Objectives - students will:</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Welcome</td>
<td>Begin to get comfortable and engaged through casual opening conversation</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Intros</td>
<td>Introduce students to each other and tutor; learn nationalities and languages; learn application status</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Course overview Tutor info, materials and expectations</td>
<td>Goal of dual competency in civics/history questions and N-400 responses; question and answer method; schedule and materials; tutor contact info; expectations for attendance and homework</td>
<td>&quot;I am not a lawyer&quot; aka &quot;No soy un abogado&quot;; role of notary publics</td>
</tr>
<tr>
<td>40</td>
<td>USCIS Video: Promise of Freedom</td>
<td>Introduction to US immigration history and preview of history/civics content of the 100 questions</td>
<td>Say the Answer Read and Write</td>
</tr>
<tr>
<td>50</td>
<td>Pledge of Allegiance</td>
<td>Familiarize students with concept of pledge/loyalty oath.</td>
<td>Class reads and recites Pledge</td>
</tr>
<tr>
<td>60</td>
<td>Hand out text book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>Intro to textbook</td>
<td>Introduce students to content and organization; word lists, test hints; chapter exercises and review pages</td>
<td></td>
</tr>
<tr>
<td>1:20</td>
<td>Civics Welcome to America Chap 1</td>
<td>Students to learn basic facts about: the flag, national anthem, pledge of allegiance, current president and governor, federal and state capitals, political parties, economic model, citizen participation</td>
<td>Test Hint #1: Key words, p 22</td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40</td>
<td>Civics &amp; history questions</td>
<td>Students prepare for and preview next lesson; practice listening and speaking English</td>
<td>Round robin questioning Flash card games Pairs questioning</td>
</tr>
<tr>
<td>1:50</td>
<td>Assign homework</td>
<td>Prepare for and preview next lesson; practice listening and speaking English</td>
<td></td>
</tr>
</tbody>
</table>
## Details for Lesson 1:

### Civics questions
- 11, 28, 43, 44, 46, 52, 55, 94, 97, 98

### USCIS Civics vocabulary (new this lesson)
- America
- American flag
- capital
- colors
- congress
- country
- fifty/50
- Flag Day
- government
- June
- President
- red, white, blue
- states/states
- United States/U.S.
- Washington, DC

### Ready for Interview
- None

### N-400 vocabulary
- None

### Question word of the week:
- What
- 48 civics questions use "what"
- What is freedom of religion?
- What is your full name?

### Question phrase:
- None

### Materials/equipment for Lesson 1:
- Newspaper or magazine with current event
- Video: Promise of Freedom
- Student handouts (included at the end of the lesson.)
- Projector and laptop w/ cables, etc.
- White board or flip chart w/ markers, eraser
- One copy of *Civics & Literacy* for each student
- Civics Flash Cards
- Large US map
- US flag
- Mechanical pencil, highlighter, and notebook for each student.
- Tutor contact sheet and class schedule (template on flash drive.)

### Homework for Lesson 1:
- Civics/history: None
- Read & write: None
- EVERY week: Bring in current event from news, magazine or internet

### Homework for next lesson:
- Civics/history: *Civics: Chap 2, Chap 3 through p. 40*
- Read & do exercises
- Practice answering the civics/history questions
- Listen to English 30 minutes each day
WORD ALERT

USCIS Civics Vocabulary

Students need to be able to read and write these civics vocabulary words to pass the reading and writing parts of the test. Note them as they appear in the text in Lesson One.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td>government</td>
</tr>
<tr>
<td>American flag</td>
<td>June</td>
</tr>
<tr>
<td>capital</td>
<td>President</td>
</tr>
<tr>
<td>colors</td>
<td>red, white, blue</td>
</tr>
<tr>
<td>country</td>
<td>state/states</td>
</tr>
<tr>
<td>fifty/50</td>
<td>United States/U.S.</td>
</tr>
<tr>
<td>Flag Day</td>
<td>Washington, DC</td>
</tr>
</tbody>
</table>

The Star Spangled Banner was written as a poem by Francis Scott Key. He composed it while witnessing the Battle of Ft. McHenry outside of Washington DC during the War of 1812 against the British. It was adopted as the National Anthem on March 3, 1931 by an act of Congress. The music was adapted from a popular British song by John Stafford Smith, called "To Anacreon in Heaven." President Woodrow Wilson enlisted the help of the U.S. Bureau of Education with standardizing the music and lyrics.

Prior to 1931, "My Country 'Tis of Thee" was used often as the official song of the United States. It was adopted from the British National Anthem, "God Save the Queen".
**QUESTION WORD OF THE WEEK: WHAT**

For the naturalization interview, being able to understand questions and provide answers is everything. That’s why we offer this class. In order to answer with confidence you must first understand the questions.

The first word we want to understand is “WHAT”. Unlike “who” or “where”, question words that call for specific types of answers (people’s names, location), questions that use the word “what” call for many different answers.

On page 7 there is a ? (question mark) and the words What Does It Mean? This is a good time to discuss the question word “What” and how to answer “what” questions.

48 of the 100 civics questions use the question word “what.”

Most “what” answers are the names of people or things, for example:
- what is the name of…
- what is the highest court…
- what is the capital…
- what event happened …

Or short descriptions of ideas:
- what two rights are …
- what is one reason…
- what did so-and-so do
- what is one power …

The point to remember are that when you hear “what” you may have to listen hard for another clue to understand how to answer the question.

Many questions will be asked during the interview:
- What is your full name?
- What is you current address?
- What is you daughter’s family name?
- What was your maiden name?
- What was your last job?

OK? Got it? No? What didn’t you understand?
WELCOME

Tutor:

“Hello to you all! We are so happy to welcome you to Destination: U.S. Citizenship. We are all here together to help you reach your goal of becoming an American citizen. My name is ____ and this is ___. We will be your teachers for the eight sessions.” Each teacher may want to say a few things about himself/herself as an introduction.

“Now that we have introduced ourselves, would you tell us your name and what country you have come from, and what is your native language? Why do you want to become an American citizen?”

Make a chart to help remember who is who, where they’re from and who speaks what.

This activity will help the students learn a bit about each other, become comfortable in a group classroom setting, and engage in some beginning conversation in front of others.

Tutor:

“Some information before we start:

- Please turn off or mute your cell phones.
- Restrooms are located...
- It is important to come to all sessions.
- It is really, really important to do all the homework.
- It is necessary to bring all class materials to every class.”
COURSE OVERVIEW

Tutor:

“These eight sessions will be filled with all the materials and information that you need to pass the citizenship test and interview.”

“In class we will:

- read and review history and civics facts concentrating on the USCIS 100 questions.
- learn some basic American geography.
- practice reading and writing sentences.
- discuss the set-up of the American government.
- examine the N-400 Application in detail and consider responses.
- practice answering oral questions like those the examiner will ask during the test.”

“You will have homework to complete after each class session. It is your responsibility to do this work and come to class prepared. Here is a schedule of classes. There are only eight class sessions and, as you can see, lots of information. It is very important that you attend all eight sessions.”
Tutor:

“One thing we would like to say clearly is that we are not attorneys and we can only assist with this process. If you have any legal questions, you must consult an immigration attorney to get specific individual information.”

It is important that this is stated during the first class meeting.

USCIS VIDEO

Tutor:

“Now we are going to see a video called ‘Promise of Freedom’. This is an introduction to US immigration history. It will also show you some of the content of the history and civics 100 questions.”

Play video - approximately 10 minutes.

“What did you see that you would like to share?”

INTRODUCTION TO THE TEXTBOOK

Tutor:

“This book will help you study for the history and government test. It has all of the questions on the USCIS 100 questions list. It also has activities to practice
reading and writing words. It even has some hints to help you get ready for the test. ”

Go quickly through one chapter of the book to point out organization, explaining that each chapter is set up with the same type of activities and sequence. Write on flipchart:

- History and civics information
- Fill in the blank activities
- Yes or No?
- Spelling
- Say the answers
- Read and Write practice
- Key Words
- Test Hints
- Test question boxes

Tutor:

“For homework, you will be asked to read certain chapters and complete all the written activities. It is important that you do this work before you come to the class. Then during our lesson we will review the material and answer any questions that you might have about what you did. We will do the first chapter right now.”

It is suggested that you move slowly through this first chapter and complete all the pages together. That way that students will get a “feel” for the book and understand what they will have to do by themselves for homework. The remaining chapters will go more quickly as the students will have read them and filled in many of the answers. Then in class they will be able to read sentences aloud and answer questions about the content.
CIVICS AND WELCOME TO AMERICA

Chapter 1

Have students read over the list of civics vocabulary before beginning the chapter.

Students will complete all activities of Chapter One together, using a pencil to be able to erase and change an answer if an error is made.

Tutor:

“The first chapter is called ‘Welcome to America.’ You will be reading and writing some facts about our country and what it means to be an American. There is also information about our government.”

“Get your pencil ready and turn to page 5 in your book. Earlier we talked about the countries that we came from. See if you can find your country on the map. Try to write the name of your country on the blank line.”

“Great, now let’s go to page 6. What do the pictures on this page show?”

Students respond: “Flags.”

“Do you see the flag of your home country here? For us now though, what is the most important flag on this page?

Students respond: “American Flag.”

“Write the word ‘flag’ on the blank line.”
Answering questions correctly is an important part of this process for student success. The following activity will involve the student with correct pronunciation and correct usage of question words.

On page 7 there is a question mark and the words What Does It Mean? This is a good time to discuss the question word “What” and how to answer “what” questions.

**Tutor:**

“For the naturalization interview, being able to understand questions and provide answers is everything. That’s what we will practice in this class. First, you must understand the questions. The first word we want to understand is “WHAT”. Unlike “who” or “where”, words that call for specific types of answers (people’s names, location), questions that use the word “what” call for many different answers.

Most answers are the names of people or things, for example:

- what is the name of…;
- what is the capital…;
- what event happened … .

Or short descriptions of ideas:

- what two rights are …;
- what is one reason…;

The point to remember is that when you hear “what” you may have to listen hard for another clue to understand how to answer the question.”

“On to page 7. What do you see? Yes, the American flag.”
“Would anyone like to read the two lines under the American flag? What should we write on the blank?”

Students respond and write: “New Jersey”

“Who can find New Jersey on the map? Who has lived in other states? Can you name the state and find it on the map?

Go over vocabulary listed in What Does it Mean?.

Practice saying aloud words listed in Say It.

**Tutor:**

“Look at the gray shaded question. This is one of the 100 questions that you must be able to answer for the test. I will read the words aloud and then you can read them with me. All of the 100 questions are in this book. We will call these test question boxes.”

Some answers are listed as simply as possible and may not exactly match the answers word for word on the USCIS Official List.

Continue with pages 8 & 9.

Continue in the same style doing the activities, writing the correct answers, saying words aloud, reading gray shaded questions “Test Box Questions”, and talking about what specific vocabulary words mean.

As you complete these pages with the students, you can make the experience more interesting by asking some additional, related questions.
Tutor:

“Test question box- let’s read it together.

“On to page 10. “What do you see in the picture?”

Students respond: People are saluting the flag.

Display the American Flag.

Familiarize students with concept of pledge/loyalty oath.

“We call the words that people say when the salute the flag - The Pledge of Allegiance.

“What is the Pledge of Allegiance?”

Elicit responses about showing your loyalty to the United States when you say the Pledge of Allegiance...it is a way to say: I love America.

Handout - Pledge of Allegiance

“Now, let’s stand and read/say the Pledge of Allegiance together”

“Great job, how did that make you feel? We will start each class by saying the Pledge of Allegiance together.”

“Test question box- let’s read it together.”

“Now on to page 11. Let’s read together the three lines near the top of the page.”
Discuss the words in boldface print and continue with the rest of the page. Write the word “Trenton” on the chart for students to copy correctly.

“Two test question boxes - let’s read them together.”

On pages 12 and 13 you will see some people who are leaders of their countries. Read sentences together and assist with the spelling of the names of our President and Governor.

Be aware that some of the names on pages 12 and 13 may have changed. Be sure that you can supply the correct names for the students.

For pages 14-17, continue in the same style doing the activities: writing the correct answers, saying words aloud, reading the four test question boxes, and talking about what specific vocabulary words mean. As you complete these pages with the students, continue to make the activity more interesting by asking some additional, related questions.

Tutor:

“On to page 18. Match the words with the correct picture and copy that word on the line under the picture.

“For page 19, you see lots of words and no pictures!”

Assist student with the “What does it mean” activity and the “Yes or No?” activity. Students could work on responses first or complete page as a whole class activity. Be sure to circulate to insure that correct responses are being made.
“On to page 20, look at Spelling. Fill in the letters missing from the words: 1-6. Now see if you can write in the correct answer to the blanks 1-6. You may look back in the book if you need to find the correct spelling.”

Tutor may want to write the correct answers on the white board or chart tablet page when students seem almost done. Then they will be able to easily correct their completed work.

“For the “Say the answer,” activity on page 20, I will read the question and you will say the answer. If you are not sure of any answers, it means that you need to go back and read over the history and civics pages in this chapter. These questions require lots of practice.

“On Page 21, we will do something called Read and Write. Read each question aloud. Then copy the answer given on the blank line. At home practice writing the answers to these questions.”

“On Page 22 can someone read aloud the title?

Call on a student to read Test Hint #1.

“Great, Test Hint #1! What kind of information will this page tell us? Right, it will give us ideas to help us answer the questions correctly on the test. This tip is talking about key words. That means the words that will help you think about an answer. Listen while I read the tip on the page to you. Any questions?”
**HISTORY AND CIVICS QUESTIONS**

**Handout - 100 Questions Flash Cards**

**Tutor:**

“To help you with the 100 questions, here are copies of all the questions from this chapter in the book. I will read the questions out loud and you may read the answers printed in gray with an asterisk.”

Go through all the pages of questions with you reading the questions and students reading the answers.

“You may cut them out and tape, staple, glue the answers on the back of the questions. Then you will have your own set of questions to practice whenever you can.”

Demonstrate how to cut a few apart and tape or staple together.

“Now let’s try some more question practice! Work with a partner and take turns reading and answering the questions. Be sure that each student has the time to read the questions once and then to read the answers once.

“Good reading and good answers!”

If there is any time remaining, students may start to cut out some of these questions and answers.

“During each class we will have more questions for you to cut apart and save. It is important that you practice answering these questions during the week. Perhaps a family member or friend could help you practice. Or you could pair up with someone in this class and practice together.”
ASSIGN HOMEWORK

Be sure students are following along as you read the homework assigned.

Tutor:

A. Civics

“Read and answer questions in Chapters 2 and Chapter 3 to page 39. Next week we will review these pages and be sure that you have written the correct answers.”

“Here is a highlighter for you. As you are reading, use it to mark any word or concept that it confusing to you. (You could underline or write a star instead of using the highlighter.) Look up these words in the dictionary. Bring your words to class next week during the homework review. Bring your highlighter, too!”

B. 100 Civics/History Questions

“Practice those taught in class: 11, 28, 43, 44, 45, 46, 52, 55, 94, 97, 98 - the numbers correspond to the official USCIS questions.”

C. Bring in an article about a current event for the next class.

D. Listen to English for at least 30 minutes every day.

Remember to bring your notebook, pen or pencil, and highlighter with you to each class.”

