Unit 1: Lessons 1-6

Objectives
- Students will know how to introduce themselves
- Students will be familiar with interview process
- Students will know steps in applying for citizenship
- Students will be familiar with N-400
- Students will understand fees for application and biometrics
- Students will have read through the Oath of Allegiance
- Students will understand rights distinctive to citizens
- Students will understand what happens if failure in interview
- Students will discuss US Flag
- Students will be able to identify location of Statue of Liberty
- Students will be able to define Pledge of Allegiance
- Students will be able to identify major US holidays
- Students will read about Flag Day
- Students will be able to name a U.S territory
- Students will be able to name the oceans on both coasts
- Students will be able to name a state that borders Canada and a state that borders Mexico
- Students will be able to name the Mississippi River as one of the longest rivers in the U.S.
- Students will be able to identify the capital of the U.S.
Lesson 1: Naturalization Process

Objectives:
- Students will know how to introduce themselves
- Students will be familiar with interview process
- Students will know steps in applying for citizenship

Target Vocabulary:
| eligible | N-400 Application |
| interview | biometrics |

5:30-5:45 Student Introduction Activity
- Introduce Student Checklist, Pg. 1. The checklist is to help students know where they are at with the Citizenship process.
- Turn to “Questions about You” worksheet (Pg. 2)
- Have students practice asking a partner these questions. Have students introduce each other to the class.

5:45-6:00 Path to Citizenship PowerPoint (PP)
- Present Lesson 1 Path to Citizenship PP.
- After you are finished, ask students to remember steps for becoming a citizen, and write them up on board together. Don’t worry about word-for-word answers.
  - Step 1: Find out if you are eligible (what are the requirements?)
  - Step 2: Complete an application and collect the necessary documents
  - Step 3: Get Photographed
  - Step 4: Send your application, documents, and fee to the Service Center
  - Step 5: Get Fingerprinted
  - Step 6: Being Interviewed
  - Step 7: Receive a decision
  - Step 8: Take the oath and become a citizen

6:00-6:30 The Interview
- Write on board the components to the Interview:
  - Questions about N-400 application and documents
  - Questions about US history, government, and being a citizen.
  - Sentences to read and to write.
- Present Interview Video. Ask students what interviewee does when she does not understand.
- Review Video and list things that happened in the interview on the board.
- Go over Pg. 11 for more information on the interview (or assign for homework reading if you run out of time).
Lesson 2: Naturalization Process

Objectives:
- Students will be familiar with N-400
- Students will understand fees for application and biometrics
- Students will understand rights distinctive to citizens
- Students will understand what happens if failure in interview

100 Questions:
49. What is one responsibility that is only for United States citizens?
50. Name one right only for United States citizens.
53. What is one promise you make when you become a United States citizen?
55. What are two ways that Americans can participate in their democracy?
56. When is the last day you can send in federal income tax forms?*
57. When must all men register for the Selective Service?

5:30-5:45 Interview Video
- Review Interview Video with students by asking them what they remember from the video.

5:45-6:00 Application and Interview Practice
- Pass out example of N-400; emphasize the need to use social worker or lawyer to help with it, not school (teachers can’t help)
- Read through N400 Interview questions Pg. 12
- Have student practice asking and answering questions with a partner.

6:00-6:15 Rights and Responsibilities of Citizens
Rights of Citizens (Pg. 13) worksheet. Read through together and discuss.
Discuss the following test questions, and encourage students to pick out an answer now to memorize for questions with multiple answers.
49. What is one responsibility that is only for United States citizens?
50. Name one right only for United States citizens.
53. What is one promise you make when you become a United States citizen?
55. What are two ways that Americans can participate in their democracy?
56. When is the last day you can send in federal income tax forms?*
57. When must all men register for the Selective Service?

6:15-6:30 Review
- Go over interview and Citizenship process once more as a review for Lesson 1 & 2.
Lesson 3: Getting to Know America

Objectives:
- Students will discuss US Flag
- Identify MN and US capitals
- Define and understand Pledge of Allegiance
- Identify major US holidays
- Practice reading and writing national holidays
- Read about flag

Vocabulary:
- Pledge of Allegiance
- Colony
- Governor
- Holiday
- Capital

100 Questions:
28. What is the name of the President of the United States now?
43. Who is the Governor of your state now?
44. What is the capital of your state?
94. What is the capital of the United States?
52. What do we show loyalty to when we say the Pledge of Allegiance?
96. Why does the flag have 13 stripes?
97. Why does the flag have 50 stars?
100. Name two national US holidays.

