



# Immigration and Citizenship

# 10<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### Essential Background Information or Terms

5 minutes

Remind students that in the previous read-aloud they learned about James Madison and his important ideas for the U.S. Constitution and the Bill of Rights. Remind students about the Preamble to the Constitution and the significance of “We the People.”

Ask students what the word *rights* means. (freedoms belonging to a person that the government cannot, and should not, take away) Ask students if they remember what the Bill of Rights is, and ask if they recall any specific rights protected in the Bill of Rights. (The Bill of Rights includes freedom of speech and freedom of religion.) Remind students that the first ten amendments to the Constitution are called the Bill of Rights. Tell students that these amendments are meant to protect us from the government if it ever tries to take away our rights or decide who gets them and who doesn't.

Tell students that through the U.S. Constitution, the Bill of Rights, and the amendments, American citizens are promised certain rights. Share with students that no one owns these rights and that they are not given as a reward.

### Vocabulary Preview

5 minutes

#### *Rights/Responsibilities*

← Show image 10A-7



1. In today's read-aloud, you will hear more about the *rights* and *responsibilities* of citizens.
2. Say the words *rights* and *responsibilities* with me three times.
3. Rights are freedoms that you have that the government cannot, and should not, take away.

Responsibilities are your jobs and duties; the things you are in charge of taking care of.

4. All U.S. citizens have the same rights and responsibilities. Rights and responsibilities go together.  
[Review the information that you have on the Rights and Responsibilities T-Chart so far.]
5. Today, you will hear about another right and responsibility of citizens.  
What are the people in this picture doing? (They are voting.)  
A U.S. citizen who is eighteen years old or older has the right and responsibility to vote.

### **Purpose for Listening**

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Tell students to listen carefully to hear about some of the rights and responsibilities we have as citizens.



## Immigration and Citizenship

### ← Show image 10A-1: Native Americans, European explorer, Pilgrims

For a long time now, you have been learning about the history of the United States. You heard about Native Americans who were living here before Europeans arrived. You learned about those Europeans who explored North and South America, and you also learned about the Pilgrims who left Europe on the *Mayflower* because they wanted to practice their religion freely.



### ← Show image 10A-2: Washington, Jefferson, and Madison

Then you learned how, much later, George Washington, Thomas Jefferson, James Madison, and other leaders started a new nation called the United States of America, and about how difficult it was to create a new type of government for this new nation.<sup>1</sup> You learned about Thomas Jefferson's great Declaration of Independence and James Madison's brilliant Constitution and Bill of Rights. These Founding Fathers believed they were doing the right thing for this new nation, and their hard work continues to serve our country well today.

1 [Invite students to point to the Founding Fathers as they are mentioned.]



### ← Show image 10A-3: Modern immigrants

You have also learned about immigrants, people who leave their home country to settle in a different country. Even today, immigrants are still coming to the United States. Why are immigrants still coming to the United States? Well, if you remember, people have immigrated to the United States because of certain push and pull factors. Dangers in their home countries, not enough jobs, and not being able to practice their religion or speak freely are some factors that have pushed people to leave their homelands. On the other hand, being about to find jobs, being able to own land, and having the freedoms given to American citizens in the Bill of Rights are some of the factors that have pulled people to America, the “land of opportunity.” These

- 2 Do you remember what we call people born as citizens of another country who become U.S. citizens?



← **Show image 10A-4: James Madison**

are some reasons why immigrants want to come to the United States and become U.S. citizens.<sup>2</sup> Remember, a citizen is a person who has rights given to them by a country’s government and responsibilities that go along with those rights. Let’s find out more about what it means to be a citizen.

James Madison did so much to create the Constitution that he is considered the “Father of the Constitution.” Later, Madison and other leaders added some more laws to the Constitution. Doing this is called *amending* the Constitution, so the parts they added were called amendments. Madison and the other Founding Fathers wrote a list of amendments to the U.S. Constitution called the Bill of Rights, and later on, other leaders added more amendments protecting more rights for U.S. citizens.<sup>3</sup>

- 3 The first ten amendments to the Constitution are called the Bill of Rights. Who remembers what amendments are?



← **Show image 10A-5: Bill of Rights (document at the top)**

The Bill of Rights is a list of rights **guaranteed**<sup>4</sup> to citizens of the United States. Rights are freedoms that the government cannot, and should not, take away from its citizens.

- 4 or promised

Many years ago (and in some countries even today), kings, queens, or generals ran the government any way they liked. Everyone living in that country was expected to do what the ruler said to do or they might be arrested and put into jail or be forced to leave the country.<sup>5</sup> Someone who was arrested might not get the chance to tell their side of the story to a judge in order to get out of jail; or if they did, the judge might work for the king and not really listen or care to be fair.<sup>6</sup>

- 5 Who can name a person who was going to be put into jail for writing about his government? (Charles Steinmetz)

- 6 How would you feel if you got in trouble for something without getting to tell your side of the story?