“It has been a pleasure to meet you and work with you today. Please try hard to be here when the class starts so you don’t miss a thing! See you next class!”
Lesson 1: Progress Check

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Understands Civics Questions</th>
<th>Understands N-400 Questions</th>
<th>Answers in English</th>
<th>Reads Questions</th>
<th>Writes Answers</th>
<th>Overall Progress</th>
<th>Notes</th>
</tr>
</thead>
</table>

√ = Satisfactory  X = Needs practice
Lesson Two

Geography and Early America

Introduction to the Interview
### Lesson 2: Geography & Early America/Introduction to Interview

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Objectives - students will:</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Current event</td>
<td>Gain confidence in conversational setting</td>
<td>Student shares current topic or use your topic; class discusses</td>
</tr>
<tr>
<td>10</td>
<td>Review homework</td>
<td>Increase competency by correcting common errors, reviewing vocabulary</td>
<td>Students read own work; round robin questioning</td>
</tr>
<tr>
<td>20</td>
<td>Civics Geography &amp; Early America</td>
<td>Students will learn basic facts about: Canadian and Mexican border states; Statue of Liberty; longest river, territories; East and West coat oceans; Indian tribe names; Columbus, Native Americans</td>
<td>Say the Answer Read and Write</td>
</tr>
<tr>
<td>30</td>
<td>Chap 2 &amp; part of 3 pp. 36–40</td>
<td></td>
<td>Test Hint #2: Taking the test, p.35</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Civics &amp; history questions</td>
<td>Practice listening and responding to this lesson's civics/history questions</td>
<td>Round robin questioning; flash card games; pairs questioning</td>
</tr>
<tr>
<td>1:20</td>
<td>Intro to Naturalization Process</td>
<td>Be introduced to the N-400 form</td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>USCIS Video: Interview and Test</td>
<td>Be introduced to interview process and what to expect during the interview</td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40</td>
<td>USCIS.gov + other resources</td>
<td>Receive a list of resources</td>
<td></td>
</tr>
<tr>
<td>1:50</td>
<td>Assign homework</td>
<td>Prepare for and preview next lesson; practice listening and speaking English</td>
<td></td>
</tr>
<tr>
<td>Details for Lesson 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Civics questions</strong></td>
<td>59, 87, 88, 89, 90, 91, 92, 93, 95, 96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>USCIS Civics Vocabulary</strong> (new this lesson)</th>
<th>Alaska</th>
<th>American Indians</th>
<th>Canada first</th>
<th>freedom of speech</th>
<th>largest</th>
<th>Mexico most</th>
<th>north people</th>
<th>south</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready for the Interview</strong></td>
<td>pp. 5 – 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>N-400 vocabulary</strong></td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question word of the week:</strong></th>
<th>Name (as a verb)</th>
<th>15 civics questions use &quot;name&quot;</th>
<th>Name one state that borders Canada?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Question phrase:</strong></th>
<th>Do/does/did (used as helper verb in 20 civics questions)</th>
<th>Used to make questions in requesting information or for a yes/no answer.</th>
<th>When do we celebrate Independence Day? Does she live with you?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Materials &amp; equipment for Lesson 2:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper or magazine with current event</td>
</tr>
<tr>
<td>Civics Flash Cards</td>
</tr>
<tr>
<td>Large US map</td>
</tr>
<tr>
<td>US flag</td>
</tr>
<tr>
<td>Projector and laptop w/ cables, etc.</td>
</tr>
<tr>
<td>White board or flip chart w/ markers, eraser</td>
</tr>
<tr>
<td>Video, “USCIS Naturalization Interview &amp; Test”</td>
</tr>
<tr>
<td>Student handouts (included at the end of the lesson.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Homework due Lesson 2:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civics/history:</strong></td>
</tr>
<tr>
<td><em>Civics: Chap 2, Chap 3 through p.40</em></td>
</tr>
<tr>
<td>Read &amp; do exercises</td>
</tr>
<tr>
<td><strong>Read &amp; write:</strong></td>
</tr>
<tr>
<td><strong>EVERY week:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Homework for next lesson:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civics/history:</strong></td>
</tr>
<tr>
<td><em>Civics: Chap 3 p.41 + Chap 4</em></td>
</tr>
<tr>
<td>Read &amp; do exercises</td>
</tr>
<tr>
<td><strong>Read &amp; write:</strong></td>
</tr>
<tr>
<td><em>Civics pages 176-7: sentences 1–6, write 5x</em></td>
</tr>
<tr>
<td><strong>EVERY week:</strong></td>
</tr>
<tr>
<td><strong>Listen to English 30 minutes each day</strong></td>
</tr>
</tbody>
</table>
**WORD ALERT**

**USCIS Civics Vocabulary**

Students need to be able to read and write these civics vocabulary words to pass the reading and writing parts of the test. Note them as they appear in the text in Lesson Two.

<table>
<thead>
<tr>
<th>Alaska</th>
<th>Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indians</td>
<td>most</td>
</tr>
<tr>
<td>California</td>
<td>New York City</td>
</tr>
<tr>
<td>Canada</td>
<td>north</td>
</tr>
<tr>
<td>first</td>
<td>people</td>
</tr>
<tr>
<td>largest</td>
<td>south</td>
</tr>
</tbody>
</table>

**QUESTION WORD OF THE WEEK: NAME**

The word “name” doesn’t seem like a question word yet it’s used that way in 15 of the 100 questions. To be more confusing these questions don’t even use a question mark! For example:

Name two national U.S. holidays.

10 of the those 15 questions start with “name one” to indicate selecting one from several choices, as in:

- name one state …
- name one war …
- name one right …

Only one asks for the “name” of a person:

Name your US Representative.

“Name” is similar to “what” in that the answers can be many things: people, places or ideas.
QUESTION PHRASE OF THE WEEK:
“DO” AS A QUESTION INDICATOR

The word “do” is used as an auxiliary with a simple, single word main verb to create questions typically requiring short answers. Used without a question word (like “what”) the answer is usually yes or no. The tense can be present or past:

- Do you like cheese fries?
- Did you eat all of them?

But if used with a question word “do” questions ask for information. Examples:

- What territory did the United States buy from France in 1803?
- Who does a US senator represent?
- How many amendments does the Constitution have?
- Why does the flag have 50 stars?
- When do we celebrate Independence Day?

20 of the 100 civics questions use a form of “do- does- did” to form the question. No one has to explain why “do” is used in questions but everyone has to know how to answer questions that use “do” in them.

“DO” questions are used on the written application as yes/no questions:

- Do you have a title of nobility?
- Do you owe taxes?
- Do you support the constitution?
- Do you understand the Oath?

It’s easy to imagine yes/no “do” questions during the live interview. Examples:

- Do you have a job?
- Does she live with your wife?
- Did you renew your passport?
- Does he go to school?
- Did you retire from your job?
- Do you belong to a union?

Did you understand?
PLEDGE OF ALLEGIANCE:

Tutor:

“Hello! So happy to see you here again. I can see that you brought all your materials so we can get started. What do you think that we are going to do first in class today?”

Display the American Flag.

“Exactly right! We are going to say the Pledge of Allegiance. So please stand up and we will begin.”

Together say the pledge as a group.

DISCUSSION ACTIVITY

“Great job! Now did anyone bring a current event article from the newspaper?

Show an article from the newspaper and discuss what students see. You may want to read the caption or a sentence from the article. If a student has brought in an article, you may want to use it instead of the one you have.

“Who do you see in the picture?

What is happening in the picture?

How do you feel about what is happening?” etc.

“Great ideas! For next week, you may bring in an article from a newspaper, magazine, or news online that we can talk about.”

This is another activity to encourage conversation and provide opportunities for students to speak in front of others.
REVIEW HOMEWORK

Tutor:

“Are there any words or information that you highlighted that you need some help reading?”

Respond to any questions that students might have about the sections that they completed.

“Open you books to page 5 and we will go over the materials in the first section of the book.”

Have students take turns reading the answers they have written on pages 5 to 17. You are encouraging reading aloud in front of a group and reviewing important informational content.

Provide encouragement and corrections as needed as students read through Chapter 1.

“What good readers you are! It is important for you to keep reading over these facts at home. The more that you read and say them out loud, the more you will remember them. Now let’s move on to the new chapters that you read for homework.”

CIVICS AND GEOGRAPHY AND EARLY AMERICA

Chapters 2 and 3 to page 40 in Citizenship: Civics and Literacy.

Chapter 2 American Places

Handout - Word Alert
Have students read over the list of civics vocabulary before beginning the chapter.

As you work through Chapter 2 with the students, walk around and be sure that students have filled in all the blanks correctly. This was a homework assignment, so most answers should be filled in. Also, note if students have highlighted any words as needing explanation.

**Tutor:**

“As we go through these pages, be sure and let me know if there are any words that you highlighted and might need some help with.

“Turn to page 23 in your book. What countries do you see in the picture?” Name some.

Students answer the United States, Canada, and Mexico.

“Correct - the United States, Canada, and Mexico.” Would someone read the words on page 23 for us? Great!”

Select a student to read aloud.

“Now, who would like to come up to our map and locate these three countries on the map?

“Which country is to the north of the United States?

Which country is to the south of the United States?”

“Now turn to page 24. Would someone read the words on this page aloud? What information did you learn about the state of California?

Has anyone ever been to California?” “Where is California on our map?”
“Where do we live now?

“Let’s read together the fact in the test question box. Good Reading! Remember each gray shaded area is one of the 100 questions and facts that you need to be able to answer on the test.

“On to page 25. who would read this page for us? Can anyone find Alaska on our map? What do you know about Alaska? What is the weather like in Alaska?

“Let’s read together test question box. Great. This is another important fact for you to remember. So every time we come to one of these gray shaded areas called test question boxes, what will we do?”

This should become a routine pattern when working in this book. These questions are important and should be read aloud by the group.

“Look at page 26. Now we are a lot closer to home. Who would like to read about New York City and the Statue of Liberty? I was surprised to find out that New York was the first capital of the United States. Where is the capital of our country now? Right, Washington, D.C.” Where do you like to go in New York City?”

“Another test question box- what do we do? Right - read it aloud.”

“On page 27 They are showing you the longest river in our county. What is it called?”

Student or students respond Mississippi…

“What a long word and a long river.”
Another test question box - read aloud together.

Pages 28, 29 and 30.

Continue in the same style doing the activities: looking for the correct answers, saying words aloud, reading test question boxes aloud, and talking about what specific vocabulary words mean. As you complete these pages with the students, continue to make the activity more interesting by asking some additional, related questions.

“On page 31 and the top of page 32, see if you can locate the places that you have named on our map.”

Also review the concepts of North, South, East, and West on the map.

Continue on page 32 with the Yes or No? Activity.

This could be reviewed as a partner activity or a group read aloud activity with half of the class reading the questions and the other half answering yes or no.

Page 33: Spelling

**Tutor:**

“Let’s see what good spellers you are.”

On chart, write the correct spelling of the words so that student are able to correct their answers. Then write the correct answers to numbers 1 to 7 so that students are able to correct their answers.

Page 33: Say the Answers
Tutor:

"I am going to read the questions to you and then you will say the answers? Everyone ready?"

Go through questions 1 to 8

Read the questions while students follow in their books and wait for them to respond with the answer.

Page 34: Read and Write

Tutor:

“Here are some more Read and Write sentences. Read each question aloud. Then copy the answer given on the blank line. At home practice writing the answers to these questions.”

Page 34: Key Words

Tutor:

“Here are some important vocabulary words from this chapter of the book. Let’s read them out loud.

Page 35: Test Hint #2

Tutor:

“We will skip this page for now and look at it after we watch a video about the interview.”
Come back to this page in the book later in this lesson after showing and discussing the USCIS video called “the USCIS Naturalization Interview and Test.”

Pages 36, 37, 38, 39, and 40.

Tutor:

“Now we will start to discuss some early American history facts.”

Continue is the same style doing these pages: writing the correct answers, saying words aloud, reading test question boxes aloud, and talking about what specific vocabulary words mean. As you complete these pages with the students, continue to make the activity more interesting by asking some additional, related questions.

Colonization of the "New World" started when Columbus landed in San Salvador in 1492. This is the present day Bahamas. Columbus was Italian by decent but sailed under the Spanish flag. The first permanent settlement in North America was by Spanish settlers at St. Augustine, Florida, in 1565. Although the English tried to gain a foothold with their settlement of Roanoke VA, in 1583, that colony was lost. The first permanent English colony was founded in 1607 in Jamestown, VA. The first Dutch colony was "New Amsterdam", later New York, founded in 1609. A steady stream of explorers and settlers began coming to America in the 1600's.
CIVICS AND HISTORY QUESTIONS

Tutor:

“To help you with the 100 questions, here are copies of the questions from this chapter in the book. Last week we cut some apart and practiced them. At home you may cut these new questions out and tape, staple, glue the answers on the back of the questions. Then you will have your own set of questions to practice whenever you can.

“For now, we will use your sheets with these questions and practice reading them with their answers. For the first time, we will read all of the new questions and answers together.

“Then, with a partner let’s practice again. One person will read the question and the other reads the answer. Change around so that the one reading the answers will now read the questions.

“Now, the last step, one person reads the questions and the other person answers without looking at the answers. Change around and try one more time.

“Good, I heard a lot of correct answers and also great reading of the questions. Soon you will be experts and know the answers to all 100 questions.”

Answering questions correctly is an important part of this process for student success.
INTRODUCTION TO THE NATURALIZATION PROCESS

“Now we are going to learn about the Naturalization Interview and Test.”

“Here are some important facts for you to know.”

Read this aloud to the students.

Students are eligible for citizenship because they:

- Are 18 years or older.
- Have been legally admitted for permanent residence.
- Have resided here for at least five years, unless he/she has an exception. A common exception is that a student is married to an American citizen and has lived here for at least three years.
- Have good moral character.
- Are willing to take the oath of allegiance to the United States of America.
- Have an understanding of the English language and are able to read, write, and speak basic words during the interview.

Overview of Naturalization Process

“Here are the steps in the process:

Step 1: Fill out the N-400 Form.
Step 2: Send in this form with the application fees - about $700.00.
Step 3: Get Fingerprinted.
Step 4: Go to the interview.
Step 5: Take the oath.”

So, how many of you have the N-400 Form? How many of you have already sent it in? Great, you are off to a wonderful start! If you are just starting what is the first thing that you should do? Get the N-400 Form: Application For Naturalization. We will have a form for you to start working on next week. You can also go to the government website, www.uscis.gov, and download the form.

**VIDEO: THE USCIS NATURALIZATION INTERVIEW & TEST**

“Now we are going to watch a 16 minute video called “The USCIS Naturalization Interview and Test Video.

“This video will show you what you as an applicant for citizenship might experience. Watch carefully and we will discuss what you see and hear on the video.

Show video: 16 minutes

After the video, talk about the many things that were presented. You may write some steps/information on a chart as the students talk about them.

**Important Points from the Video**

“Keep a copy of your filled out application. Then you can read over your answers before the interview.
“After you file your application, you will get a receipt and an appointment for the interview.

“Be sure to bring all the important documents that they ask you to bring. For example:

- permanent resident card
- passport
- state issued ID
- marriage license

“You will promise that everything that you have written on your application and say to the examiner is true.

“The examiner will review your N-400 Form and ask you some questions about your answers. You will not have the application to look at so you must remember what you wrote. The examiner will also be testing your ability to speak and understand English as you answer the questions.

“If you do not understand what the examiner is saying, you may say:

- ‘Excuse me, will you repeat that question.’
- ‘Excuse me, what did you say?’

“You will be asked to sign papers. You will be asked to print and sign your name.

“Then the examiner will go on to the History and Civics Test. You will be asked up to 10 history and civics questions. These will be asked orally and you will respond orally with the answer. You must answer 6 of the 10 questions correctly to pass.

“Next the examiner will go to the Reading and Writing Test. There will be three questions for you to read aloud and once you have read one correctly, you will go on to the writing part. You must write down a sentence correctly that the examiner dictates to you. You also have three tries at this.

“The examiner will then tell you if you will be recommended for citizenship.
“The final step is the Oath Ceremony. It is often on the same day. You will take the Oath of Allegiance and receive a Certificate of Naturalization.

“Congratulations! You are now a United States citizen.

“Here is a list of websites that will give you more information.”

Handout - Online Resources

“Let’s look back in our book on page 35. In each chapter of your book there are Test Hints to help you with your interview.

You or a student or two could read aloud the information on the page to review test procedure.

ASSIGN HOMEWORK

Handout - Homework Assignment

Tutor:

A. Civics

“Read and answer questions in the rest of Chapter 3 and all of Chapter 4. Next week we will review these pages and look for correct answers. Don’t forget to use those highlighters to mark any words or information that you don’t understand.”
B. Dictation Practice

“Look at page 176-177 in the back of your book and practice reading and writing sentences 1 to 6. Write each at least five times. Try writing them like this example:” Model on chart.

- How many states are in the United States?
- The United States has 50 states.

C. 100 Civics/History Questions

“Practice those taught in class: 59, 87, 88, 89, 90, 91, 92, 93, 95, 96 - the numbers correspond to the official USCIS questions.”

D. Bring in an article about a current event to discuss during the next class.

E. Listen to English for at least 30 minutes each day.

“Remember to bring your notebook, pen or pencil and highlighter with you to each class.