5:30-6:00 PowerPoint
- Present PP Lesson 3.
- Review slides as necessary for review questions at the end

- Read “The American Flag” (Pg. 22)
- Read “The Statue of Liberty” (Pg. 23)

6:15-6:30 Review Civics Questions, Reading and Writing Practice
- Quiz students on Civics Questions (from list above)
- Dictate these words to students:
  - America
  - United States
  - U.S.
  - Citizen
  - How
  - Citizens
  - What
  - American flag
  - City
  - Capital
Lesson 4: Getting to Know America

Objectives:
- Review all objectives from Lesson 3
- Define government, capital, president, and governor
- Define democracy, voting, and elections
- Discuss the two major political parties in the US (republican/democratic)
- Identify the economic system of the United States
- Read about the Star-Spangled Banner
- Read about the Statue of Liberty

Vocabulary:
- Anthem
- Colony
- Pledge of Allegiance
- Capital
- Governor
- Holiday
- Government
- President

100 Questions:
11. What is the economic system in the United States?
45. What are the two major political parties in the United States?
46. What is the political party of the President now?
55. What are two ways that Americans can participate in their democracy?
98. What is the name of the national anthem?
28. What is the name of the President of the United States now?
43. Who is the Governor of your state now?
44. What is the capital of your state?
94. What is the capital of the United States?
52. What do we show loyalty to when we say the Pledge of Allegiance?
96. Why does the flag have 13 stripes?
97. Why does the flag have 50 stars?
100. Name two national US holidays.

5:30-6:00 PowerPoint
- Present PP Lesson 4.

6:00-6:30 Reading
- Read about Democracy in the U.S. (Pg. 38-42).
Lesson 5: US Geography

Objectives:
- Students will be able to name a U.S territory
- Students will be able to name the oceans on both coasts
- Students will be able to name a state that borders Canada and a state that borders Mexico
- Students will be able to name the Mississippi River as one of the longest rivers in the U.S.
- Students will be able to identify the capital of the U.S.
- Students will be able to name the location of the Statue of Liberty

Vocabulary:
- U.S. territory
- river
- border
- Puerto Rico
- coast
- lake
- ocean
- East & West

100 Questions:
88. Name one of the two longest rivers in the United States.
89. What ocean is on the West Coast of the United States?
90. What ocean is on the East Coast of the United States?
91. Name one U.S. territory.
92. Name one state that borders Canada.
93. Name one state that borders Mexico.
94. What is the capital of the United States?
95. Where is the Statue of Liberty?

5:30-6:00 US Geography
- Present PP for Lesson 5

6:00-6:15: Reading
- Read and do activities “Geography of the United States” (Pg. 52-54). Assign Pg. 55 as homework.

6:15-6:30: Review Civics Questions, Reading and Writing Practice
- Quiz students on Civics Questions (from list above). Advanced students can quiz each other while you work with lower-level students. 
- Dictate these words to students: Alaska, California, Canada, Delaware, Mexico, New York City, United States, Washington, Washington D.C.
Lesson 6: Unit 1 Review

Objectives:
- Review Unit 1 objectives

5:30-6:00: Review
- Review process of becoming a US citizen. Have them list the steps learned in Lesson 1.
- Review content on all PP presentations as needed.
- Pass out Unit 1 Civics Questions (Pg. 57) and have them work to answer all questions. Assign 1-3 questions to each student or partners and have students fill out their questions. Then have students share their answers with the class.

6:00-6:30: Dictation Practice
- Dictate sentences from “Dictation Practice Unit 1”. Dictation sentences are located in Worksheets Tab.
- Encourage higher level students to try writing sentences on a separate sheet of paper instead of the fill-in-the-blanks dictation on Pg.56.
- Encourage students to listen and count on their fingers how many words are spoken.
- Review verbs and function words with them from USCIS Reading and Writing Spelling Lists.
Unit 2: Lessons 7-8

Objectives

✓ Students will be able to explain that American Indians lived in the U.S. before Europeans arrived
✓ Students will be able to identify one tribe of American Indians who live in North America
✓ Students will be able to write sentences in the past tense correctly
✓ Students will be able to identify Christopher Columbus as an explorer from Europe who came to the U.S. in 1492
✓ Students will be able to discuss why the colonists came to the U.S. from Europe
✓ Students will be able to recognize that the 13 stripes on the U.S. flag represent the 13 colonies
✓ Students will be able to recognize that the 50 stars on the U.S. flag represent the 50 states
✓ Students will be able to name at least three of the original 13 states
✓ Students will be able to explain the significance of Thanksgiving
Lesson 7: Early American History I

Objectives:
- Students will be able to explain that American Indians lived in the U.S. before Europeans arrived.
- Students will be able to identify one tribe of American Indians who live in North America.
- Students will be able to write sentences in the past tense correctly.
- Students will be able to identify Christopher Columbus as an explorer from Europe who came to the U.S. in 1492.

Target Vocabulary:
- Native American
- Religious freedom
- Colony/Colonist
- Tribe

Civics Questions
59. Who lived in America before the Europeans arrived?
87. Name one American Indian tribe in the United States.

5:30-5:50 Native Americans/American Indians
- Ask students, “Who lived in the Americas before Europeans arrived?”
- Present PP Lesson 7 Early American History.
- Stop at Columbus.

5:50-6:10 Native Americans/American Indians Reading
Have students read from (Pg. 68), “Discovering a New World”.

