

Lesson Planning/Design Template

Unit: Immigration

Title of lesson: Changes in Citizenship Requirements

Timeframe: 2 days

Standards addressed:

NCTS: 2B, 3B, 5A, 5F

Alaska Content: C3, D3

Social Studies Knowledge, Skills, Dispositions: citizenship requirements, examine critically relationships between and among elements of a topic, form opinion based on critical examination of relevant information, recognize values implicit in the situation and the issues that flow from them, express personal convictions.

Learning objectives: At the completion of this lesson, students will know & be able:

- List requirements of citizenship in early United States and current requirements
- Compare/contrast requirements of early United States and current citizenship
- Describe reasons for changes in citizenship requirements

Cooperative skills addressed: Partner/small group share, find someone who...

Technology inclusion: Overhead

Materials needed: Overheads/copies of: Application, General Requirements of Naturalization, Frequently Asked Questions, Landmarks in Immigration History, A Brief History of US Citizenship Law

Lesson Plan/Lesson Design

1. Prior assignment/preparation – Students brainstorm what a “citizen” is. Teacher observe/note responses.

2. Lesson

- Distribute copies of “Application” for students to complete as thoroughly as possible. Discuss/clarify.
- Students individually list any requirements they glean from application for citizenship. Students find someone who has different requirements from their own.
- Small group discuss lists, reporter for each group record requirements on class list. In small groups students read list of General Requirements of Naturalization” (process of attaining citizenship) and identify where requirements are made in the application they completed. Add/delete requirements to/from class list previously generated.
- Cross check class list with “Frequently Asked Questions” sheet.

- Whole group read “Landmarks in Immigration History” and “A Brief History of US Citizenship Law.”
- Individually, students list any correlations between the landmarks and changes in citizenship requirements, as well as changes in law that occurred during a significant American historical event of which they know.
- Discuss the relationships between the landmarks and law changes: How did citizens feel? Would you have supported the changes if you had been an American citizen at that time? An immigrant? Verbalize the impact citizens may have on laws.

3. Assessment –

1. Students make a Venn diagram showing how citizenship requirements have changed since 1790.

2 Students draw a scene showing an immigrant coming to America and not attaining citizenship due to changes in law. The scene should clearly depict what the change in law was and from where the immigrant was immigrating. (Alternative: Student does the same in paragraph form.)