“Good job today. We went over a lot of information. Be sure that you complete your homework and continue studying those questions and answers. See you next time! Remember that we will start right on time, so be sure to get here then.”
Lesson 2: Progress Check

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Understands Civics Questions</th>
<th>Understands N-400 Questions</th>
<th>Answers in English Questions</th>
<th>Reads Questions</th>
<th>Writes Answers</th>
<th>Overall Progress</th>
<th>Notes</th>
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</tbody>
</table>
Lesson Three

Early United States &
N-400 Parts 1 and 2
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Objectives - students will:</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Current event</strong></td>
<td>Gain confidence in conversational setting</td>
<td>Student shares current topic or use your topic; class discusses</td>
</tr>
<tr>
<td>10</td>
<td><strong>Review homework</strong></td>
<td>Increase competency by correcting common errors, reviewing vocabulary</td>
<td>Students read own work; round robin questioning</td>
</tr>
<tr>
<td>20</td>
<td><strong>Read and Write:</strong></td>
<td>Be able to read and write simple sentences from USCIS vocabulary</td>
<td>Student reads dictation, others write</td>
</tr>
<tr>
<td>30</td>
<td><strong>Civics:</strong> Early United States Chap 3 (pp. 40 - 50) &amp; 4</td>
<td>Learn basic facts about: colonies, colonists and related holidays; early slave trade, Great Britain as ruler; Declaration of Independence: date, rights and purpose; first 13 states; Constitution: when and what</td>
<td>Say the Answer Read and Write</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td>Test Hint #3: Asking for help, p. 49</td>
</tr>
<tr>
<td>50</td>
<td><strong>Civics &amp; history questions</strong></td>
<td>Practice listening and responding to this lesson's questions</td>
<td>Round robin questioning; flash card games; pairs questioning</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1:10</td>
<td><strong>N-400:</strong> Eligibility &amp; Name Parts 1 &amp; 2</td>
<td>Be able to answer questions about: their eligibility; current and past names, name change; social security number, birth date, nationality; special accommodations; exemptions</td>
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<td>1:20</td>
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<tr>
<td>1:30</td>
<td><strong>Interview skills</strong></td>
<td>Gain confidence in answering questions about their N-400 application</td>
<td>Round robin questioning; pairs interviewing; mock interviews</td>
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<tr>
<td>1:40</td>
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<tr>
<td>1:50</td>
<td><strong>Assign homework</strong></td>
<td>Prepare for and preview next lesson; practice listening and speaking English</td>
<td></td>
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</tbody>
</table>
### Details for Lesson 3

<table>
<thead>
<tr>
<th>Civics questions</th>
<th>USCIS Civics Vocabulary (new this lesson)</th>
<th>Ready for Interview</th>
<th>N-400 vocabulary</th>
<th>Question word of the week:</th>
<th>Question phrase:</th>
<th>Materials / equipment for this lesson:</th>
<th>Homework due Lesson 3:</th>
<th>Homework for next lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 8, 9, 58, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 99, 100</td>
<td>Adams American Indians come / came Delaware dollar bill free Father of Our Country George Washington lived second</td>
<td>pp. 18 – 45</td>
<td>permanent resident lawful permanent resident permanent resident card spouse continuous/ continuously current legal name family name</td>
<td>Who</td>
<td>Have you been... Have you had… Have you used…</td>
<td>Newspaper or magazine with current event</td>
<td>Civics: Chap 3 p.41+ &amp; 4 Read &amp; do exercises</td>
<td>Civics: Chap 5 &amp; 6 Read &amp; do exercises</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>given name middle name nickname alias maiden name changes continuous/ –ly residence/ –ly resident social security number date of birth born adopted country of birth nationality accommodation disability/ disabled blind deaf interpreter</td>
<td></td>
<td>18 civics questions use &quot;who&quot;.</td>
<td>Projector and laptop w/ cables, etc. White board or flip chart w/ markers, eraser</td>
<td></td>
<td>Civics Flash Cards Large U.S. map U.S. flag</td>
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<td>Who was the first president? Who vetoes bills?</td>
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<td>Student handouts (included at the end of the lesson).</td>
<td></td>
<td>Civic/history: Civics: Chap 5 &amp; 6 Read &amp; do exercises</td>
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<tr>
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<td>Have you been a LPR for 5 years? How long have you had your green card? Have you used other names in the past?</td>
<td></td>
<td>Civics Flash Cards Large U.S. map U.S. flag</td>
<td></td>
<td>Civic/history: Civics: Chap 3 p.41+ &amp; 4 Read &amp; do exercises</td>
</tr>
</tbody>
</table>

**Question word of the week:** Who

**Question phrase:** Have you been... Have you had… Have you used…

**Materials / equipment for this lesson:**
- Newspaper or magazine with current event
- Projector and laptop w/ cables, etc.
- White board or flip chart w/ markers, eraser
- Student handouts (included at the end of the lesson).
- Civics Flash Cards Large U.S. map U.S. flag

**Homework due Lesson 3:**
- Civics/history: Civics: Chap 3 p.41+ & 4 Read & do exercises
- Read & write: Civics pages 176-177 Sentences 1-6, write 5x

**Homework for next lesson:**
- Civics/history: Civics: Chap 5 & 6 Read & do exercises
- Read & write: Civics pages 176-177 Sentences 7-12, write 5x

**Every week:** Bring in current event from news, magazine or internet. Practice answering the civics/history questions. Listen to English 30 minutes each day.
WORD ALERT:

USCIS Civics Vocabulary

Students need to be able to read and write these civics vocabulary words to pass the reading and writing parts of the test. Note them as they appear in the text in Lesson Three.

- Adams
- American Indians
- come/ came
- Delaware
- dollar bill
- free
- Father of Our Country
- George Washington
- lawful permanent
- permanent resident card
- continuous/continuously
- family name
- middle name
- alias
- changes
- social security number
- born
- country of birth
- accommodation
- blind
- Interpreter

- lived
- second
- Independence Day
- Columbus Day
- Thanksgiving
- October
- November
- permanent resident
- resident
- spouse
- current legal name
- given name
- nickname
- maiden name
- residence/resident
- date of birth
- adopted
- nationality
- disability/disabled
- deaf
**QUESTION WORD OF THE WEEK: WHO**

“Who” is an easy question word to understand. Questions that use “who” (and there are 18 of them in the 100Qs) call for the name of a person, a collection of persons or a whole people. For example:

- who was president …
- who is governor…
- who wrote…
- who did the US fight…
- who lived in America…

Sometimes the answer is the title of an official or group rather than a proper name:

- who signs bills…
- who makes laws…

If the question starts with “who” you should think of a person or group.

(In addition, have the class try to distinguish between the sounds of “who” and “how”.)

Who understood that?

**QUESTION PHRASE OF THE WEEK: HAVE YOU BEEN (with “have” as a helper)**

There are two groups of questions on the N-400 that use “have” as a helper or auxiliary verb. We will look quickly at the first type today.

The N-400 application begins with asking if:

(you) “have been” a Permanent Resident for at least 5 years?

“Have been” is used in English to indicate a state of being or condition that started and finished in the past. That’s important because the 5-year period must have been completed in the past (even if only yesterday) for it to be a full 5 years.

- … you have been married
- … your spouse has been a U.S. citizen
“Have” is used with other verbs to indicate other actions started and completed in the past:

- Where have you lived?
- Where have you worked?
- trips … you have taken

“Have you had” is a special case because it uses “have” twice in the same phrase, once as helper and again as the main verb (similar to the do…do construction.) The first have indicates tense - starting and finishing in the past - and the second have broadly means possession. Examples:

- Have you had breakfast?
- How many children have you had?
- I have had three jobs in the past 5 years.

Understand?
Preparing for the lesson

Write the sentences for dictation from the Read and Write activity ahead of time on the white board or a page in the chart tablet. Do not let students see this until they have done the writing. This is will be used for students to correct their written responses. Or you can have them check the sentences in book on page 176-177.

Pledge of Allegiance

Tutor:

“Good morning! You all look ready to go, so let’s get started with the Pledge of Allegiance. Please stand up.”

Together say the pledge as a group.

“Wonderful, your voices get stronger each time we practice!”

Discussion Activity

“Did anyone bring a current event article for us to talk about?”

Use the article you brought in if no student has one. The purpose of this activity is for the student to gain confidence in a conversational setting.

Start conversation with questions:

- “Who do you see in the picture?
- What is happening in the picture?
- How do you feel about what is happening?” etc.

“Interesting comments! Try to find a news article for us to talk about next week.”
**REVIEW HOMEWORK**

“Are there any words or information that you highlighted that you need some help reading?”

Respond to any questions that students might have about the sections that they completed.

**READ AND WRITE**

Using the sentences assigned for homework - page 176-177, sentences 1 to 6 - students practice reading and writing sentences using USCIS vocabulary.

“Today we are going to try a new activity to help you learn some of the reading and writing vocabulary that will be a part of the test. For homework you practiced sentences 1 to 6 on page 176 in your book.”

Pair each student with a partner.

“Now with your partner, take turns with these 6 questions. One of you will read the question and your partner will write the question. Once you have practiced all six questions, change and let the other person read while you write.”

Walk around the group looking for common errors in spelling, capitalization, plurals and punctuation. Provide assistance where needed.
CIVICS ACTIVITY - EARLY UNITED STATES

Chapter 3 Europe (pp. 41-51)

Have students read over the list of civics vocabulary before beginning the chapter. (Save the second list, N-400 vocabulary, for that part of the lesson.)

As you work through Chapter 3 with the students, walk around and be sure that students have filled in all the blanks correctly. This was a homework assignment, so most answers should be filled in. Also, note if any words have been highlighted by students that need explanation.

**Tutor:**

“As we go through these pages, be sure and let me know if there are any words that you highlighted and might need some help with.”

“Turn to page 41 in your book. Why did the colonists leave their homes in Europe and travel to a new, unknown world?”

“Yes, they came here to be free. Would anyone like to share the reason why they left their home country to come to the United States?”

“Yes, they came here to be free. Would anyone like to share the reason why they left their home country to come to the United States?”

“Another test question box, what should we do? Right, read it aloud!”

This is another important fact for you to remember.
This should become a routine pattern when working in this book. These questions are important and should be read aloud by the group.

“On to page 42. This is an important American Holiday! What is it called? Correct, it is called Thanksgiving! What does it mean when they say it is a national holiday? Good, it is celebrated all over the world or only in our country.”

“Test question box, let’s read it together.” Does anyone know what month Columbus Day is celebrated?” October

“Page 43 describes some of the people in the colonies who were from different countries and were brought to America. Who would like to read this page for us?”

“Good reading!”

“Test question box, let’s read it together. Can anyone find Africa on our map? It is a large country.“

Answering questions correctly is an important part of this process for student success.

“On page 44 they talk about a king. What does a king do? Now let’s read this page together. What do we call the leader of the United States? Yes, the President.”

Page 45: Matching Activity

“I am going to say one word on the page touch the picture that matches the words that I say. Good job!
Page 46: Spelling

“How good a speller are you? Check your words with the words on the chart.”
On chart write the correct spelling of the words so that students are able to correct their answers.

“Everyone stand up and read the list of words numbered 1 to 8. Great!”
On chart write the correct answers to numbers 1 to 8 so that students are able to correct their answers.

“Now with a partner read the sentences together in part B. If you find a difficult word, raise your hand and ask for help.”

Page 47: Yes or No?

You may read the statements and students may take turns answering with yes or no - or students may take turns reading the statements and asking the group for the correct response.

Say the Answer

“No I am going to ask you some questions. Raise your hand to say the answer.”

Page 48: Read and Write

While students take turns reading the questions and answers, go quickly around the room to check for accuracy in their writing. Students may read with a partner or one student may read the question and all the other students may read the answer.
“Key words will help you get a correct answer to a question. I will read these key words to you and help you to think about the answer.”

Read aloud the three key words and discuss how they lead to a correct response.

Page 49: Test Hint #3

”It is OK to ask for help when you are talking with the examiner. Let’s practice possible ways to ask for help if you do not understand the question during the interview.”

If there is time, you may want to write the two possible questions on the chart and practice repeating them several times.

“Now we are going on to Chapter 4.”

Chapter 4 The New United States

As you work through Chapter 4 with the students, continue to be sure that students have filled in all the blanks correctly. This was a homework assignment, so most answers should be filled in. Also, note if students have highlighted any words as needing explanation.

“Let’s look at pages 50 and 51 at the same time. These two pages talk about the war between the colonists and England. Why was there a war?”

Possible answers: The colonists were angry with the British king. They did not want the king to choose their leaders. They wanted to be independent.
“Test question box, let’s read it together.”

“On pages 52, 53, and 54 you read about The Declaration of Independence. Who would like to read aloud the sentences on page 52 for us? Good reading! What is another word that means independence? Yes, freedom!

“Test question box on page 52, let’s read it together.”

“On page 53 they talk about “rights.” What are the important rights that we have in this country? Correct, the right to live our lives in freedom - or the right to life and liberty. If you have your highlighter here, highlight those words on page 53. They are in the dark black print.”

“Test Question box on page 53, let’s read it together.”

“On page 54 you read about another holiday we celebrate. What is it? Good, Independence Day! Why do you think it was called Independence Day? (Colonists become independent from England.) What date is this holiday always celebrated on? Yes, July 4th. Have you ever gone to a July 4th Celebration? When was the first Independence Day? Yes, July 4, 1776.”

“Test question box on page 54, let’s read it together.”

“What picture do you see on page 55? Yes, a picture of our flag and also a list of the first 13 colonies. What was the first colony to become a U.S. state? Correct, Delaware was the first.”
“Who can read the names of three other new states? Yes, New York, New Jersey, and New Hampshire were some of the new states. “

“Test question box on page 55, let’s read it together.”

“Pages 56, 57, and 58 explain how the colonies set up a government and made rules for our new country. The meeting was called the Constitutional Convention. These leaders wrote the U.S. Constitution in 1787 at this meeting. This is another important date in American history.”

You may read these pages to the students as a review or select a student to read them aloud to the group.

“Test question box on page 56, let’s read it together.”

“Test question box on page 57, let’s read it together.”

“On page 59, Do you all know who is in that picture? Right, George Washington. His picture is on the dollar bill. He has famous for two things, besides being on the dollar bill. What are these two things? Yes, the father of our country and the first president of the United States.”

“Test Question box on page 59, let’s read the two questions together.”
“On pages 60 and 61 you will see some other important people who helped the new United States. Who would like to read about one of these men? Who would read about another?” Continue until all four men have been described.

“With your highlighter, highlight the names of all four men.”

“Test question boxes on pages 60 and 61, let’s read them together.”

Page 62: Matching Activity

“I am going to say one word on the page touch the picture that matches the words that I say. Good job!”

Page 63: Famous People

“Who will read the first name on the page and then read what that man did?”

Continue doing the same for all five men.

Page 64: What does it mean?

“This is another matching activity where you matched a word with the meaning of that word. I will read the word and you will read the word or words that you matched it with.”

Page 64: Yes or No?
You may read the statements and students may take turns answering with yes or no - or students may take turns reading the statements and asking the group for the correct response.

Page 65: Spelling

“How good a speller are you? Check your words with the words on the chart.”

On chart write the correct spelling of the words so that students are able to correct their answers.

“Everyone stand up and read the list of words numbered 1 to 8. Great!”

On chart write the correct answers to numbers 1 to 8 so that students are able to correct their answers.

“Now with a partner read the sentences together in part B. If you find a difficult word, raise your hand and ask for help.”

Page 65: Say the Answer

“Now I am going to ask you some questions. Raise your hand to say the answer.”

Page 66: Read and Write

While students take turns reading the questions and answers, go quickly around the room to check for accuracy in their writing. Students may read with a partner or one student may read the question and all the other students may read the answer.
“Key words will help you get a correct answer to a question. I will read these key words to you and help you to think about the answer.”

Read aloud the three key words and discuss how they lead to a correct response.

Page 69: Writing Cards

“There are seven pages of writing cards in this book. Practice writing these sentences so you will be ready for the writing test.”

“All the directions are written for you on pages 68. Good, I see that some of you read the direction and made your cards already. We do not have time to cut them out here. I will review the directions for you now.”

Read through the directions and show the ones that you have copied on index cards.

“The words, capital letters and periods must be correctly written each time. Once you have them written correctly on index cards, you can use notebook paper to practice copying them many times.”

“When you take the Citizenship Test, you will be asked to write a sentence that the examiner says to you.”

“Here are some ideas to help you with the test.”

Page 70: Test Hint #3

“If you are not sure of the answer to the question that the examiner is asking you, here are a few hints to help you.”

“For some time to think of an answer, you may say:

- Let me see...
- Let me think...
- Let’s see...”
“To help you with the 100 questions, here are copies of the questions from this chapter in the book. Last week we cut some apart and practiced them. At home you may cut these new questions out and tape, staple, glue the answers on the back of the questions. Then you will have your own set of questions to practice whenever you can.

“For now, we will use your sheets with these questions and practice reading them with their answers. For the first time, we will read all of the new questions and answers together.”

Answering questions correctly is an important part of this process for student success. The following activity will involve the student with correct pronunciation and correct usage of question words.

“Let’s go around the room, using your sheets, the first person asks a question and the next person answers that question. The next person asks a different question and then the next person answers that question. and we will continue until we have read all the questions several times.

“Bring in all the questions that we have given you for the next session and we will try a new activity with all of them.”
“The N-400 Application is 21 pages long and has 17 parts. So, how many of you have the N-400 Form? How many of you have already sent it in? Great, you are off to a wonderful start! If you are just starting, what is the first thing that you should do? Get the N-400 Form: Application For Naturalization, or you can go to the government website, www.uscis.gov, and download the form.”

“If you have already sent the form in, this practice will help you review your responses for the interview.”

“Here is a copy of this application to use in class. Each time we meet, we will complete some parts of it. Today we are going to look at parts 1 and 2. Let’s take the questions one at a time to make it easier.”

These are student handouts. Distribute the entire N-400 Application. Remind them to bring back the application each week.

Again, remember that you, the tutor, are not an attorney and can only assist students with this process. If there are any legal questions, students must consult an immigration attorney to get specific individual information.

Parts 1 and 2 have many terms for the students to read and answer. The list of these words can be found in the Word Alert. Students need to understand these words to fill out the N-400 form and to answer questions during the interview.

“Let’s look at the first page of the application.”
Part 1 asks about your eligibility to become a citizen. You must supply your 9 digit A-Number and then check the correct box for your status.

“Let’s go on to Part 2.

Find the words ‘current legal name.’ This is a good place to begin.

Numbers 1, 2, 3, and 4 ask about your name and any changes to your name. You must list your last name, first name, and middle name - if you have a middle name.

Numbers 5, 6, 7, 8, and 9 ask for specific information about you. Be sure to follow their directions for the year. You must list all four digits of years on this page. For example 2014 not just /14.

Numbers 10, 11, and 12 are asking about any special needs that you might have. Are you physically handicapped and need help to get around during the interview? Are you hard of hearing and need an interpreter to use sign language?”

Allow students some time to fill in some of the blanks and ask them to read the others and think about them.

**INTERVIEW SKILLS AND PRACTICE**

“I will ask you some questions like the examiner might ask you at the interview. We will only work on the answers that you filled in on Parts 1 and 2. I will ask the question and you will answer it. As you answer my question, try saying it in a complete sentence if you feel strong enough in English. For example, if I say, What is your name, answer: My name is John Smith.”
Go around the room and ask each student his/her name. Remind them about complete sentences. Then continue for a few minutes asking students different questions from these two parts. Vary the questions as you go around the room.

Suggested questions:

- What other names have you used since birth?
- What country were you born in?
- Have you been a permanent resident for at least 5 years?
- Are you at least 18 years old?