6:10-6:20 Columbus, Pilgrims and Thanksgiving
Finish PP Lesson 7 Early American History.

6:20-6:30 Columbus, Pilgrims and Thanksgiving Reading
Have students start reading (Pg. 69), “The English Colonies.” If there’s not enough time to read it in class, have students take it home and read.
Lesson 8: Early American History II

Objectives:
- Students will be able to explain that American Indians lived in the U.S. before Europeans arrived
- Students will be able to identify one tribe of American Indians who live in North America
- Students will be able to write sentences in the past tense correctly
- Students will be able to identify Christopher Columbus as an explorer from Europe who came to the U.S. in 1492
- Students will be able to discuss why the colonists came to the U.S. from Europe
- Students will be able to name at least three of the original 13 states
- Students will be able to explain the significance of Thanksgiving
- Students will be able to recognize freedom of religion as a right in the United States and a reason why colonists came

Target Vocabulary:
- explorer
- Native American
- religious freedom/freedom of religion
- colony/colonist
- tribe
- Pilgrims

Civics Questions
59. Who lived in America before the Europeans arrived?
87. Name one American Indian tribe in the United States
58. What is one reason colonists came to America?
64. There were 13 original states. Name three.
96. Why does the flag have 13 stripes?

5:30-5:45 Warm-Up
- Ask students what they remember reading the previous day.
- Review Lesson 7 PP.

5:45-6:15 Pilgrims, Colonists, Colonies
- Discuss their meanings and review the four reasons why colonists came to the US from handout (Pg. 69), “The English Colonies” (from previous lesson). Encourage them to memorize one reason for question 58.

6:15-6:30 Question Practice
Distribute questions below and have students practice with a partner asking and answering the following questions (lower level students can practice writing out answers to the questions):
59. Who lived in America before the Europeans arrived?
87. Name one American Indian tribe in the United States
58. What is one reason colonists came to America?
64. There were 13 original states. Name three.
96. Why does the flag have 13 stripes?
Unit 2: Lessons 9-10

Objectives

✓ Students will be able to explain that taxes are money people pay to the government
✓ Students will be able to identify one reason for the Revolutionary War
✓ Students will be able to recognize that the British are from England
✓ Students will be able to explain that the Declaration of Independence said the United States is free
✓ Students will be able to identify July 4, 1776 as the date of the Declaration of Independence
✓ Students will be able to write down dictations from a teacher about U.S. Independence
✓ Students will be able to make a timeline of important U.S. events from early history to independence
✓ Students will be able to identify that the constitution was written in 1787 at the Constitutional Convention
✓ Students will be able to explain that the Constitution sets up the government of the U.S.
✓ Students will be able to identify George Washington as the first president and Father of our Country
✓ Students will be able to identify Thomas Jefferson as the author of the Declaration of Independence
✓ Students will be able to state that Benjamin Franklin is famous for starting the first free libraries
✓ Students will be able to name Alexander Hamilton as one of the writers of the Federalist Papers
Lesson 9: The Revolutionary War

Objectives:
- Students will be able to explain that taxes are money people pay to the government
- Students will be able to identify one reason for the Revolutionary War
- Students will be able to recognize that the British are from England
- Students will be able to explain that the Declaration of Independence said the United States is free
- Students will be able to identify July 4, 1776 as the date of the Declaration of Independence
- Students will be able to identify Thomas Jefferson as the author of the Declaration of Independence

Target Vocabulary:
- taxes
- revolutionary war
- Colonists
- Declaration of Independence

Civics Questions
8. What did the Declaration of Independence do?
9. What are two rights in the Declaration of Independence?
58. What is one reason colonists came to America?
61. Why did the colonists fight the British?
62. Who wrote the Declaration of Independence?
63. When was the Declaration of Independence written?
69. Who is the “Father of Our Country”?

5:30-6:00 Declaration of Independence & Revolutionary War
- Pre-teach taxation, taxes, representatives, representation.
- Lesson 9 PP. Discuss questions at the end.
- Generate ideas on the board together of why the war was fought.

6:00-6:30
Read (Pg. 79-80). Have students recognize and answer the following questions while they read:

58. What is one reason colonists came to America?
61. Why did the colonists fight the British?
62. Who wrote the Declaration of Independence?
63. When was the Declaration of Independence written?
Lesson 10: The Constitutional Convention

Objectives:
- Students will be able to state that Benjamin Franklin is famous for starting the first free libraries
- Students will be able to name Alexander Hamilton as one of the writers of the Federalist Papers
- Students will be able to read George Washington and write Washington, and know that he is the Father of our Country
- Students will be able to describe the Constitution
- Students will know what an amendment is
- Students will name 3 original states

Target Vocabulary:
- Constitution
- democracy
- self-government
- Federalist Papers
- amendment

Civics Questions
1. What is the Supreme Law of the Land?
2. What does the Constitution Do?
3. The idea of self-government is in the first three words of the Constitution. What are these words?
4. What is an amendment?
7. How many amendments does the Constitution have?
65. What happened at the Constitutional Convention?
67. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
68. What is one thing Benjamin Franklin is famous for?
70. When was the Constitution written?

5:30-6:00 The Constitutional Convention
- Pre-teach self-government, democracy
- Present Lesson 10 PP.

6:00-6:15 Activity: Founding Fathers of the US
- Read about George Washington (Pg. 93).
- Read about Benjamin Franklin (Pg. 94).

6:15-6:30 Practice Civics Questions
Review:

1. What is the Supreme Law of the Land?
2. What does the Constitution Do?
3. The idea of self-government is in the first three words of the Constitution. What are these words?
4. What is an amendment?
7. How many amendments does the Constitution have?
65. What happened at the Constitutional Convention?
67. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
68. What is one thing Benjamin Franklin is famous for?
70. When was the Constitution written?
Unit 2: Lessons 11-12

Objectives

✓ Students will be able to identify the Louisiana Territory as the territory bought from France in 1803
✓ Students will be able to identify slaves as people who were brought from Africa to work in the U.S.
✓ Students will be able to explain that the North wanted to end slavery and the South wanted to keep slavery
✓ Students will be able to name slavery as one cause of the Civil War
✓ Students will be able to name the 2 presidents: George Washington and Abraham Lincoln honored on President’s Day
✓ Students will be able to put words in the correct order to make sentences about the Civil War
✓ Students will be able to identify Abraham Lincoln as the president during the Civil War
✓ Students will be to explain that the Emancipation Proclamation freed the slaves
✓ Students will be able to compare life for slaves before and after and Emancipation Proclamation
✓ Students will be able to identify working for women’s rights as a contribution Susan B. Anthony made
✓ Identify Puerto Rico and Guam as two US territories
✓ Identify the title of the US national anthem
✓ Identify wars in the 1800s
Lesson 11: Civil War

Objectives:
- be able to identify slaves as people who were brought from Africa to work in the U.S.
- be able to name slavery as one cause of the Civil War
- be able to identify the Civil War as the U.S war between the North and the South.

Target Vocabulary:
- Emancipation Proclamation
- plantations
- President Abraham Lincoln
- slavery/slaves
- South
- Civil War
- North
- rights

Civics Questions
60. What group of people was taken to America and sold as slaves?
73. Name the U.S. war between the North and the South.
74. Name one problem that led to the Civil War.
75. What was one important thing that Abraham Lincoln did?
76. What did the Emancipation Proclamation do?
77. What did Susan B. Anthony do?

5:30-5:50 Civil War
- Present Lesson 11 PP.
- Practice question review and dictation at the end of PP.

6:00-6:15 Reading: 1800s and Abraham Lincoln
- Read about Abraham Lincoln (Pg. 102-103).

6:15-6:30 Civics Questions and Dictation Practice
- Review Civics Questions (lower level students practice writing questions and answers word for word):
  60. What group of people was taken to America and sold as slaves?
  73. Name the US war between the North and the South.
  74. Name one problem that led to the Civil War.
  75. What was one important thing that Abraham Lincoln did?
  76. What did the Emancipation Proclamation do?
  77. What did Susan B. Anthony do?

  - Practice quizzing dictation of following words, phrases, and sentences with students:
    Lincoln, president, Civil War, White House, Father of Our Country, Washington, Adams, was, lived, during the Civil War, in the White House, President’s Day is in February.
Lesson 12: America in the 1800s

Objectives:
- be able to identify the Louisiana Territory as the territory bought from France in 1803
- identify four wars in the 1800s
- be able to identify working for women’s rights as a contribution Susan B. Anthony made
- be able to talk about women’s right to vote

Target Vocabulary:
- Louisiana Purchase
- territory

Civics Questions
71. What territory did the United States buy from France in 1803?
72. Name one war fought by the United States in the 1800s.
91. Name one US territory.
92. Name one state that borders Canada.
93. Name one state that borders Mexico.
98. What is the name of the national anthem?

Review:
60. What group of people was taken to America and sold as slaves?
73. Name the US war between the North and the South.
75. What was one important thing that Abraham Lincoln did?
76. What did the Emancipation Proclamation do?

5:30-5:45 1800s America
- PP Lesson 12.
- Review Civil War civics questions (60,73,75,76)
- Have students recall as many wars of the 1800s as they can after PP is finished.

5:45-6:15 History of 1800s
- Read (Pg 108.) and
- Practice question 71: What territory did the United States buy from France in 1803?