Ralph Waldo Emerson, in "Concord Hymn" described the first shots fired by the patriots at the battle of Lexington and Concord as "the shot heard round the world." The battle of Lexington and Concord was April 19, 1775, a full year before the Declaration of Independence was written and adopted by the Continental Congress. The local militias engaged the British and thus the War for Independence began.
HOMEWORK

A. Civics

“Read chapters 5 and 6 and fill in the blank lines in the book with correct answers as you read these pages. You will be reading more about American history. Next week we will review these pages and look for correct answers. Don’t forget to use those highlighters to mark any words or information that you don’t understand.”

B. Dictation Practice

“Look at page 176 in the back of your book and practice reading and writing sentences 7 to 12. Write each at least five times. Try writing them as question and answer pairs.”

C. 100 Civics/History Questions

“Practice those taught in class. Cut and paste them or fold them to use as flash cards to make them easier to practice: 2, 8, 9, 58, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 99, 100 - the numbers correspond to the official USCIS questions.”

“Bring all your questions to class next week as we will try a new practice activity using them.”

D. Bring in an article about a current event to discuss during the next class.
E. Listen to English for at least 30 minutes each day.

“Remember to bring your notebook, N-400 Application, pen or pencil, and highlighter with you to each class.”

“Wow, great job. The time goes so fast. There is so much information to share with you. Be sure that you complete your homework. Keep studying those questions and answers. Also, practice reading and writing those sentences. You are hard workers. Keep up the good work! See you next time.”
<table>
<thead>
<tr>
<th>Student's Name</th>
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Lesson Four

19th & 20th Century US History &
N-400 Parts 3-5
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Objectives - students will:</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>Current event</strong></td>
<td>Gain confidence in conversational setting</td>
<td>Student shares current topic or use your topic; class discusses</td>
</tr>
<tr>
<td>10</td>
<td><strong>Review homework</strong></td>
<td>Increase competency by correcting common errors, reviewing vocabulary</td>
<td>Students read own work; round robin questioning</td>
</tr>
<tr>
<td>20</td>
<td><strong>Read and Write:</strong> Sentences 7-12</td>
<td>Be able to read and write simple sentences from USCIS vocabulary</td>
<td>Student reads dictation, others write</td>
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<tr>
<td>30</td>
<td><strong>Civics:</strong> 19 + 20 century U.S. History Chap 5 &amp; 6</td>
<td>Learn basic facts about: Louisiana Purchase; the Civil War, slavery, Emancipation Proclamation, Lincoln; Susan B. Anthony; World War I, Great Depression, World War II, Cold War; Civil Rights, ML King; Sept 11 terror attack</td>
<td>Say the Answer Read and Write Test Hint #5: Writing test, p. 84 Test Hint #6 Reading &amp; Writing, p.98</td>
</tr>
<tr>
<td>50</td>
<td>Civics &amp; history questions</td>
<td>Practice listening and responding to this lesson's questions</td>
<td>Round robin questioning; flash card games; pairs questioning</td>
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<td>60</td>
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<tr>
<td>1:10</td>
<td><strong>N-400:</strong> Phone, residence, parents Parts 3, 4, 5</td>
<td>Be able to answer questions about: how to give their phone numbers and address clearly; residence vs. mailing address; residences for past 5 years; parents' information if US citizens</td>
<td>Round robin questioning; pairs interviewing; mock interviews</td>
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<td>1:20</td>
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<tr>
<td>1:30</td>
<td><strong>Interview skills</strong></td>
<td>Gain confidence in answering questions about their N-400 application</td>
<td>Round robin questioning; pairs interviewing; mock interviews</td>
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<td>1:40</td>
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<tr>
<td>1:50</td>
<td><strong>Assign homework</strong></td>
<td>Prepare for and preview next lesson; practice listening and speaking English</td>
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### Details for Lesson 4:

<table>
<thead>
<tr>
<th><strong>Civics questions</strong></th>
<th>71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86</th>
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<tr>
<th><strong>USCIS Civics vocabulary</strong> (new this lesson)</th>
<th>Abraham Lincoln</th>
<th>Civil War</th>
<th>Memorial Day</th>
<th>May</th>
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<tr>
<th><strong>Ready for Interview</strong></th>
<th>pp. 46–58</th>
<th>Question lists on pgs 51 and 54</th>
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<tr>
<th><strong>N-400 vocabulary</strong></th>
<th>e-mail address</th>
<th>lived</th>
<th>during last 5 years</th>
<th>location</th>
<th>residence/ reside</th>
<th>home address</th>
<th>present/ presently</th>
<th>previous/ previously</th>
<th>since</th>
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<tr>
<th><strong>Question word of the week:</strong></th>
<th>When</th>
<th>7 civics questions use &quot;when&quot;</th>
<th>When was the Constitution written?</th>
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<tr>
<th><strong>Question phrase:</strong></th>
<th>does…do / did…do</th>
<th>Combo of does or did as question helper verb with do as &quot;make&quot; or &quot;create&quot;.</th>
<th>What does the Constitution do?</th>
<th>What did MLK Jr. do?</th>
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<th><strong>Materials / equipment for this lesson:</strong></th>
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<tr>
<th><strong>Homework due Lesson 4:</strong></th>
<th>Civics/history:</th>
<th>Civics: Chap 5 &amp; 6 Read &amp; do exercises</th>
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<tr>
<th><strong>Read &amp; write:</strong></th>
<th>Civics pages 176-7: Sentences 7-12, write 5x</th>
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<tr>
<th><strong>Homework for next lesson:</strong></th>
<th>Civics/history:</th>
<th>Civics: Chap 7 Read &amp; do exercises</th>
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<tr>
<th><strong>Read &amp; write:</strong></th>
<th>Civics pages 176-7: Sentences 13-18, write 5x</th>
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**EVERY week:** Bring in current event from news, magazine or internet. Practice answering the civics & history questions. Listen to English 30 minutes each day.
WORD ALERT

USCIS Civics Vocabulary

Students need to be able to read and write these civics vocabulary words to pass the reading and writing parts of the test. Note them as they appear in the text in Lesson Four.

Abraham Lincoln    Memorial Day
Civil War          May

N400 Vocabulary

Students need an understanding of these words to be able to fill out the N-400 form and to answer questions during the interview.

e-mail address    apartment number
lived              city
during last 5 years state
location           zip code
residence/ reside  mailing address
home address       c/o - in care of
present/ presently biological
previous/ previously adoptive
since              naturalized
street number     current legal name
street name
**Question Word of the Week: WHEN**

Questions that use “when”, like those that use “who” and “where”, have a limited set of answers. The 5 “when” questions in the 100Qs always return an answer of a date, year or age.

- when do we celebrate…
- when is the last day…
- when must all men…
- when was ___ written

“How old” is another way of asking a question about time:

how old do citizens...

A large part of the N-400 application concerns the “timeline” of an applicant’s life.

Although the question word “when” is not used explicitly often in the written application the concept of dates to signify specific time are used a lot, for example:

- date of birth
- date you became a permanent resident
- date of residence, (employed) date from
- date you left the United States
- date you entered into marriage, and so on.

It’s not hard to imagine the way an oral question might be asked:

- when were you born
- when did you become a permanent resident
- when did you return to the U.S.
- when were you married
- when were your children born, etc.

When you do not understand you have to tell me, ok?
**QUESTION PHRASE OF THE WEEK: DOES...DO, DID...DO**

- How do you do?
- What do you do?

Most people know how to answer those questions but how many can explain the difference between the first and second “do”? Can you?

The first do (or does, or did) is an auxiliary or helper verb, just like in other questions that are formed with “do”. The second “do” is the main verb and means “make”, “create” or “accomplish”.

- What does the Constitution do?
- What did Susan B. Anthony do?
- What did the Emancipation Proclamation do?

There are seven questions of the 100 that use a does/did…do construction. You must become familiar with the sound and rhythm of these questions so you do not become confused.

During the interview you might be asked do…do questions, like:

- What did your wife do for a living?
- What do you do now?
- When did he do that?
- Why does she do nothing to fix it?
Preparing for the lesson
Write the sentences for dictation from the Read and Write activity ahead of time on the white board or a page in the chart tablet. Do not let students see this until they have done the writing. This is will be used for students to correct their written responses. Or you can have them check the sentences in book on page 176.

PLEDGE OF ALLEGIANCE

Tutor:

“Good morning! Let’s get started with the Pledge of Allegiance. Please stand up.”

Together say the pledge as a group.

“Great job!”

DISCUSSION ACTIVITY

“Who has a current event for us to look at today?”

Use the article you brought in if no student has one. The purpose of this activity continues to be to aid the student gain confidence in a conversational setting.

Start conversation with questions:

- “Who do you see in the picture?”
- What is happening in the picture?
- How do you feel about what is happening?
- How does this compare to your country?” etc.

“Interesting comments! Try to find a news article for us to talk about next week.”
REVIEW HOMEWORK

“Are there any words or information that you highlighted from your homework that you need some help reading?”

Respond to any questions that students might have about the chapters that they have completed.

READ AND WRITE

Using the sentences assigned for homework - page 176, sentences 7 to 12 - students practice reading and writing sentences using USCIS vocabulary.

“Today we will continue to practice the reading and writing vocabulary that will be a part of the test. For homework you practiced sentences 7 to 12 on page 176 in your book.”

Pair each student with a partner.

“Now with your partner, take turns with these 6 questions. One of you will read the question and your partner will write the question. Once you have practiced all six questions, change and let the other person read while you write.”

Walk around the group and see how everyone is doing and provide assistance where needed.
Civics Activity-19th and 20th Century US History

Chapter 5 The Civil War

Have students read over the list of civics vocabulary before beginning the chapter. (Save the second list, N-400 vocabulary, for that part of the lesson.)

As you work through Chapters 5 and 6 with the students, walk around and be sure that students have filled in all the blanks correctly. This was a homework assignment, so most answers should be filled in. Also, note if any words have been highlighted by students that need explanation.

Tutor:

“As we go through these pages, be sure and let me know if there are any words that you highlighted and might need some help with.

“Look at page 71 in your book. The map at the top of this page shows you how the new United States was coming together. You can see how the shape of America is being formed. Now, there are 50 states. Who would like to read some of the things on the map? Many parts of our United States were purchased from other countries. One of these was called the Louisiana Territory.”

“Another Test question box, read it aloud!”

“This is another important fact for you to remember.”
“On page 72 you read about slavery. Who can tell us what the word ‘slavery’ means? Good, it means owning slaves. Who were the slaves? Yes, they were people taken from their homes by slave traders. Most of them were sold to other people who lived in the southern states of America. Here they were made to work hard on farms or in the homes of their owners.”

“Page 73 shows you a map of the states that were in the North and South of the United States. The Americans in the South wanted to keep their slaves. Do you know why? The Americans who lived in the North wanted the slaves to be freed. This led to the Civil War.”

“Test question box. Let’s read it together.”

“On pages 74, 75, 76, and 77 you read more about the Civil War for homework. Who was president of the United States during the Civil War?

Correct, Abraham Lincoln. People from the North were fighting against people from the South. Sometimes brothers were fighting against brothers. It was a sad time for the United States.”

Slavery, economic conditions in the south and the industrial revolution were all elements that related to the Civil War. After the Civil War, the US began a process of readmitting slave states into the Union and reconstruction. The Gilded Age began with large scale immigration, industrialization and rapid economic growth, which helped cause the wave of immigration.
“Test question box, let’s read it together.”

“Can anyone tell us what the Emancipation Proclamation was? Yes, it was a presidential order declaring that the slaves were free! Who signed this order? Correct, Abraham Lincoln signed it.”

“Test question box, let’s read it together.”

“When was the Civil War over? Yes, in 1865. The United States stayed together. “

“On page 78 a very sad thing happened in the United States. What happened? Correct, Abraham Lincoln was killed by an angry man.”

“Page 79 talks about a famous woman in American history. Her name was Susan B. Anthony. What did she do to help our country? Yes, she worked to end slavery and also worked for women’s rights.”

“Test question box, let’s read it together.”

Page 80: What does it mean?

“This is another matching activity where you matched a word with the meaning of that word. Who would like to read the word and the words or words that they matched with it?”
Page 80: Yes or No?
You may read the statements and students may take turns answering with yes or no - or students may take turns reading the statements and asking the group for the correct response.

Page 81: Spelling
“How good a speller are you? Check your words with the words on the chart.”
On chart write the correct spelling of the words so that students are able to correct their answers.
“Everyone stand up and read the list of words numbered 1 to 8. Great!”
On white board or chart tablet write the correct answers to numbers 1 to 12 so that students are able to correct their answers.
“Now with a partner read the sentences together in part B. If you find a difficult word, raise your hand and ask for help.”

Page 81: Say the Answer
“How I am going to ask you some questions. Raise your hand to say the answer.”
Or students may also take turns asking each other the questions and supplying the answers. They may work with a partner or in groups of three so they all have some practice asking and answering questions.
Page 82: Read and Write

While students take turns reading the questions and answers, go quickly around the room to check for accuracy in their writing. Students may read with a partner or one student may read the question and all the other students may read the answer.

Page 82

“Key words will help you get a correct answer to a question. I will read these key words to you and help you to think about the answer.”

Read aloud the seven key words and discuss how they might lead to a correct response.

Page 83: Writing Cards

“Here is another page of writing cards. Continue to practice writing these sentences so you will be ready for the writing test.”

“The words, capital letters and periods must be correctly written each time. Once you have them written correctly on index cards, you can use notebook paper to practice copying them many times.”

“When you take the Citizenship Test, the examiner will ask you to write a sentence that he dictates to you.”

Page 84: Test Hint #3

“Here are some ideas to help you with the writing part of the test. What would you do if you do not understand the sentence. If you do not understand it, you cannot write it. So you have to ask the examiner to say it again. Don’t get upset.
The examiner will read another sentence for you to write. You will have 3 chances to write 1 sentence correctly. So keep practicing writing these sentences.”

“Now we are going on to Chapter 6.”

Chapter 6 Later History

This chapter quickly goes through some important event in United State history form World War 1 until the terrorist attack on the World Trade Towers in 2001.

Answering questions correctly is an important part of this process for student success. The following activity will involve the student with correct pronunciation and correct usage of question words.

“Let’s look at page 85. Who would like to read us the words about World War 1 and President Wilson? Good reading! Now, who would like to try the words about the Great Depression and President Roosevelt. These were important events in the history of our country.”

The New Jersey Shore became an attractive place for the elite to vacation during the summer. Long Branch became known as the "Summer White House" to a number of U.S. Presidents. President Garfield, who was shot in Washington DC, died in Long Branch on 19, 1881.
“Test question box, let’s read it together.”

“Now, on to page 86 and World War 2. Who did the United States fight against in this war? Why do you think that these two wars were called “World Wars?”

“These wars involved many powerful countries. Battles were fought in many countries in many places in the world.”

“Test question box, let’s read it together.”

“On page 87 two famous American are named. Who are they and what did they do to become famous?”

Students can read information to the group or you can.

“Test question box, let’s read it together.”

“On page 88 Communism and the Cold War were part of our history in the 1950s and the 1960s. Cold War was a name given to the relationship that happened mainly between The United States and USSR. It was because of a difference of beliefs and ideas.”

Cold War is a state of political and military tension seen after World War 2 between countries in the West (the United States and its NATO allies) and the countries in the East (The Soviet Union and its allies.)
Pages 89, 90, 91, and 92 continue to discuss some very important events in the sequence of American history. Go over each page and talk about and/or read about each event. There are 4 test question boxes to read aloud.

Page 93: Famous People

“Who will read the first name on the page and then read what that man did?”

Continue doing the same for all five men.

Page 94: What does it mean?

“This is another matching activity where you matched a word with the meaning of that word. I will read the word and you will read the word or words that you matched it with.”

Page 94: Yes or No?

You may read the statements and students may take turns answering with yes or no - or students may take turns reading the statements and asking the group for the correct response.

Page 95: Spelling

“How good a speller are you? Check your words with the words on the chart.”

On chart write the correct spelling of the words so that students are able to correct their answers.
“Everyone stand up and read the list of words numbered 1 to 8. Great!”

On chart write the correct answers to numbers 1 to 8 so that students are able to correct their answers.

“Now with a partner read the sentences together in part B. If you find a difficult word, raise your hand and ask for help.”

Page 95: Say the Answer

“Now I am going to ask you some questions. Raise your hand to say the answer.” OR
Students may take turns with a partner or in a small group asking questions and giving answers.

Page 96: Read and Write

“Only one question here so let’s read both the question and the answer.
Practice writing that answer two times at the bottom of this page.”

Page 96

“Key words will help you get a correct answer to a question. I will read these key words to you and help you to think about the answer.”
Students read aloud the nine key words and their connection with a partner.
Page 97: Writing Cards

“Here is another page of writing cards for you. Continue to practice writing these sentences so you will be ready for the writing test.”

Page 98: Test Hint #6

“This page reviews the part of the test where you read and write a sentence that the examiner dictates. First the examiner gives you a written sentence and asks you to read it out loud. Then the examiner will read you another sentence and ask you to write it down. What did you notice about the two sentences that the examiner used? Correct, The first one is a question and the second one is the answer to the question.”

“Page 99 lists some important national holidays that our country celebrates. Who can read me what you wrote for number 1?”

Continue and have different students read what they wrote for numbers 2 to 6.

“Page 100 lists many famous Americans and groups. Were you able to match all these names to the sentences on page 101?”