6:15-6:30 Civics Questions Review
- Do Lesson 12 Civics Review (Pg. 109). Have students practice in partners or as a class. Have higher level students practice with each other. Have lower level students practice writing answers word for word.
- Encourage students to pick one answer for multiple-answer questions.
Unit 2: Lessons 13-16

✓ Students will be able to name President Wilson as the leader during World War 1
✓ Students will be able to name President Roosevelt as the leader during the Great Depression
✓ Students will be able to write sentences in the past tense correctly
✓ Students will be able to name Germany, Japan, and Italy as the countries we fought in WW2
✓ Students will be able to identify WW2 as the war Eisenhower fought in as a general
✓ Students will be able to identify communism as the main concern during the Cold War
✓ Students will be able to name presidents and timeframes for important wars in American history
✓ Students will be able to identify the Civil Rights Movement as the movement to end racial segregation
✓ Students will be able to explain that Martin Luther King Jr. worked for civil rights
✓ Students will be able to explain that terrorists attacked the U.S. on September 11, 2001
Lesson 13: WWI, Great Depression, WWII

Objectives:
- Students will be able to name President Wilson as the leader during World War I
- Students will be able to name President Roosevelt as the leader during the Great Depression
- Students will be able to write sentences in the past tense correctly

Target Vocabulary:
- World War I
- Great Depression
- World War II
- stock market crash

Civics Questions:
78. Name one war fought by the United States in the 1900s.
79. Who was President during World War I?
80. Who was President during the Great Depression and World War II?
81. Who did the United States fight in World War II?
82. Before he was President, Eisenhower was a general. What war was he in?

5:30-6:00 WWI, Great Depression, WWII
- Present PP Lesson 13.

6:00-6:15 Activity
- Read about WWI, Great Depression and WWII (Pg.118-120).

6:15-6:30 Civics Questions Review & Dictation Practice
- Have students practice asking and answering lesson’s Civics questions.
  78. Name one war fought by the United States in the 1900s.
  79. Who was President during World War I?
  80. Who was President during the Great Depression and World War II?
  81. Who did the United States fight in World War II?
  82. Before he was President, Eisenhower was a general. What war was he in?
- Practice dictation sentences using the following words (and others from the USCIS writing list):
  During, was, lived, in, on, of, for, we, and, here, the, to, we, Memorial Day,
Lesson 14: Cold War, Wars of the 20th Century, 9/11

Objectives:
- be able to identify communism as the main concern during the Cold War
- be able to name presidents and timeframes for important wars in American history
- be able to identify wars in the 20th century
- be able to explain that terrorists attacked the U.S. on September 11, 2001

Target Vocabulary:
- communism
- Communist Party
- terrorists
- Cold War
- Vietnam War

Civics Questions
7. What major event happened on September 11, 2001, in the United States?
81. Who did the United States fight in World War II?
83. During the Cold War, what was the main concern of the United States?
11. What is the economic system in the US?

5:30-5:45 Cold War, Wars of 20th Century
- Present PP Lesson 14.
- Practice questions at the end.

5:45-6:15 Reading & Activity
- Talk about the N400 question: Are you a member of the communist party?
- Read (Pg. 128-129).

6:15-6:30 Civics Questions and Dictation Practice
- Review Lessons’ Civics Questions
- Dictate sentences from sample dictation worksheet.
- Have student practice reading words from Reading Vocabulary USCIS list.
Lesson 15: Civil Rights

Objectives:
- Students will be able to identify the Civil Rights Movement as the movement to end racial segregation
- Students will be able to explain that Martin Luther King Jr. worked for civil rights
- Students will be able to remember Susan B. Anthony's contributions
- Students will be able to talk about rights and responsibilities from amendments, and Declaration of Independence

Target Vocabulary:
- race
- segregation
- Martin Luther King Jr.
- racial discrimination
- civil rights
- freedom of speech

Civics Questions
77. What did Susan B. Anthony do?
84. What movement tried to end racial discrimination?
85. What did Martin Luther King, Jr. do?
100. Name two national holidays.
6. What is one right or freedom from the First Amendment? (speech)
9. What are two rights in the Declaration of Independence?
48. There are four amendments to the Constitution about who can vote. Describe one of them.
49. What is one responsibility that is only for United States citizens?
50. Name one right only for United States citizens.
51. What are two rights of everyone living in the United States?
55. What are two ways that Americans can participate in their democracy?

5:30-5:45 Civil Rights
- Write “civil rights” and “discrimination” on the board. Try to elicit ideas from them to build basis for lesson.
- Present Lesson 15 PP

5:45-6:15 Reading
- Read (Pg. 137-140). You could assign Pg. 140 as homework if there’s not enough time to do in class.
- Review idea that all citizens, no matter race or religion, have rights and responsibilities (draw this in as you go over Civics Questions below)

6:15-6:30 Civics Questions
- Go over the following Civics Questions and have students pick their answers for multiple answer questions, such as:
  6. What is one right or freedom from the First Amendment? (speech, for MLK)
  9. What are two rights in the Declaration of Independence?
  48. There are four amendments to the Constitution about who can vote. Describe one of them.
  49. What is one responsibility that is only for United States citizens?
  50. Name one right only for United States citizens.
  51. What are two rights of everyone living in the United States?
  55. What are two ways that Americans can participate in their democracy?
Lesson 16: History Review

Objectives:
- review information about later U.S. history

Civics Questions:
Review all Questions from Unit.