Read over answers with students - page 101 - and help make any corrections of necessary.

“Page 102 lists important events in American history. Page 103 lists the dates when these events happened. Let’s see if you were able to match all the events to the correct dates.”

A copy similar to page 103 with correct answers has been completed for you.
Pages 104 and 105 continue with history facts. Even though the answers are printed in the back of the student text, it is important to review this information with the students and to be sure that they have written the correct responses in their books. Students may read responses with a partner or in small group or as a whole class activity with students taking turns reading and answering questions.

CIVICS AND HISTORY QUESTIONS

“To help you with the 100 questions, here are copies of the questions from this chapter in the book. At home you may cut these new questions out and tape, staple, glue the answers on the back of the questions. Add these questions to the questions that you already have. Then you will have your own set of questions to practice whenever you can.

Answering questions correctly is an important part of this process for student success. The following activity will involve the student with correct pronunciation and correct usage of question words.

STUDENT ACTIVITY

“Get out all the other questions that we have given you so far. This will be a partner or small group activity. Here is a small paper bag for you to use. Put only one person’s questions in the bag. One person pulls out one question and reads it out loud. The other person/persons answers the question. Then the person who answered the question pulls out a new one for his/her partner to answer.
Keep taking turns until the bag is empty. See how many you can answer correctly and how quickly you can get through all the questions in the bag.”

“For next week cut out the new questions and bring in all the questions that we have given you for the next session. We will continue to practice asking and answering them.”

N-400-PHONE, RESIDENCE, PARENTS

“Get out your N-400 Application that we started last week. Today we are going to look at parts 3, 4, and 5.”

Parts 3, 4, and 5 have many terms for the students to read and answer. The list of these words can be found in ***Word Alert***. Students need to understand these words to fill out the N-400 form and to answer questions during the interview.

“Now let’s look at Part 3.

Numbers 1, 2, 3, 4, and 5 ask you to list all the important ways you can be contacted. Fill in these right now.

“Go on to Part 4.

Numbers 1, 2, 3, and 4 all ask you to list places where you have lived in the past five years. Fill in Number 1 and your Mailing Address now.”

“Now look at Part 5.

Numbers 1, 2, and 3 ask you information about your parents. Right now fill in the information about your mother. Write all the information that you can remember right now.”
Allow students some time to fill in some of the blanks and ask them to read the others and think about them.

**INTERVIEW SKILLS AND PRACTICE**

“I will ask you some questions like the examiner might ask you at the interview. We will only work on the answers that you filled in on Parts 3, 4, and 5. For example, if I say what is your mailing address: answer my mailing address is 10 Main Street, This City, New Jersey 08888’. Or you may say, ‘10 Main Street, This city, New Jersey 08888.’”

Go around the room and ask each student his/her mailing address. Remind them to answer in a complete sentence if they can. Then continue for a few minutes asking students different questions from these three parts that they have filled in. Vary the questions as you go around the room.

Suggested questions:

- What is your current address?
- Where did you live before this address?
- What’s your date of birth?
- When were you born?
- Where were you born?
- What is your telephone number?
- What’s your daytime telephone number?
- What is your work number?
- What is your USCIS number?

“Great job. Next week we will continue with more parts of the N-400 Application. At home you should be filling out your own application. If you have already filled
it out, continue to read over your answers and practice saying them out loud. Remember to bring your application to class next week.”

**HOMEWORK**

A. Civics

“Read chapter 7 and write complete the exercises. You will be reading about the Constitution and how it has formed our government. Next week we will review these pages and look for correct answers. Don’t forget to use those highlighters to mark any words or information that you don’t understand.”

B. Dictation Practice

“Look at page 176 in the back of your book and practice reading and writing sentences 13 to 18. Write each at least five times. Try writing them as question and answer pairs.”

C. 100 Civics/History Questions

“Practice those taught in class. Cut and paste them or fold them to use as flash cards to make them easier to practice: 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86 - the numbers correspond to the official USCIS questions.”

D. Bring in an article about a current event to discuss during the next class.
E. Listen to English for at least 30 minutes each day.

“Bring all of your history and civics questions to class next week so we can use them for an activity. And remember to bring your notebook, N-400 Application, pen or pencil, and highlighter with you to each class.

“Another class is over! You have a lot more information to study and practice. Allow yourself enough time to complete your homework and to study this information. What should you be practicing?

“Right, the reading and writing sentences and the questions and answers that we have given you so far.

“See you next class!”
<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Understands Civics Questions</th>
<th>Understands N-400 Questions</th>
<th>Answers in English Questions</th>
<th>Writes Answers</th>
<th>Overall Progress</th>
<th>Notes</th>
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Lesson Five

Constitution &
N-400 Parts 6-8
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Objectives - students will:</th>
<th>Activities</th>
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<tbody>
<tr>
<td>0</td>
<td>Current event</td>
<td>Gain confidence in conversational setting</td>
<td>Student shares current topic or use your topic; class discusses</td>
</tr>
<tr>
<td>10</td>
<td>Review homework</td>
<td>Increase competency by correcting common errors, reviewing vocabulary</td>
<td>Students read own work; round robin questioning</td>
</tr>
<tr>
<td>20</td>
<td>Read and Write: Sentences 13-18</td>
<td>Be able to read and write simple sentences from USCIS vocabulary</td>
<td>Student reads dictation, others write</td>
</tr>
<tr>
<td>30</td>
<td>Civics: Constitution Chap 7</td>
<td>Learn basic facts about the Constitution: supreme law, &quot;We the People&quot;, separation of power; federal powers, state powers; amendments, Bill of Rights, First Amendment, religious freedom; voting amendments and age</td>
<td>Test Hint #7: Reading test, p. 123 Say the Answer Read and Write</td>
</tr>
<tr>
<td>50</td>
<td>Civics &amp; history questions</td>
<td>Practice listening and responding to this lesson's questions</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>N-400: Description, employment, schools, travel Parts 6, 7, 8</td>
<td>Be able to answer questions about: physical description and race; employers and/or schools during past 5 years; time spent outside the US during past 5 years</td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>Interview skills</td>
<td>Gain confidence in answering questions about their N-400 application</td>
<td>Round robin questioning; pairs interviewing; mock interviews</td>
</tr>
<tr>
<td>1:40</td>
<td>Assign homework</td>
<td>Prepare for and preview next lesson; practice listening and speaking English</td>
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### Details for Lesson 5

<table>
<thead>
<tr>
<th>Civics questions</th>
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<tbody>
<tr>
<td><strong>USCIS Civics vocabulary</strong> (new this lesson)</td>
<td>many right / rights</td>
</tr>
<tr>
<td><strong>Ready for Interview</strong></td>
<td>text pgs 59–77</td>
</tr>
<tr>
<td><strong>N-400 vocabulary</strong></td>
<td>height ethnicity fingerprint arrested</td>
</tr>
<tr>
<td><strong>Question word of the week:</strong></td>
<td>where</td>
</tr>
<tr>
<td><strong>Question phrase:</strong></td>
<td>how long</td>
</tr>
</tbody>
</table>

#### Materials/equipment for this lesson:

- Newspaper or magazine with current event
- Civics Flash Cards
- Large U.S. map
- U.S. flag
- Projector and laptop w/ cables, etc.
- White board or flip chart w/ markers, eraser
- Student handouts (included at the end of the lesson).
- Small paper bags for 100 questions activity

#### Homework due Lesson 5:

- **Civics/history:**
  - Civics: Chap 7
  - Read & do exercises

- **Read & write:**
  - Civics pages 176-7
  - Sentences 13-18, write 5x

#### Homework for next lesson:

- **Civics/history:**
  - Civics: Chap 8
  - Read & do exercises

- **Read & write:**
  - Civics pages 176-7
  - Sentences 19-24, write 5x

#### EVERY week:

Bring in current event from news, magazine or internet. Practice answering the civics & history questions. Listen to English 30 minutes each day.
**WORD ALERT:**

**USCIS Civics Vocabulary**

Students need to be able to read and write these civics vocabulary words to pass the reading and writing parts of the test. Note them as they appear in the text in Lesson Five.

- many
- right/rights
- Senators
- vote

**N-400 Vocabulary**

Students need an understanding of these words to be able to fill out the N-400 form and to answer questions during the interview.

<table>
<thead>
<tr>
<th>height</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>ethnicity</td>
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<td>fingerprint</td>
<td>left</td>
</tr>
<tr>
<td>arrested</td>
<td>occupation</td>
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<tr>
<td>owe</td>
<td>force/forcing</td>
</tr>
<tr>
<td>employer</td>
<td>trips outside the U.S.</td>
</tr>
<tr>
<td>self-employed</td>
<td>traveled</td>
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<tr>
<td>position</td>
<td>returned</td>
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</tbody>
</table>


**QUESTION WORD OF THE WEEK: WHERE**

Where is the Statue of Liberty?

That’s the only one of the 100Qs that explicitly uses the question word “where”. Although 8 questions concern geography most of the questions are framed differently:

- name one state …
- name one river…
- what is the capital…
- what ocean…

The written N-400 questions that ask for location use “where’ both explicitly:

- where have you lived…
- where have you worked…

And implicitly:

What is your mailing address, current spouse’s home address, child’s country of birth, child’s current address, etc.

Be aware of the potentially aurally confusing “where were” combos, as in:

- Where were you employed?
- Where were you born?
- Where were we when we went to wherever it was we went? (Just kidding.)
QUESTION PHRASE OF THE WEEK: HOW LONG

The phrase “how long” is not used for the 100 Questions and is used only once on the application:

How long were you in prison?

But you should be prepared to answer questions using the phrase during the interview:

- How long have you lived in the U.S.?
- How long did you work there?
- How long were you married?
- How long were you a member?
- How long was your trip to Mexico?

During the interview “how long” is about length of time. The answer could be years, months, weeks or days:

- for seven years
- six months
- twelve years
- for about five years
- 18 days

Be ready for the interviewer to ask in the very beginning:

How long did it take you to get here today? Oh, about half an hour.

Get it?
Preparation for the Lesson

Write the sentences for dictation from the Read and Write activity ahead of time on the white board or a page in the chart tablet. Do not let students see this until they have done the writing. This is will be used for students to correct their written responses. Or you can have them check the sentences in the book on page 176.

Citizenship: Ready for the Interview

Review pages 59-77 in this book to prepare for this session. Note the question lists on pages 69 and 76.

Pledge of Allegiance

Tutor:

“Good morning! We have a lot to do today. So let’s get started with the Pledge of Allegiance. Please stand up. “

Together say the pledge as a group.

“Wonderful!”

Discussion Activity

“Who has a current event for us to look at today?”

Use the article you brought in if no student has one. The purpose of this activity continues to be to aid the student gain confidence in a conversational setting.

Start conversation with questions:

“Who do you see in the picture?”
What is happening in the picture?

How do you feel about what is happening?” etc.

“Interesting comments! Try to find a news article for us to talk about next week.”

**REVIEW HOMEWORK**

“Are there any words or information that you highlighted from your homework that you need some help reading?”

Respond to any questions that students might have about the sections that they completed.

**READ AND WRITE**

Using the sentences assigned for homework - page 176, sentences 13 to 18- students practice reading and writing sentences using USCIS vocabulary.

“Today we will continue to practice the reading and writing vocabulary that will be a part of the test. For homework you practiced sentences 13 to 18 on page 176 in your book. “

Pair each student with a partner.

“Today, I will read the question and you will each write the words that I say. Once we have practiced writing all six questions, look at the questions I have written on the white board/chart tablet and see if you have written the questions correctly.”

Walk around the group and see how everyone is doing and provide assistance where needed.
CIVICS ACTIVITY—THE CONSTITUTION

Chapter 7

Have students read over the list of civics vocabulary before beginning the chapter. (Save the second list, N-400 vocabulary, for that part of the lesson.)

As you work through Chapter 7 with the students, walk around and be sure that students have filled in all the blanks correctly. This was a homework assignment, so most answers should be filled in. Also, note if students have highlighted any words as needing explanation.

Tutor:
“As we go through these pages, be sure and let me know if there are any words that you highlighted and might need some help with.”

“Turn to page 106 in your book. You read a lot of information about the Constitution. What is it called on this page? Yes, the supreme law of the land.

“Who can tell me what the word supreme means? Correct, Number 1 or the most important.”

“Test question box, let’s read it together.”

“We the People are the first three words of the Constitution. On page 107 who would like to read the words that tell about self-government?”
“Test question box, let’s read it together.”

“Pages 108 and 109 tell how our government is set up with three parts. What are the three parts called? Yes, they are Congress, The President, and the Courts. What do you think separation of powers means? Yes, each branch of the government does different things. These three branches work together to make our government.”

“Test question box, let’s read it together.”

“Page 110 talks about a very important right that the government has given to each of the 50 states. What is that right? Yes, each state gives out its own driver’s licenses.”

“Test question box, let’s read it together.”

“Page 111 talks about another power that our government has. What is that power? Correct, the power to print money. Does anyone know where the government prints the money? This is done at the Bureau of Engraving and Printing which is a part of the US Department of the Treasury in Washington, D.C.”

The Constitution sets out the structure of the Federal Government. One of the important issues in the set up of the government was the system of checks and balances, so that no one part of the government can impose their will on the others.

When Congress passes a law and the President signs it into law, it can still be declared unconstitutional by the Supreme Court. Some of the important cases decided by the Supreme Court since 1789 include Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, NY Times v. Sullivan, Miranda v. Arizona, and Roe v. Wade.
On pages 112, 113, 114, 115, and 116 the book tells us about amendments and the Bill of Rights. What is an amendment? Yes, it is a change to the Constitution. “

“When the Constitution was new, it had 10 amendments. What are these first 10 amendments called? Yes, the Bill of Rights. These rights gave the citizens of the United States the right for individual liberties. Some are freedom of speech, to carry guns, to have a speedy a trial by jury, to worship in a church of choice, etc.”

Discuss and read the words on these five pages.

There are five test question boxes related to these pages. Read them as you complete discussing the topics on each individual page.

Now look at page 117. As years went by more amendments were added to the Constitution. The 26th Amendment says that citizens who are 18 years old can vote. This is one of the rights you will have when you become a citizen.”

Page 118 shows you how many amendments have been added to the Constitution. It also includes the year that it was added.”
“Test question box, let’s read it together.”

Page 119  What does it mean?
“This is another matching activity where you matched a word with the meaning of that word. Who would like to read the word and the words or words that they matched with it?

Page 119  Yes or No?
You may read the statements and students may take turns answering with yes or no - or students may take turns reading the statements and asking the group for the correct response.

Page 120  Spelling
“How good of a speller are you? Check your words with the words on the chart.”

On white board or chart tablet write the correct spelling of the words so that students are able to correct their answers.

“Everyone stand up and read the list of words numbered 1 to 5. Great!”
On white board or chart tablet write the correct answers to numbers 1 to 5 so that students are able to correct their answers.

“Now with a partner read the sentences together in part B. If you find a difficult word, raise your hand and ask for help.”
Page 120  Say the Answer

“Now I am going to ask you some questions. Raise your hand to say the answer.”

Or students may also take turns asking each other the questions and supplying the answers. They may work with a partner or in groups of three so they all have some practice asking and answering questions.

Page 121  Read and Write

While students take turns reading the questions and answers, go quickly around the room to check for accuracy in their writing. Students may read with a partner or one student may read the question and all the other students may read the answer.

Page 121

“Key words will help you get a correct answer to a question. I will read these key words to you and help you to think about the answer.”

Page 122  Writing Cards

“Here is another page of writing cards. Continue to practice writing these sentences so you will be ready for the writing test.”

“The words, capital letters and periods must be correctly written each time. Once you have them written correctly on index cards, you can use notebook paper to practice copying them many times.”

“When you take the Citizenship Test, the examiner will ask you to write a sentence that he says to you.”
“Here are some ideas to help you with the reading part of the test. What would you do if you have trouble reading the question. If you do not know the words in the question, you cannot read it. Don’t get upset. The examiner will give you a different read-aloud question. You will have 3 chances to read a question aloud. So keep practicing these sentences.”

CIVICS AND HISTORY QUESTIONS

“To help you with the 100 questions, here are copies of the questions from this chapter in the book. At home you may cut these new questions out and tape, staple, glue the answers on the back of the questions. Add these questions to the questions that you already have. Then you will have your own set of questions to practice whenever you can.”

Answering questions correctly is an important part of this process for student success. The following activity will involve the student with correct pronunciation and correct usage of question words.

Student Activity

“Get out all the other questions that we have given you so far. We will try the activity with the paper bag again. This time you have many more questions to add to the bag.”
“This will be a partner or small group activity. Here is a small paper bag for you to use. Put only one person’s questions in the bag. One person pulls out one question and reads it out loud. The other person answers the question. Then the person who answered the question pulls out a new one for his/her partner to answer. Keep taking turns until the bag is empty. See how many you can answer correctly and how quickly you can get through all the questions in the bag.

“At home cut out the new questions and add them to all the questions that we have given you. We will continue to practice asking and answering them.”

**N-400 DESCRIPTION, EMPLOYMENT, SCHOOLS, AND TRAVEL**

“We are going to look at parts 6, 7, and 8.”

Parts 6, 7, and 8 have many terms for the students to read and answer. The list of these words can be found in Word Alert Students need to understand these words to fill out the N-400 form and to answer questions during the interview.

“How many of you remembered to bring back your N-400 applications? Great, get them out and we will start today with Part 6.”

“Look at Part 6. Numbers 1, 2, 3, 4, 5, and 6 all ask you to tell how you look and to describe yourself. Why do you think the government asks these questions? Do you understand Criminal Check means? Fill in these sections now.”
“Now let’s move on to Part 7. Numbers 1, 2, and 3 require you to tell where you have worked and/or gone to school during the last 5 years. For today fill in only the most current information under number 1. Try to be as accurate as you can with the dates and places.”

“Keep going and continue to fill in as much of the information as you can. If you have already filled out this form, read over your responses and be sure that they are accurate.”

“Go on to Part 8. This section asks you to list time you have been out of the United States. Any time you have been out of this country for 24 hours or more, you must list the date you left and the date you returned. Also, you need to list which country you visited and how long you were there. This section you may need to fill out at home to look up specific dates.”

**INTERVIEW SKILLS AND PRACTICE**

“You may ask the questions today. Work with a partner and the sections you filled out today. Take turns asking each other the questions and listening to the answers. We will only work on the answers that you filled in on Parts 6, 7, and 8. As you answer the questions, say the answer in a complete sentence if you can. For example, if I say, ‘What color is your hair?’ the answer is, ‘My hair is brown.’”

Here are some examples:

- What is your height?
- How tall are you?
- What color are your eyes?
• What color is your hair?

• Where are you working now?
• Where did you work before this job?
• What is your height?
• How tall are you?

• What color are your eyes?
• What color is your hair?
• Where are you working now?
• Where did you work before this job?

Walk around the room and assist students if help is needed.

“Great job. Next week we will continue with more parts of the N-400 Application. At home you should be filling out your own application. If you have already filled it out, continue to read over your answers and practice saying them out loud.”

HOMEWORK

A. Civics -
Read chapter 8 and write the correct answers in all of the exercises. You will be reading about the Congress and the Senators and Representative in Congress. Next week we will review these pages and check for correct answers. Don’t
forget to use those highlighters to mark any words or information that you don’t understand.

B. Dictation Practice -
Look at page 176 in the back of your book and practice reading and writing sentences 19 to 24. Write each at least five times.

C. 100 Civics/History Questions
Practice those taught in class. Cut and paste them or fold them to use as flash cards to make them easier to practice: 1, 3, 4, 5, 6, 7, 10, 14, 41, 42, 48, 51, 54 - the numbers correspond to the official USCIS questions.

Bring all these questions to class next week as we will continue to practice them.”

D. Bring in an article about a current event to discuss during the next class.”

E. Listen to English for at least 30 minutes each day.

“Bring all of your history and civics questions to class next week so we can use them for an activity. And remember to bring your notebook, N-400 Application, pen or pencil, and highlighter with you to each class.

“Great, we are past the half way point in our classes. Continue to spend time finishing your homework and practicing the reading and writing sentences. Also, have someone ask you all those questions that we have given you, so that you can answer them with the right answer.”

“See you next week!”
<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Understands Civics Questions</th>
<th>Understands N-400 Questions</th>
<th>Answers in English</th>
<th>Reads Questions</th>
<th>Writes Answers</th>
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Lesson Six

Congress &
N-400 Parts 9-10
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<th>Time</th>
<th>Content</th>
<th>Objectives - students will:</th>
<th>Activities</th>
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<tr>
<td>0</td>
<td>Current event</td>
<td>Gain confidence in conversational setting</td>
<td>Student shares current topic or use your topic; class discusses</td>
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<td>Review homework</td>
<td>Increase competency by correcting common errors, reviewing vocabulary</td>
<td>Students read own work; round robin questioning</td>
</tr>
<tr>
<td>20</td>
<td>Read and Write:</td>
<td>Be able to read and write simple sentences from USCIS vocabulary</td>
<td>Student reads dictation, others write</td>
</tr>
<tr>
<td>30</td>
<td>Civics: Congress</td>
<td>Learn basic facts about: 2 parts of Congress; number of senators, term length, constituents; number of representatives, term length, constituents; current senator and representative; Speaker of the House</td>
<td>Test Hint #8: Studying for the test, p. 137</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td>Say the Answer</td>
</tr>
<tr>
<td>50</td>
<td>Civics &amp; history questions</td>
<td>Practice listening and responding to this lesson's questions</td>
<td>Round robin questioning; flash card games; pairs questioning</td>
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<td>60</td>
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<tr>
<td>1:10</td>
<td>N-400: Marriage &amp; Children</td>
<td>Be able to answer questions about: marital status; name and info about current citizen or non-citizen spouse; name and info about previous spouse(s); name and info for all children</td>
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<tr>
<td>1:20</td>
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<tr>
<td>1:30</td>
<td>Interview skills</td>
<td>Gain confidence in answering questions about their N-400 application</td>
<td>Round robin questioning; pairs interviewing; mock interviews</td>
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<td>1:40</td>
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<td>1:50</td>
<td>Assign homework</td>
<td>Prepare for and preview next lesson; practice listening and speaking English</td>
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### Details for Lesson 6

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<td>USCIS Civics vocabulary (new this lesson)</td>
<td>meets one hundred/100 state/states</td>
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<tr>
<td>Ready for Interview</td>
<td>pp. 78–102</td>
</tr>
<tr>
<td>N-400 vocabulary</td>
<td>marital status: single, married, marriage, divorced/ divorce, widow/ widower/ widowed, spouse, current spouse</td>
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<tr>
<td>Question word of the week:</td>
<td>How many</td>
</tr>
<tr>
<td>Question phrase:</td>
<td>Is she…; was he… does she…; did he…</td>
</tr>
<tr>
<td>Materials/equipment for this lesson:</td>
<td>Newspaper or magazine with current event, Civics Flash Cards, Large U.S. map, U.S. flag, Projector and laptop w/ cables, etc., White board or flip chart w/ markers, eraser, Student handouts (included at the end of the lesson), List of NJ Senators &amp; Representatives, Small paper bags for 100 Questions activity</td>
</tr>
<tr>
<td>Homework due Lesson 6:</td>
<td>Civics/history: Civics: Chap 8 Read &amp; do exercises</td>
</tr>
<tr>
<td>Read &amp; write:</td>
<td>Civics pages 176-7: Sentences 19-24, write 5x</td>
</tr>
<tr>
<td>EVERY week: Bring in current event from news, magazine or internet. Practice answering the civics &amp; history questions. Listen to English 30 minutes each day.</td>
<td></td>
</tr>
</tbody>
</table>
**WORD ALERT:**

Students need to be able to read and write these civics vocabulary words to pass the reading and writing parts of the test. Note them as they appear in the text in Lesson Six.

**USCIS Civics Vocabulary**

meets
one hundred/100
state/ states

**N-400 Vocabulary**

Students need an understanding of these words to be able to fill out the N-400 form and to answer questions during the interview.

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Entered into Marriage</th>
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<tr>
<td>single</td>
<td>children</td>
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<td>married</td>
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<td>adoptive</td>
</tr>
<tr>
<td>divorced/ divorce</td>
<td>stepchild</td>
</tr>
<tr>
<td>widow/ widower/ widowed</td>
<td>dead</td>
</tr>
<tr>
<td>spouse</td>
<td>deceased</td>
</tr>
<tr>
<td>current spouse</td>
<td>missing</td>
</tr>
<tr>
<td>prior spouse</td>
<td>daughter</td>
</tr>
<tr>
<td>only</td>
<td>son</td>
</tr>
<tr>
<td>date of marriage</td>
<td>relationship</td>
</tr>
<tr>
<td>former/ formerly</td>
<td>child support</td>
</tr>
<tr>
<td>immigration status</td>
<td>dependents</td>
</tr>
</tbody>
</table>
**QUESTION WORD OF THE WEEK: HOW MANY**

Seven of the 100 Questions start with “how many”. They all ask for a number as an answer.

Examples:

how many justices…

how many senators…

Or:

…how many years?

…how many members?

The answer is always a simple number: nine, 100, 2, four, 435.

When applied to the N-400 the answer is not always so straightforward.

For example, “Indicate your total number of children” asks a “how many” question without using the specific phrase. The question asks you to count and supply information on all children including those adopted, stepchildren, children no longer alive, those born out of wedlock, adult children, children living with you or children living in other countries.

“How many times have you been married?” is simpler but wants you to count annulled and marriages to the same person. In the same section it asks “how many times” your current spouse has been married.

In the “time outside the US” section the application asks you “how many” total days you have spent outside the US. Add up the total number of days for the past five years to “total days.”
Remember that last week we talked about “how long”. The answer to: How long was your trip? is the same as: How many days was your trip?

How many understood that?

**QUESTION PHRASE OF THE WEEK:**
**IS SHE; WAS HE/DOES HE; DID SHE**

Can you say: “is she, was he, does he, did she” 5 times fast?

Is she living with you now?
Was he working?
Does he still go to school?
Did she finish school?
Is he a U.S. citizen?
Was she married before?
Does she live with your wife?
Did he go with you?

Is indicates present; was indicates past.

Does is used to make questions if there is no be verb (is, was). In these examples does is used to make yes/no questions; did is past for does.

Is that ok? Was that clear? Does that make sense? Did you get it?
Preparing for the lesson

Know the names of the Senators and Representatives from your part of New Jersey. This information will be written in the student textbook in the sections about Congress. You’ll also need to know that New Jersey has 12 representatives in the House.

A list of senators & representatives (current to November 2014) is included for your information. It is important that you go online and get the latest list to have most current information for your students.

Write the sentences for dictation from the Read and Write activity ahead of time on the white board or a page in the chart tablet. Do not let students see this until they have done the writing. This is will be used for students to correct their written responses. Or you can have them check the sentences in book on page 176.

Citizenship: Ready for the Interview

Review pages 78-92 in this book to prepare for this session. Note the question lists on pages 89 and 100.

PLEDGE OF ALLEGIANCE

Tutor:

“Hello again! We have lots of new things to do today. So let’s get started with the Pledge of Allegiance. Please stand up.”

Together say the pledge as a group.

“You will all make great American citizens!”

DISCUSSION ACTIVITY

“Who has a current event for us to look at today?”
Use the article you brought in if no student has one. The purpose of this activity continues to be to aid the student gain confidence in a conversational setting.

Start conversation with questions:

“Who do you see in the picture?
What is happening in the picture?
How do you feel about what is happening?
How does this compare to your country?” etc.

“Wonderful comments! Try to find a news article for us to talk about next week.”

**REVIEW HOMEWORK**

“Are there any words or information that you highlighted from your homework that you need some help reading?”

Respond to any questions that students might have about the sections that they completed.

**READ AND WRITE**

Using the sentences assigned for homework - page 176, sentences 19 to 24 - students practice reading and writing sentences using USCIS vocabulary.

“Today we will continue to practice the reading and writing vocabulary that will be a part of the test. For homework you practiced sentences 19 to 24 on page 176 in your book. “
“Today, I will read the question and you will each write the words that I say. Once we have practiced writing all six questions, look at the questions I have written on the white board/chart tablet and see if you have written the questions correctly.”

**CIVICS ACTIVITY**

Chapter 8: The Congress

Have students read over the list of civics vocabulary before beginning the chapter. (Save the second list, N-400 vocabulary, for that part of the lesson.)

As you work through Chapter 8 with the students, walk around and be sure that students have filled in all the blanks correctly. This was a homework assignment, so most answers should be filled in. Also, note if students have highlighted any words as needing explanation.

**Tutor:**

“As we go through these pages, be sure and let me know if there are any words that you highlighted and might need some help with.”

Answering questions correctly is an important part of this process for student success. The following activity will involve the student with correct pronunciation and correct usage of question words.
“Let’s start with pages 124 and 125. The Congress is one of the three branches of our government. Who can remember the names of the other two? Great, the President and the Courts. The three branches are also known as the legislative, executive, and judicial.”

“Who can name the two parts of Congress? Yes, the Senate and the House of Representatives.” Where does Congress meet? Yes, in Washington, D.C. Have any of you been to Washington, D.C.?”

“Test question box, let’s read it together.”

“Let’s talk about pages 126, 127, and 128. These three pages tell us about our senators. Who could tell us how long a senator is in office? Good, 6 years.”

“How many senators are in the Senate? Yes, 100 senators. Why are there 100 senators in the Senate? Good, there are two senators from each state and there are 50 states in the US.”

“What does it mean when the book says that ‘the senators represent the people of the state?’ Yes, it means that the senators work for the people living in their state, not just for a part of the state.”

“Four test question boxes, let’s read them one at a time.”

On page 129 you read about another part of Congress. What is this part called? Yes, the House of Representatives. How long are they in office? Right, they are elected for 2 years.
“Test question box, let’s read it together.”

Turn to page 130. There are a lot of members of the House of Representatives. 435 is a lot of voting members. What is the name of your representative?

“Two test question boxes, let’s read them together.”

On page 131 it tells us why they are so many more members in the House of Representatives than in the Senate. Who can tell us why/how it is decided how many representatives are elected in each state?

Every state is required to have at least one representative in the House, even if their population does not warrant it. Presently, there is 1 representative for every 730,000 inhabitants. There are 5 non-voting members of the House. They are 1 each from the District of Columbia (Washington, DC), American Samoa, Guam, the Northern Mariana Islands and the U.S. Virgin Islands. Puerto Rico does not have a member in the House of Representatives. They do elect a residential commissioner every 4 years.
Page 132 shows you a picture of the current Speaker of the House of Representatives. His name is John Boehner.”

Write his name on the white board/chart tablet so students will have correct spelling. Also spell it phonetically: BAY-NER. Practice saying his name several times so students have the proper pronunciation.

Page 133  What does it mean?

“This is another matching activity where you matched a word with the meaning of that word. Who would like to read the word and the words or words that they matched with it?”

Page 133  Yes or No?

You may read the statements and students may take turns answering with yes or no - or students may take turns reading the statements and asking the group for the correct response - or students may work with a partner or in a small group and practice reading and saying the correct answers.

Page 134  Spelling

“How good a speller are you? Check your words with the words on the chart.”

On white board or chart tablet write the correct spelling of the words so that students are able to correct their answers.
“Everyone stand up and read the list of words numbered 1 to 3. Great!”

On white board or chart tablet write the correct answers to numbers 1 to 5 so that students are able to correct their answers.

“Now with a partner read the sentences together in part B. If you find a difficult word, raise your hand and ask for help.”

Page 134  Say the Answer

“Now I am going to ask you some questions. Raise your hand if you know the answer.”

Call on individual to say the answer.

Students may also take turns asking each other the questions and supplying the answers. They may work with a partner or in groups of three so they all have some practice asking and answering questions.

Page 135  Read and Write

While students take turns reading the questions and answers, go quickly around the room to check for accuracy in their writing. Students may read with a partner or one student may read the question and all the other students may read the answer.

Page 135

“Key words will help you get a correct answer to a question. I will read these key words to you and help you to think about the answer.”
“Here are some more writing cards. Continue to practice writing these sentences so you will be ready for the writing test.”

“The words, capital letters and periods must be correctly written each time. Once you have them written correctly on index cards, you can use notebook paper to practice copying them many times.

“When you take the Citizenship Test, the examiner will ask you to write a sentence that he dictates to you.”

“This hint tells you some information about the 100 questions and answers that are in this book. These questions are the civics and history questions that we have been giving you to practice each session. This is exactly what we are going to do right now!”

“To help you with the 100 questions, here are the questions from this chapter. At home you may cut these new questions out and tape, staple, glue the answers on the back of the questions. Add these questions to the questions that you already have. Then you will have your own set of questions to practice whenever you can.”
Student Activity

“Get out all the other questions that we have given you so far. We will try the activity with the paper bag again. This time you have many more questions to add to the bag.

“This will be a partner activity. Here is a paper bag for you to use. Put only one person’s questions in the bag. One person pulls out one question and reads it out loud. The other person answers the question. Then the first person continues to pull out questions for his/her partner to answer. work until the bag is empty. Put all the questions back in the bag (remember only one person’s questions). Then the person who answered the questions pulls out questions for his/her partner to answer. See how many you can answer correctly and how quickly you can get through all the questions in the bag.

“At home cut out the new questions you got today and add them to all the questions that you already have. We will continue to practice asking and answering them.”

Answering questions correctly is an important part of this process for student success. This activity involves the student with correct pronunciation and correct usage of question words.

N-400: MARRIAGE AND CHILDREN

“Get out your N-400 application. I hope that you have been reading over the parts that you have already filled in with answers. We are going to look at parts 9 and 10.”
Parts 9 and 10 have many terms for the students to read and answer. The list of these words can be found in Word Alert. Students need to understand these words to fill out the N-400 form and to answer questions during the interview.

“Let’s start with Part 9. It is a very long section and asks a lot of questions. You may not have to answer all of the questions. Sometimes the information does not apply to you.”

“Look at Numbers 1, 2, and 3. Fill these three sections out right now. At the end of number 3 it says, if you have never been married, write a zero and skip all the way to Part 10.

“Numbers 4, 5, 6, 7, and 8 asks for information about your spouse. This information is very specific and you must carefully fill in the correct information. Try to fill in as much information as you can for all of the sections under number 4. You may not know all this information today, but do the best that you can.”

“Number 9 goes on to ask you about any previous times that you were married.”

“Let’s go on to Part 10. This section of the application asks for information about any children that you have had. You must supply information about all children that are yours, even if they have died.”

“For this section try to fill out Numbers 1 and 2 with information about one of your children. There is room on this application to list up to four children. If you have more than four children, you may use another sheet of paper to list them.”