5:30-6:00 Review Activities
- Do (Pg. 141) with students. Read questions (see Worksheets Tab).
- Have students work in partners to do Pg. 142 – 143.

6:00-6:30 Civics Questions Review
- Review Unit 2 Review Civics Question (Worksheets Tab). Make a copy, cut up questions, and pass them out to partners to work on. Then have students present answers to their questions to the class.
Unit 3: Government
Lessons 17-24

Objectives:

✓ Students will be able to explain the basic purpose of the Constitution
✓ Students will be able to list the three branches of the U.S. government
✓ Students will be able to explain the purpose of the separation of powers
✓ Students will be able to name at least one power reserved to the federal government and at least one power reserved for the states
✓ Students will be able to explain how the Constitution is changed through the use of amendments
✓ Students will be able to describe at least 2 rights reserved for the people through the First Amendment
✓ Students will be able to identify at least one amendment that relates to voting rights
✓ Students will demonstrate knowledge of the number of amendments in the Bill of Rights and the total number of amendments to the Constitution
✓ Students will be able to identify their U.S. representative and one of Minnesota’s U.S. senators
✓ Students will be able to identify the length of terms for senators and representatives
✓ Students will be able to the provide the number of senators and representatives in Congress
✓ Students will be able to compare U.S. representatives and senators
✓ Students will be able to describe how a bill becomes a law
✓ Students will be able to name one branch of government
✓ Students will be able to identify the Congress as the group that makes federal laws
✓ Students will be able to identify the responsibilities of the president: Commander of Chief of the military, signs bills into laws, and vetoes bills
✓ Students will be able to identify the two political parties in the United States and the political party of the president
✓ Students will read about President, Vice President and Secretary of State
Lesson 17: The Constitution

Objectives:
- Students will be able to explain the basic purpose of the Constitution
- Students will be able to explain how the Constitution is changed through the use of amendments
- Students will be able to correctly answer the N400 question about support for the Constitution

Target Vocabulary:
- Constitution
- amendments
- separation of powers
- Bill of Rights
- federal vs. state

Civics Questions:
1. What is the supreme law of the land?
2. What does the Constitution do?
3. The idea of self-government is in the first three words of the Constitution. What are these words?
4. What is an amendment?
12. What is the “rule of law”?
13. Name one branch or part of the government.
14. What stops one branch of government from becoming too powerful?
65. What happened at the Constitutional Convention?
66. When was the Constitution written?
67. The Federalist Papers supported the passage of the US Constitution. Name one of the writers.
41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
42. Under our Constitution, some powers belong to the states. What is one power of the states?

N400:
Do you support the Constitution and form of government of the United States?

5:30-6:00 Constitution
- Write “Constitution” and “highest law” on the board. Ask students if they remember what the first is and ask them to think about the second. Read Civics question #1.
- Present Lesson 17 PP.

6:00-6:15 Reading
- Read the Bill of Rights and Amendments (Pg. 151-152).

6:15-6:30 Civics Questions Practice
- Have students work in pairs asking and answering questions for this lesson.
Lesson 18: The Constitution II

**Objectives:**
- be able to explain how the Constitution is changed through the use of amendments
- will be able to describe at least 2 rights reserved for the people through the First Amendment (Civics question 51)
- Students will be able to identify at least one amendment that relates to voting rights
- Students will demonstrate knowledge of the number of amendments in the Bill of Rights and the total number of amendments to the Constitution
- be able to discuss the importance of the rights reserved for the people in the Bill of Rights
- be able to spell the key words/phrases: Bill of Rights, right, government, freedom of speech, citizens, vote

**Target Vocabulary:**
- amendment
- religious freedom
- right
- political liberty

**Civics Questions:**
4. What is an amendment?
5. What do we call the first ten amendments to the Constitution?
6. What is one right or freedom from the First Amendment?
10. What is freedom of religion?
51. What are two rights of everyone living in the United States?

**5:30-5:45 Review Constitution**

Warm-up: Review Constitution. Use Civics questions from day before as a guide:
1. What is the supreme law of the land?
2. What does the Constitution do?
3. The idea of self-government is in the first three words of the Constitution. What are these words?
12. What is the “rule of law”?
65. What happened at the Constitutional Convention?
66. When was the Constitution written?
67. The Federalist Papers supported the passage of the US Constitution. Name one of the writers.
41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
42. Under our Constitution, some powers belong to the states. What is one power of the states?

**5:45-6:15 Reading**

- Read about the Constitution and work on questions together (Pg. 153-154)
- Do readings together, and have students work on activities with partners or alone. Check answers.