“The remaining information you may fill out at home.”
INTERVIEW SKILLS AND PRACTICE

“I will ask you some questions like the examiner might ask you at the interview. We will start with the answers that you filled in on Parts 9 and 10, but I may go back and ask you a few questions from previous sections.

Walk around the room and ask students various questions about their responses in these sections. You may even go back to Parts 1 - 8 if time allows. Vary the questions as you go around the room.

Suggested questions:

- Are you married?
- Have you ever been married?
- What’s your marital status?
- When did you get married?

- What is your spouse’s date of birth?
- When was you spouse born?

- Do you have any children?
- How many children do you have?
- Where does your child live?
- What is your child’s address?

“Good answers! Next week we have more pages of the N-400 application to go over. At home keep filling out your own application. If you have already filled it out, continue to read over your answers and practice saying them out loud.”
HOMEWORK

A. Civics
“Read chapter 9 and write the correct answers in all of the exercises. You will be reading about the president and the vice president and some other government officials who work in Washington, D.C. Next week we will review these pages and check for correct answers. Don’t forget to use those highlighters to mark any words or information that you don’t understand.

B. Dictation Practice

C. 100 Civics/History Questions
“Practice those taught in class. Cut and paste them or fold them to use as flash cards to make them easier to practice: 17, 18, 19, 20, 21, 22, 23, 24, 25, 47 - the numbers correspond to the official USCIS questions.

Bring all your questions to class next week as we will continue to practice them.”

D. Bring in an article about a current event to discuss during the next class.”

E. Listen to English for at least 30 minutes each day.
“Bring all of your history and civics questions to class next week so we can use them for an activity. And remember to bring your notebook, N-400 Application, pen or pencil, and highlighter with you to each class.”

“Continue to fill out all the sections of the N-400 if you have not done so already.”

“*Remember to bring your highlighter with you to each class.”

“Good work today. You are really working hard at home. It shows by how well you are doing in class. Continue to practice the reading and writing sentences. Also, have someone ask you all those questions that we have given you, so that you can answer them with the right answer.”

See you in a week!”
<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Understands Civics Questions</th>
<th>Understands N-400 Questions</th>
<th>Answers in English Questions</th>
<th>Reads Questions</th>
<th>Writes Answers</th>
<th>Overall Progress</th>
<th>Notes</th>
</tr>
</thead>
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</table>
Lesson Seven

President &
N-400 Part 11
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Objectives - students will:</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Current event</td>
<td>Gain confidence in conversational setting</td>
<td>Student shares current topic or use your topic; class discusses</td>
</tr>
<tr>
<td>10</td>
<td>Review homework</td>
<td>Increase competency by correcting common errors, reviewing vocabulary</td>
<td>Students read own work; round robin questioning</td>
</tr>
<tr>
<td>20</td>
<td>Read and Write: Sentences 25-30</td>
<td>Be able to read and write simple sentences from USCIS vocabulary</td>
<td>Student reads dictation, others write</td>
</tr>
<tr>
<td>30</td>
<td>Civics: President Chap 9</td>
<td>Learn basic facts about: executive branch; president, term length, election day; succession of president and vice president; current VP, Commander in Chief; cabinet functions, department names</td>
<td>Test Hint #9: Questions with more than one answer p.152</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td>Say the Answer</td>
</tr>
<tr>
<td>50</td>
<td>Civics &amp; history questions</td>
<td>Practice listening and responding to this lesson's questions</td>
<td>Round robin questioning; flash card games; pairs questioning</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>N-400: Character pt 1 Part 11 - Questions 1-29</td>
<td>Students will be able to respond to questions about immigration, tax or voting fraud; mental illness; foreign titles; membership in groups; Communist or Nazi associations; involvement in revolution, persecution or extra-governmental military; weapons activity; military training and recruitment; legal and criminal history</td>
<td></td>
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<tr>
<td>1:20</td>
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<td></td>
<td></td>
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<tr>
<td>1:30</td>
<td>Interview skills</td>
<td>Gain confidence in answering questions about their N-400 application</td>
<td>Round robin questioning; pairs interviewing; mock interviews</td>
</tr>
<tr>
<td>1:40</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1:50</td>
<td>Assign homework</td>
<td>Prepare for and preview next lesson; practice listening and speaking English</td>
<td></td>
</tr>
</tbody>
</table>
# Details for Lesson 7

## Civics questions

| Lesson 7 Civics questions | 13, 15, 26, 27, 29, 30, 31, 32, 35, 36 |

## USCIS Civics vocabulary (new this lesson)

<table>
<thead>
<tr>
<th>Labor Day</th>
<th>vote</th>
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</thead>
<tbody>
<tr>
<td>lives</td>
<td>White House</td>
</tr>
<tr>
<td>September</td>
<td></td>
</tr>
</tbody>
</table>

## Ready for Interview

<table>
<thead>
<tr>
<th>pp. 103–127</th>
</tr>
</thead>
</table>

## N-400 vocabulary

<table>
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<tr>
<th>claim</th>
<th>terrorist</th>
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<tbody>
<tr>
<td>title</td>
<td>advocate</td>
</tr>
<tr>
<td>mental/ mentally</td>
<td>overthrow a government</td>
</tr>
<tr>
<td>overdue taxes</td>
<td>persecuted</td>
</tr>
<tr>
<td>nonresident</td>
<td>Nazi</td>
</tr>
<tr>
<td>file taxes</td>
<td>genocide</td>
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<tr>
<td>legally incompetent</td>
<td>torture/ tortured</td>
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<tr>
<td>member</td>
<td>force sexual relations</td>
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<tr>
<td>organization</td>
<td>practice religion</td>
</tr>
<tr>
<td>union</td>
<td>military unit</td>
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<td>communist/ communism</td>
<td>paramilitary or militia</td>
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<tr>
<td>totalitarian</td>
<td>rebel or guerilla group</td>
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<tr>
<td>vigilante group</td>
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<tr>
<td>insurgent group</td>
<td></td>
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<tr>
<td>labor camp</td>
<td></td>
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<tr>
<td>detention center or facility</td>
<td></td>
</tr>
<tr>
<td>jail or prison</td>
<td></td>
</tr>
<tr>
<td>sell or provide</td>
<td></td>
</tr>
<tr>
<td>weapons training</td>
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<tr>
<td>compulsory</td>
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<tr>
<td>combat</td>
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<tr>
<td>human rights</td>
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<td>war crime</td>
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<td>• see also Lesson 8</td>
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</tbody>
</table>

### Question word of the week:

| Why | Why does the flag have 50 stars? |

### Question phrase:

| have you ever... | Have you ever been arrested? Did you ever sell weapons? |
| did you ever... | |
| were you ever... | |

### Materials/equipment for this lesson:

| Newspaper or magazine with current event | Projector and laptop w/ cables, etc. |
| White board or flip chart w/ markers, eraser | Student handouts (included at the end of the lesson). |

### Homework due Lesson 6:

| Civics/history: | Civics: Chap 9  
| Read & do exercises |

### Homework for next lesson:

| Civics/history: | Civics: Chap 9  
| Read & do exercises |

### Read & write:

| Civics pages 176-7: Sentences 25-30, write 5x |

### EVERY week:

- Bring in current event from news, magazine or internet. Practice answering the civics & history questions. Listen to English 30 minutes each day.
WORD ALERT

Civics Vocabulary

Students need to be able to read and write these civics vocabulary words to pass the reading and writing parts of the test. Note them as they appear in the text in Lesson Seven.

Labor Day        White House
vote             September
lives

N-400 Vocabulary

Students need an understanding of these words to be able to fill out the N-400 form and to answer questions during the interview.

claim                          communist/ communism
torture/ tortured               jail or prison
title                           totalitarian
force sexual relations          sell or provide
terrorist                       terrorist
practice religion               weapons training
overdue taxes                   advocate
military unit                   compulsory
nonresident                     overthrow a government
paramilitary or militia          combat
file taxes                      persecuted
rebel or guerrilla group         human rights
legally incompetent             Nazi
vigilante group                 war crime
member                          genocide
insurgent group                 
organization                    
labor camp                      
union                           
detention center or facility    

+
**QUESTION WORD OF THE WEEK: WHY**

“Why” questions are used 4 times in the 100 Questions. Although open ended “why” questions can seem intimidating this set requires only very short responses. The first two are obvious to almost all Americans:

What does the flag have 50 stars?
Why does the flag have 13 stripes?

The third is only slightly harder:
Why did the colonists fight the British?

And only the last needs a moment’s thought to come up with a cogent response:
Why do some states have more Representatives than other states?

They all can be answered effectively in five words or less.

There are two instances of “why” questions on the written application although many will never have to answer them. The first regards “why you were arrested, cited, detained or charged” (11-29), the second asks why you did not register for selective service within the mandatory time period (11-46-C-2). Although not essential, in many cases it would be wise, as a matter of policy, to suggest that any applicant answering these “why” questions should consider consulting an attorney.

The real test in answering “why” questions comes during the interview:

Why were your last two jobs only a few weeks each? Why does your passport have a different name than your green card? Why do you not have a middle name? Why is your daughter’s last name different from yours or your husband’s? Why did you not report your five traffic tickets on question 29, part 11?
It’s not that the applicant doesn’t know the answers to the questions. Of course they do; it’s their life. They problem is understanding a question that can’t be studied in advance, in a pressured situation, in a foreign language, and then convincingly explaining, in a foreign language, the answer to someone who’s heard it all. It’s hard to do.

That’s why it’s so important think about your all of your answers and to drill as much as time allows so that you can be ready for whatever the adjudicator asks.

Did everyone understand?

**QUESTION PHRASE OF THE WEEK:**
**HAVE YOU EVER, DID YOU EVER, WERE YOU EVER**

A few lessons ago we talked about “have” as an auxiliary or helper verb that created a past tense that indicated actions that happened in the past. Today we are going to look at a special use of that verb tense.

In Part 11 of the N-400 there are at least 38 numbered questions that ask:

Have you ever...
claimed,
registered,
voted,
been a member of,
advocated,

persecuted,
committed,
been arrested,
sold,
gambled, and so on

Did you ever...

have,
serve,
sell,
receive,
recruit,
use

Were you ever...
a worker,
a part of,
involved in,
a member of

Look at the N-400 form now, Part 11 beginning on page 13. Notice that the word “ever” is in bold type. Why?

It’s important to know that these questions ask, in an unambiguous yes or no way, whether you did these things, or these things happened to you, at any time in your life – in the United States, in your native country, as a child, as an adult, as a permanent resident or before – it does not matter. If they happened you must answer YES or the USCIS might say that you lied on your application. And that would not be good.
Preparing for the lesson
Write the sentences for dictation from the Read and Write activity ahead of time on the white board or a page in the chart tablet. Do not let students see this until they have done the writing. This is will be used for students to correct their written responses. Or you can have them check the sentences in book on page 176.

Citizenship: Ready for the Interview
Review pages 78-92 in this book to prepare for this session. Note the question lists on pages 89 and 100. Note the question lists titled What About You and What Will You Say on pages 103, 104, 105, 109, 112, 113, 114, 116, 118, 119, 121, 122, 126, and 100. The questions in this section can be highly sensitive to some applicants. Be alert to the student responses and adjust your approach accordingly.

PLEDGE OF ALLEGIANCE

Tutor:
“Hello again! Happy to see you today. So let’s get started with the Pledge of Allegiance. Please stand up.”
Together say the pledge as a group.

“You will all make great American citizens!”

DISCUSSION ACTIVITY

“Now, who has a current event for us to look at today?”
Use the article you brought in if no student has one. the purpose of this activity continues to be to aid the student gain confidence in a conversational setting.

Start conversation with questions:
“Who do you see in the picture?
What is happening in the picture?”
How do you feel about what is happening?
How does this compare to your country? etc.

“Great comments! Try to find a news article for us to talk about next week.”

**REVIEW HOMEWORK**

“Are there any words or information that you highlighted from your homework that you need some help reading?”

Respond to any questions that students might have about the sections that they completed.

**READ AND WRITE**

(using the sentences assigned for homework - page 176, sentences 25 to 30 - students practice reading and writing sentences using USCIS vocabulary.)

“How today we will continue to practice the reading and writing vocabulary that will be a part of the test. For homework you practiced sentences 25 to 30 on page 176 in your book. “

Pair each student with a partner.

“Today, you can take turns reading a question to your partner and your partner will write the words that you say. Then your partner will read the second question and you will write what he says. Take turns until you have practiced all six questions. Be sure to check that each of you writes down the correct words.”
Civics Activity

Chapter 9: The President

Have students read over the list of civics vocabulary before beginning the chapter. (Save the second list, N-400 vocabulary, for that part of the lesson.)

As you work through Chapter 9 with the students, walk around and be sure that students have filled in all the blanks correctly. This was a homework assignment, so most answers should be filled in. Also, note if students have highlighted any words as needing explanation.

Tutor:

“As we go through these pages, be sure and let me know if there are any words that you highlighted and might need some help with.”

“Let’s find pages 138 and 139 in your book. These two pages are about the executive branch of the US government. Who remembers what the other two branches are called? Yes, the Congress and the Courts. What branch is also called the legislative? The judicial? Who is in charge of the executive branch? Yes, again, the president is in charge of the executive branch.”

“Where does the president live? Correct, the White House. And where is the White House? Yes, in Washington D.C.”
“Two test question boxes, let’s read them.”

“On pages 140 and 141 there are pictures of some of the presidents of our country. Who is the president now and how often do we vote for the president? Yes, Barack Obama is the president now. Every four year we vote for the president.”

“Two test question boxes, let’s read them both.”

“Pages 142 and 143 tell us about the vice president. What is his job? Right, he helps the president. Who is the vice president now? Yes, Joe Biden. If something happens to the president, who is next in charge of our country? Correct, the vice president takes over.”

“Two test question boxes, let’s read them both.

“Now if something then happens to the vice president, who will be in charge next? Yes, The Speaker of the House of Representatives. Who is the Speaker of the House now? Does anyone remember his name from last week? Yes, John Boehner.

“Test question box, let’s read it together.

“Pages 144, 145, 146, and 147 tell you about who helps run our government in Washington.”
Continue asking questions and reading the information on these pages. Say words aloud, read the three test question boxes and talk about what specific words mean. You may add additional information about the government in Washington to make it more interesting. A list of US Cabinet members is included in your materials.

Page 148  What does it mean?
“This is another matching activity where you matched a word with the meaning of that word. Who would like to read the word and the words or words that they matched with it?

Page 148  Yes or No?
You may read the statements and students may take turns answering with yes or no - or students may take turns reading the statements and asking the group for the correct response - or students may work with a partner or in a small group and practice reading and saying the correct answers.

Page 149  Spelling
“How good a speller are you? Check your words with the words on the chart.”
On white board or chart tablet write the correct spelling of the words so that students are able to correct their answers.

“Everyone stand up and read the list of words numbered 1 to 6. Great!”
On white board or chart tablet write the correct answers to numbers 1 to 6 so that students are able to correct their answers.

“Now with a partner read the sentences together in part B. If you find a difficult word, raise your hand and ask for help.”
“Now I am going to ask you some questions. Raise your hand if you know the answer.” Call on individual to say the answer.

Students may also take turns asking each other the questions and supplying the answers. They may work with a partner or in groups of three so they all have some practice asking and answering questions.)

Read and Write
While students take turns reading the questions and answers, go quickly around the room to check for accuracy in their writing. Students may read with a partner or one student may read the question and all the other students may read the answer.

“Key words will help you get a correct answer to a question. I will read these key words to you and help you to think about the answer.”

“Here are some more writing cards. Continue to practice writing these sentences so you will be ready for the writing test.

“The words, capital letters and periods must be correctly written each time. Once you have them written correctly on index cards, you can use notebook paper to practice copying them many times.”
“When you take the Citizenship Test, the examiner will ask you to write a sentence that he dictates to you.”

“Remember some of the questions have more than one answer. For this question there are 15 possible correct answers, but you only need to name two to get it right.”

**CIVICS AND HISTORY QUESTIONS**

“To help you with the 100 questions, here are the questions from this chapter. At home you may cut these new questions out and tape, staple, glue the answers on the back of the questions. Add these questions to the questions that you already have. Then you will have your own set of questions to practice whenever you can.”

The President of the United States can be brought up on charges by the House of Representatives. Articles of Impeachment are written up by the House, similar to an indictment. Once indicted, the President’s trial takes place in the Senate. President Bill Clinton was impeached by the House in 1998, facing charges of perjury and obstruction of justice. However, the Senate fell 17 votes short of conviction. President Richard M. Nixon was not impeached. He resigned on August 9, 1974, before the Articles of Impeachment were presented by the House Judiciary Committee and voted on by the House of Representatives.
Student Activity

Answering questions correctly is an important part of this process for student success. This following activity involves the student with correct pronunciation and correct usage of question words.

“Get out all the other questions that we have given you so far. This time you have many more questions. We will try to do this a new way today.”

Divide students into two small groups and organize in two circles.

The first student reads one of his questions to the student next to him. This student says the answer. Then this student reads one of his questions to the student sitting next to him. This student answers the question. Continue to go around the circle asking and answering questions. It is important to remind each student to keep his/her own set of questions. This can also be done as a partner activity with two people asking and answering each other’s questions.

“Great! You are really starting to know the answers to these questions!”

“At home cut out the new questions you got today and add them to all the questions that you already have. We will continue to practice asking and answering them.”

N-400: CHARACTER

Part 11 Questions 1-29

“Today we will look at Part 11 - questions 1-29 on your application. maybe you have started filling out these sections already. These questions ask about your character.”
Part 11 has many specific terms for the students to read and to answer. The list of these words can be found in Word Alert. Students need to understand these words to fill out the N-400 form and to answer questions during the interview.

Always remember that you are not an attorney and can only assist with this process. If there are any legal questions, students must consult an immigration attorney to get specific individual information.

It is important to talk about the phrase “have you ever” and what it means in order to answer these questions correctly.

“Let’s start with writing the answers to numbers 1 to 10. Answer as many as you can, and continue to number 29. These are the questions that we will use for our practice today. Read over the other sections and see if you understand what information they are asking. All the questions in Part 11 must be explained if not actually answered in class. Assist students with any terms they might not understand. If you answer ‘no’ to any of these questions, you must write an explanation.”

**Interview Skills and Practice**

“I will ask you some questions like the examiner might ask you at the interview. We will start with some of the answers that you filled in today, but I may go back and ask you a few questions from previous sections. As you answer my question, be sure that you say the answer in a complete sentence if you can.”
Many of the questions asked in this section involve illegal activities and it is not suggested that these be asked out loud. It is important to respect the students privacy in these issues. So go back to previous sections and use these questions for the focus of the interview process.

Walk around the room and ask students various questions about their responses in these sections. Remind them to answer in a complete sentence if possible. You may even go back to previous section if time allows. Vary the questions as you go around the room.

**HOMEWORK**

“This is your last homework assignment!”

**A. Civics**

“Read chapter 10 and write the correct answers in all of the exercises. You will be reading about our laws and the Supreme Court. Next week we will review these pages and check for correct answers. Don’t forget to use those highlighters to mark any words or information that you don’t understand.

**B. Dictation Practice**

Look at page 176 in the back of your book and practice reading and writing sentences 31 to 38.
C. 100 Civics/History Questions

“Practice those taught in class. Cut and paste them or fold them to use as flash cards to make them easier to practice: 13, 15, 26, 27, 29, 30, 31, 32, 35, 36 - the numbers correspond to the official USCIS questions.

Bring all your questions to class next week as we will continue to practice them.”

D. Bring in an article about a current event to discuss during the next class. current event for the next class.

E. Listen to English for at least 30 minutes each day.

“Remember to bring your notebook, N-400 Application, pen or pencil, and highlighter with you to next week’s class.

“Continue to fill out all the sections of the N-400 if you have not done so already.

“Good work today. Next week will be the last class. You are really working hard at home. It shows by how well you are doing in class. Continue to practice the reading and writing sentences. Keep practicing those questions and answers too!

“See you here for our last class!”
Lesson 7: Progress Check

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>√ = Satisfactory</th>
<th>X = Needs practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands Civics Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands N-400 Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes Answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Eight

Country of Laws &
N-400 Parts 11-16
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Objectives - students will:</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>Current event</strong></td>
<td>Gain confidence in conversational setting</td>
<td>Student shares current topic or use your topic; class discusses</td>
</tr>
<tr>
<td>10</td>
<td><strong>Review homework</strong></td>
<td>Increase competency by correcting common errors, reviewing vocabulary</td>
<td>Students read own work; round robin questioning</td>
</tr>
<tr>
<td>20</td>
<td><strong>Read and Write:</strong> Sentences 1-2</td>
<td>Be able to read and write simple sentences from USCIS vocabulary</td>
<td>Student reads dictation, others write</td>
</tr>
<tr>
<td>30</td>
<td><strong>Civics:</strong> Country of Laws Chap 10</td>
<td>Students will learn basic facts about: obeying the law, &quot;rule of law&quot;; tax day, Selective Service; citizen rights, citizen responsibilities; Congress makes laws, president signs or vetoes; judicial function; Supreme Court, number of justices, current Chief Justice</td>
<td>Test Hint #10 Question words p.170 Say the Answer Read and Write</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td>Say the Answer Read and Write</td>
</tr>
<tr>
<td>50</td>
<td><strong>Civics &amp; history questions</strong></td>
<td>Practice listening and responding to this lesson's questions</td>
<td>Round robin questioning; flash card games; pairs questioning</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td><strong>N-400:</strong> Character pt 2, signatures, oath</td>
<td>Students will be able to respond to questions about serious personal vices; lying for benefits; deportation history; US military history; Selective Service registration; loyalty to the US; signature and form preparation; Oath of Allegiance</td>
<td></td>
</tr>
<tr>
<td>1:20</td>
<td>Part 11 Q's 30-53; Parts 12, 13, 14, 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td><strong>Interview skills</strong></td>
<td>Gain confidence in answering questions about their N-400 application</td>
<td>Round robin questioning; pairs interviewing; mock interviews</td>
</tr>
<tr>
<td>1:40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Details for Lesson 8

#### Civics questions
12, 16, 33, 34, 37, 38, 39, 40, 49, 50, 53, 56, 57

#### USCIS Civics vocabulary
(new this lesson)

<table>
<thead>
<tr>
<th>April</th>
<th>pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>pay</td>
<td>taxes</td>
</tr>
</tbody>
</table>

#### Ready for Interview

| pp. 128–145 | Question lists on pgs 128, 129, 130, 131, 132, 133, 134, 135; 138, 139 and 141. |

#### N-400 vocabulary

<table>
<thead>
<tr>
<th>committed crime against the law</th>
<th>habitual drunk</th>
<th>lie/ lied</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrested</td>
<td>procure for prostitution</td>
<td>removed</td>
</tr>
<tr>
<td>cited</td>
<td>drugs</td>
<td>deported</td>
</tr>
<tr>
<td>detained</td>
<td>narcotics</td>
<td>currently</td>
</tr>
<tr>
<td>convicted</td>
<td>obtain immigration benefit</td>
<td>deserted</td>
</tr>
<tr>
<td>disposition</td>
<td>enter the U.S. illegally</td>
<td>Selective Service</td>
</tr>
<tr>
<td>suspended sentence</td>
<td>gamble</td>
<td>register</td>
</tr>
<tr>
<td>probation</td>
<td>failed to support</td>
<td>support</td>
</tr>
<tr>
<td>rehabilitative program</td>
<td>gain public benefit</td>
<td>willing</td>
</tr>
<tr>
<td></td>
<td>misrepresentation</td>
<td>bear arms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>noncombatant</td>
</tr>
</tbody>
</table>

#### Question word of the week:
None

#### Question phrase:
Are you willing…

Used in four of the final N-400 questions. Often asked in interview.

If required, are you willing to perform non-combatant services?

#### Materials/equipment for this lesson:

<table>
<thead>
<tr>
<th>Newspaper or magazine with current event</th>
<th>Projector and laptop w/ cables, etc.</th>
<th>White board or flip chart w/ markers, eraser</th>
<th>Student handouts (included at the end of the lesson).</th>
<th>Flag pins</th>
<th>Small paper bags for 100 Questions activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Civics Flash Cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Large U.S. map</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U.S. flag</td>
</tr>
</tbody>
</table>

#### Homework due Lesson 8

#### Civics/history:
*Civics: Chap 10
Read & do exercises

#### Read & write:
*Civics pages 176-7:
*Sentences 30-36, write 5x

**EVERY week:** Bring in current event from news, magazine or internet. Practice answering the civics & history questions. Listen to English 30 minutes each day.
**WORD ALERT**

**Civics Vocabulary**

Students need to be able to read and write these civics vocabulary words to pass the reading and writing parts of the test. Note them as they appear in the text in Lesson Eight.

April pay taxes

**N-400 Vocabulary**

Students need an understanding of these words to be able to fill out the N-400 form and to answer questions during the interview.

- committed
- entered the U.S. illegally
- crime
- gamble
- against the law
- failed to support
- arrested
- gain public benefit
- cited
- misrepresented
- detained
- lie/ lied
- convicted
- removed
- disposition
- deported
- suspended sentence
- currently
- probation
- deserted
- rehabilitative program
- Selective Service
- habitual drunk
- register
- prostitute
- support
- procured for prostitution
- willing
Drugs
bear arms
narcotics
noncombatant
obtain immigration benefit

**QUESTION PHRASE OF THE WEEK**

**ARE YOU WILLING?**

Most of the N-400 and the interview concern the present or the past, but at the end (Part 11: questions 49–55) you will be asked five questions about the future. These questions use the phrase: “are you willing.”

- are you willing to bear arms
- are you willing to perform noncombatant services
- are you willing to give up inherited titles

“Willing” means to consent or to be ready. Are you ready to serve, if required by law? You must make these promises to become a citizen. If you do not want to make these promises because of your religion or beliefs you must consult a lawyer before you send in your application.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

John F. Kennedy
Preventing for the lesson

Write the sentences for dictation from the Read and Write activity ahead of time on the white board or a page in the chart tablet. Do not let students see this until they have done the writing. This is will be used for students to correct their written responses. Or you can have them check the sentences in book on page 176.

Citizenship: Ready for the Interview


The questions in this section can be highly sensitive to some applicants. Be alert to the student responses and adjust your approach accordingly.

You may continue this process with another session asking an immigration attorney to speak to the students. This is strongly recommended. Also, at that time or at another additional class session, some more time to practice mock interviews would be beneficial for the students.

PLEDGE OF ALLEGIANCE

Tutor:

Welcome to our last formal class! Let’s stand and say the Pledge of Allegiance.”

Together say the pledge as a group.

“Soon you will all be American citizens!”

DISCUSSION ACTIVITY

“Now, who has a current event for us to look at today?”

Use the article you brought in if no student has one. The purpose of this activity continues to be to aid the student gain confidence in a conversational setting.

Start conversation with questions:
“Who do you see in the picture?
What is happening in the picture?
How do you feel about what is happening?
How does this compare to your country?” etc.

“Great comments! Continue looking at the newspaper, magazines and websites to see interesting articles for you to discuss with your family and friends.”

**REVIEW HOMEWORK**

“Are there any words or information that you highlighted from your homework that you need some help reading?”
Respond to any questions that students might have about the sections that they completed.

**READ AND WRITE**

Using the sentences assigned for homework - page 176, sentences 31 to 38 - students practice reading and writing sentences using USCIS vocabulary.

“Today we will continue to practice the reading and writing vocabulary that will be a part of the test. For homework you practiced sentences 31 to 38 on page 176 in your book. “
Pair each student with a partner.

“Today, you can take turns reading a question to your partner and your partner will write the words that you say. Then your partner will read the second question and you will write what he says. Take turns until you have practiced all six questions. Be sure to check that each of you writes down the correct words.”
CIVICS ACTIVITY
Chapter 10: A Country of Laws

Have students read over the list of civics vocabulary before beginning the chapter. (Save the second list, N-400 vocabulary, for that part of the lesson.)

As you work through Chapter 10 with the students, walk around and be sure that students have filled in all the blanks correctly. This was a homework assignment, so most answers should be filled in. Also, note if students have highlighted any words as needing explanation.

Tutor:
“As we go through these pages, be sure and let me know if there are any words that you highlighted and might need some help with.

“Turn to page 153 in your book. What promise do you make when you become a citizen? Yes, you promise to obey the laws of the United States. What does the word “obey” mean? Right, to follow the rules or laws.”

“Test question box, let’s read it together.”

Page 154 talks about the ‘rule of law.’ Who can say what the ‘rule of law’ means? Yes, it means that everyone must obey all the laws.”
“Test question box, let’s read it together.”

“Page 155 talks about April 15th. Every year on or by April 15 you must send in your U.S. federal income tax forms. What is the income tax? Yes, it is money we pay the government.”

“Test question box, let’s read it together.”

“Page 156 tells us about the Selective Service Law. Who can read for us or tell us what this is? Yes, it is a law that requires men to give their names to the government when they are 18 years old.”

“Test question box, let’s read it together.”

On page 156 you read about some rights that citizens of the U.S. have. What are the two things that are named? Correct, the right to have a passport and the right to vote.”

“Two test question boxes, let’s read them both.”

Pages 158, 159, and 160 tell us how laws are made.

Continue asking questions and reading the information on these pages. Say words aloud, read the three test question boxes and talk about what specific words mean. You may add information about the government in Washington to make it more interesting, especially review the three branches of the government and how they work together.
“On Pages 161, 162, and 163 you read information about the judicial branch of our government. “
Continue asking questions and reading the information on these pages. Say words aloud, read the four test question boxes and talk about what specific words mean.)

The current and 17th Chief Justice of the Supreme Court is John G. Roberts, Jr.

Page 164  What does it mean?
“This is another matching activity where you matched a word with the meaning of that word. Who would like to read the word and the words or words that they matched with it?

Page 165  Whose Responsibility is it?
“Who can read number one and what you wrote on the blank line? Good, let’s continue and read all the other words and that you wrote on the lines.”

Page 166  Yes or No?
You may read the statements and students may take turns answering with yes or no - or students may take turns reading the statements and asking the group for the correct response - or students may work with a partner or in a small group and practice reading and saying the correct answers.

Page 167  Spelling
“How good a speller are you? Check your words with the words on the chart.”
On white board or chart tablet write the correct spelling of the words so that students are able to correct their answers.)
“Everyone stand up and read the list of words numbered 1 to 5. Great!”

On white board or chart tablet write the correct answers to numbers 1 to 5 so that students are able to correct their answers.

“Now with a partner read the sentences together in part B. If you find a difficult word, raise your hand and ask for help.”

Page 167  Say the Answer

“Now I am going to ask you some questions. Raise your hand if you know the answer. “

Call on individual to say the answer.

Students may also take turns asking each other the questions and supplying the answers. They may work with a partner or in groups of three so they all have some practice asking and answering questions.

Page 168  Read and Write

(While students take turns reading the questions and answers, go quickly around the room to check for accuracy in their writing. Students may read with a partner or one student may read the question and all the other students may read the answer.)

Page 168

“Key words will help you get a correct answer to a question. I will read these key words to you and help you to think about the answer.”
Page 169  Writing Cards

“Here are your last set of writing cards. Continue to practice writing these sentences so you will be ready for the writing test.”

“The words, capital letters and periods must be correctly written each time. Once you have them written correctly on index cards, you can use notebook paper to practice copying them many times.”

“When you take the Citizenship Test, the examiner will ask you to write a sentence that he dictates to you.”

Page 170  Test Hint #10

“This is a list of many question words that you should be able to say and read. Repeat them after me first, then practice saying these words with a partner. “

On pages 171, 172, 173, 174, and 175 there is a review of United States government information. (Students may take turns reading answers aloud to check for correct responses or you may read answers to them.)

CIVICS AND HISTORY QUESTIONS

“Handout - 100 Questions Flash Cards

“To help you with the 100 questions, here are your last set of questions. At home cut these new questions out and tape, staple, glue the answers on the back of the questions. Add these questions to the questions that you already have. You should now have all 100 questions to practice whenever you can.”
Student Activity

“Today we will use only the new questions that you just got. They are not cut out yet, you can do that at home. With a partner, practice asking and answering the questions just from this class. Do this several times. “

Answering these questions correctly is an important part of this process for student success. Question numbers for this lesson: 12, 16, 33, 34, 37, 38, 39, 40, 49, 50, 53, 56, 57 - the numbers correspond to the official USCIS questions.

N-400 CHARACTER

Part 11  Questions 30-53
Parts 12, 13, and 14

“Today we will look at the questions in Part 11 - questions 30-53. These questions continue to ask about your character. Remember if you answer ‘no’ to any of these questions, you must write an explanation. You may start filling out this part of the application now.”

Reading and writing, like everything else, improve with practice. And, of course, if there are no young readers and writers, there will shortly be no older ones. Literacy will be dead, and democracy - which many believe goes hand in hand with it - will be dead as well.

Margaret Atwood, Canadian writer, professor and literary award winner.
Part 11 has many specific terms for the students to read and to answer. The list of these words can be found in Word Alert. Students need to understand these words to fill out the N-400 form and to answer questions during the interview.

Again, remember that you are not an attorney and are here only to assist with this process. If there are any legal questions, students must consult an immigration attorney to get specific individual information.

“Part 12 needs your signature. You must write your name as it is listed at the beginning of this application.

“Part 13 is only to be used if you did not fill out this form yourself. The person who filled it out for you needs to fill in all the information about himself and sign on the correct line.

“Part 14 is only to be used if you answered ‘yes’ to Part 2, numbers 11 or 12 and needed an interpreter to complete this form. You and the interpreter must sign on the correct lines.

“Do not complete parts 15, 16 and 17 until you are at the interview and the USCIS examiner asks you to do so.

**INTERVIEW SKILLS AND PRACTICE**

“Instead of me asking the questions today, work with a partner and you may ask each other question from any part of the application. As you answer the questions, be sure that you say the answer in a complete sentence if you can.”
Walk around the room and assist students with this.

**CONCLUSION OF CLASS**

“You have done such a wonderful job. We are all so proud of you. Let’s celebrate the end of the class and your destination to citizenship.”

You may have a small congratulatory party with cake at the conclusion of the classes and pass out flag pins.

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Educate and inform the whole mass of the people... They are the only sure reliance for the preservation of our liberty.

Thomas Jefferson
### Lesson 8: Progress Check

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<tr>
<th>Student’s Name</th>
<th>Understands Civics Questions</th>
<th>Understands N-400 Questions</th>
<th>Answers in English Questions</th>
<th>Reads Questions</th>
<th>Writes Answers</th>
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<th>Notes</th>
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