**6:15-6:30 Civics Question Practice**

- Have students practice the lesson’s civics questions with a partner.
Lesson 19: Legislative Branch I

Objectives:
- Students will be able to identify the length of terms for senators and representatives
- Students will be able to the provide the number of senators and representatives in Congress
- Students will be able to compare U.S. representatives and senators
- Students will be able to describe how a bill becomes a law
- Students will be able to name one branch of government
- Students will be able to identify the Congress as the group that makes federal laws

Target Vocabulary:
-Congress   -Senate
-Legislative   -House of Representative

Civics Questions:
13. Name one branch or part of the government
16. Who makes federal laws?
17. What are the two parts of the US Congress?
18. How many US Senators are there?
19. We elect a US Senator for how many years?
20. Who is one of your state’s US Senator’s now?
21. The House of Representatives has how many voting members?
22. We elect a US Representative for how many years?
23. Name your US Representative.
24. Who does a US Senator represent?
25. Why do some states have more Representatives than other states?
31. If both the President and the Vice President can no longer serve, who becomes President?
47. What is the name of the Speaker of the House of Representatives right now?

5:30-6:00 Legislative Branch
- Ask students what they know about Congress. Do they know the two parts of Congress?
- Present Lesson 19 PP

6:00-6:15 Reading
- Read (Pg. 167-168)

6:15-6:30 Civics Questions
- Have students practice as many civics questions as possible.
- Practice spelling words from USCIS Spelling list.
Lesson 20: Legislative Branch II

Objectives:
- Students will be able to identify the length of terms for senators and representatives
- Students will be able to compare U.S. representatives and senators
- Students will be able to describe how a bill becomes a law
- Students will be able to name one branch of government
- Students will be able to identify the Congress as the group that makes federal laws
- Students will be able to identify their U.S. representative and one of Minnesota’s U.S. senators

Target Vocabulary:
-Congress
-Senate
-Speaker of the House
-Legislative
-House of Representative

Civics Questions:
13. Name one branch or part of the government
14. What stops one branch of government from becoming too powerful?
16. Who makes federal laws?
17. What are the two parts of the US Congress?
18. How many US Senators are there?
19. We elect a US Senator for how many years?
20. Who is one of your state’s US Senator’s now?
21. The House of Representatives has how many voting members?
22. We elect a US Representative for how many years?
23. Name your US Representative.
24. Who does a US Senator represent?
25. Why do some states have more Representatives than other states?
31. If both the President and the Vice President can no longer serve, who becomes President?
47. What is the name of the Speaker of the House of Representatives right now?

5:30-5:45 Review
- Elicit information from students on what they know about the Legislative Branch.
- Present Lesson 19 PP (again)

5:45-6:15 Reading
- Review reading from previous lesson.
- Read Pg. 169-170.

6:15-6:30 Civics Questions Review
- Have students practice as many civics questions as possible.
- Give Dictation samples. Use Pg. 171 for lower level students.
  1. Congress is part of the American government.
  2. Congress meets in Washington DC.
  4. The House and Senate are parts of Congress.
  5. A senator is elected for 6 years.
Lesson 21: Executive Branch

Objectives:
- Students will be able to identify the responsibilities of the president: being Commander of Chief of the military, signing bills into laws, and vetoing bills
- Students will be able to identify the two political parties in the United States and the political party of the president
- Student will know two Cabinet-level positions
- Students will read about President, Vice President and Secretary of State

Target Vocabulary:
- Commander in Chief
- Secretary of State
- Veto
- President’s Cabinet
- Vice President

Civics Questions:
13. Name one branch or part of the government.
15. Who is in charge of the executive branch?
26. We elect a President for how many years?
27. In what month do we vote for President?
28. What is the name of the President of the United States now?*
29. What is the name of the Vice President of the United States now?
30. If the President can no longer serve, who becomes President?
31. If both the President and the Vice President can no longer serve, who becomes President?
32. Who is the Commander in Chief of the military?
33. Who signs bills to become laws?
34. Who vetoes bills?
35. What does the President’s Cabinet do?
36. What are two Cabinet-level positions?

5:30-5:45 The Executive Branch
- Write “Commander in Chief”, “signing bills” and “veto” on the board. Have students talk about what this means, and who it is. These are responsibilities of the President.
- Present Lesson 21 PP.
- Discuss target vocabulary.

6:00-6:15 Reading
- Read Pg. 179-180

6:15-6:30 Dictation Practice
- Have students practice as many civics questions as possible.
- Give Dictation samples. Do Lesson 21 Dictation on Pg. 181 for lower-level students.
  1. The President enforces the laws.
  2. The President has the power of veto.
  3. The President is elected every 4 years.
  4. The President lives in the White House.
  5. The President lives in Washington D.C.
Lesson 22: Judicial Branch

Objectives:
- Students will be able to list the three branches of the U.S. government
- Students will be able to list functions of the judicial branch

Target Vocabulary:
- Judicial - court system - justices
- Judge - Supreme Court - Chief Justice

Civics Questions:
13. Name one branch of the government.
37. What does the judicial branch do?
38. What is the highest court in the United States?
39. How many justices are on the Supreme Court?
40. Who is the Chief Justice of the United States now?

5:30-5:45 Judicial Branch
- Write “Executive,” “Legislative”, and “Judicial” on the board. Ask students what each means. Ask for details for Judicial and list words they say that correspond correctly.
- Present Lesson 22 PP

5:45-6:15 Reading
- Write “Supreme” on board. Review its meaning (“highest”) and relate it to the Supreme Court. Remind class that the Constitution is the “highest” or “supreme” law.
- Read Pg. 186-187
- Identify 4 things that the judicial branch does (Question 37). Encourage students to memorize one of them.

6:15-6:30 Civics Questions Review
- Have students practice as many civics questions as possible.
- Give Dictation samples. Do Lesson 22 Dictation Practice. Higher level students should write on a separate sheet of paper. Lower level students can use dictation exercise on Pg. 188.
  1. The President enforces the laws.
  2. The Constitution is the supreme law of our land.
  3. The President must be an American citizen.
Lesson 23: Your Government and You

Objectives:
Students will:
- identify ways that American citizens participate in their democracy
- review naturalization process
- explain promises that are part of the Oath of Allegiance
- identify rights and responsibilities only for US citizens
- explain when men must register for Selective Service
- explain when federal income tax forms are due
- name federal and state powers
- identify current governor of their state

Target Vocabulary:
- representative democracy

Civics Questions:
41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
42. Under our Constitution, some powers belong to the states. What is one power of the states?
43. Who is the Governor of your state now?
44. What is the capital of your state?
45. What are the two major political parties in the US?
46. What is the political party of the President now?
47. What is the name of the Speaker of the House of Representatives now?
49. What is one responsibility that is only for United States citizens?
50. Name one right only for US citizens.
53. What is one promise you make when you become a US citizen?
55. What are two ways that Americans can participate in their democracy?
56. When is the last day you can send in federal income tax forms?
57. When must all men register for the Selective Service?
94. What is the capital of the US?

5:30-5:50 Government of Citizens
- Present Lesson 23 PP.
- After finishing, have everyone take a few moments to write down a definition of democracy. Discuss as a group.

5:50-6:15 Reading
- Read about democracy in the US Pg.197-199 (same reading from Lesson 4)

6:15-6:30 Civics Questions Practice
- Work on Lesson 23 Civics Questions Pg. 200-201 and work through together
- Have students work in pairs to read and answer lesson’s Civics questions
Lesson 24: Unit 3 Review

Objectives:
- Review Unit 3

Civics Questions:
- Review all Civics Questions from Unit 3 (Questions 1-57)

5:30-6:00 Government Systems
- Review branches of the government (Lessons 19-22)
- Review Senators and Representatives (Lesson 19-20)
- Review President’s Cabinet (Lesson 21)
- Review 26-47 from the 100 Civic Questions – Have students pair off or go through as a group and have group answer.

6:00-6:30 Constitution Review
- Review question 1: “What is the Supreme Law of the land?”
- Review Constitution and Amendments (Civics Questions 2-7)
- Review Rights and Responsibilities (Civics Questions 48-57)
Unit 4: Review

Objectives:

Students will:

- have a shortened mock interview, planned with teachers and staff
- watch a video of an interview
- practice answering Civics questions
- practice dictation of Civics questions
- practice answering N400 questions
- practice spelling for writing vocabulary
- talk with teacher and staff about readiness for Citizenship test
- understand the costs of failing Citizenship test twice
Lesson 25: Review

5:30-6:00 Interview Video
- Preview components of interview with students
- Watch Video
- Discuss what happened, see what they remember about what they saw in the video

6:00-6:15 N400 Questions
- Read through all questions with students and break down vocabulary
- Have students practice asking and answering the questions together

6:15-6:30 Civics Questions Review & Dictation
- Have students practice as many civics questions as possible.
- Dictation Practice: Read slowly to students as they write on a separate sheet of paper.
  1. The President must be born in the United States.
  2. Citizens have the right to vote.
  3. Many people come to America for freedom.
  4. Many people have died for freedom.
Lesson 26: Review

5:30-6:00 Review
Run through PP of Historical Civics Questions

6:00-6:15 N400 Questions
- Read through all questions with students and break down vocabulary
- Have students practice asking and answering the questions together

6:15-6:30 Civics Questions Review
- Have students practice as many civics questions as possible.
- Dictation Practice: Read slowly to students as they write on a separate sheet of paper.
  1. The American flag has 13 stripes.
  2. The people have a voice in government.
  3. The President is elected every 4 years.
  4. Joe Biden is the Vice President of the United States.
Lesson 27: Review

5:30-6:00 Civics Questions Review
- Practice questions. Try to drill quickly and get students to memorize answers.
- Play Civics Questions Board Game (see coordinator for tips and help)

6:00-6:15 N400 Questions
- Read through all questions with students and break down vocabulary
- Have students practice asking and answering the questions together

6:15-6:30 Civics Questions Review
- Have students practice as many civics questions as possible.
- Dictation Practice: Read slowly to students as they write on a separate sheet of paper.
  1. People in America have the right to freedom.
  2. The President signs bills into law.
  3. The United States of America has 50 states.
  4. The White House is in Washington, DC.