← **Show image 10A-6: Courtroom with judge and jury**

In the United States, however, laws are supposed to protect citizens from such problems. For example, no one is supposed to arrest another person just because he doesn’t like that person or that person’s ideas. If someone is arrested for a crime or doing something that is against the laws of the country, the government cannot just keep him or her in jail for as long as they want. That

7 A judge helps a jury come to a fair decision. Perhaps you know someone who has served on a jury in a court. [Point to the members of the jury shown in the image.]



8 When you turn eighteen years old, you can fill out a form so you can vote. The people in this picture are exercising their right to vote. There are often voting booths to allow for privacy.

9 These are all jobs that are part of running our government.

10 *Run* means to try to be elected to a government position. Can you think of other meanings of the word *run*?

11 So can a naturalized citizen ever run for president?

12 Raise your hand if you have ever gone with a family member or adult friend when they went to vote.



13 Responsibilities are duties you are in charge of, or things someone else trusts you to do.



person has the *right* to tell his or her side of the story to a judge and/or to a **jury**, a group of people who listen to all the facts and both sides of an argument before deciding if a person is guilty or not guilty. Anyone that comes before a judge and/or jury is considered innocent and must be proven guilty before being sent to jail.<sup>7</sup>

← **Show image 10A-7: Americans voting**

Another very important right and duty of citizens is the right to vote.<sup>8</sup> Adult U.S. citizens decide who will be their president, who will represent them in the Senate or the House of Representatives, or who will be their local mayor.<sup>9</sup> U.S. citizens vote for the people they want to do these jobs, and whoever receives the most votes gets to serve in that job. Any adult citizen can run for most elected positions or jobs.<sup>10</sup> The Constitution says that people who were not born in the United States cannot run for the presidency.<sup>11</sup>

If you are a U.S. citizen and were born in the United States, when you grow up you may decide to run for government office. That means you let other people know you want a job in the government, and you hope citizens will vote to have you represent them in the government. As an adult citizen, even if you do not run for office, you will get to vote for your representatives in government offices. Voting is one of your rights and duties as a U.S. citizen.<sup>12</sup>

← **Show image 10A-8: Protestor holding a sign symbolizing freedom of speech**

Freedom of speech, freedom of religion, the right to vote, and the right to a fast and fair trial are just a few of the rights listed in the Bill of Rights. But citizens also have responsibilities.<sup>13</sup> For example, even though you have freedom of speech, you still have a responsibility to not say things that might put people in danger or say things that might hurt others. Notice how *rights* and *responsibilities* go together.

← **Show image 10A-9: Person filling in tax form**

We have the responsibility to follow the laws of our country. We also have the responsibility to pay taxes—the money we are

14 The person in the picture is filling out a tax form to figure out how much is owed to the government.



required by law to give to our government that pays for things all citizens enjoy.<sup>14</sup> Our taxes pay for things like public schools where you can learn; public parks, where you can play; public libraries where you can check out your favorite books; and the roads and sidewalks that help you get to those places. Can you name something that you enjoy that has been created using money from taxes?

← **Show image 10A-10: People in a foreign country protesting for freedom**

When the United States began, few countries offered so many rights to their citizens. After the people of the United States decided to make these rights a part of their country's laws, citizens of many other countries decided that they wanted the same rights and freedoms. Citizens around the world insisted on new laws to protect their rights, and many countries changed their laws. However, this did not happen everywhere. Even today, people in many nations do not enjoy the same rights that citizens enjoy here in the United States. In such places, some people think, "I want to leave my country and go to the United States. There I will be free to decide what I want to do or say. I will not have to be afraid that government leaders will punish me just for disagreeing with them."<sup>15</sup>

Sometimes people living in countries with threatening governments have to leave their old country because they fear their government, or they have gotten into trouble with the leaders there. If there is a war, people have to leave and move to other countries because they are no longer safe. The United States government and other governments around the world often let such people, called **refugees**, come to their countries for safety.<sup>16</sup> The United States allows only a certain number of refugees each year, so in less serious cases, refugees often have to wait their turn to come to the United States. One reason for this is to make sure there are enough jobs for the newcomers, so that they can earn the money they need to support themselves and provide themselves with necessities such as food, clothes, and a place to stay.

15 What are the push and pull factors in this example? (Push factor: afraid of punishment from the government. Pull factor: freedom to decide what to do and say.)

16 Can you hear the word *refuge* in the word *refugee*? Refugees leave the dangers of their homelands for the refuge or safety of another country.



← **Show image 10A-11: Open campaign stage**

James Madison and his fellow leaders, whose ancestors were immigrants to America, wrote laws, or rules, that all United States citizens must follow. Today's citizens can vote to change those laws to make them better, or to make new laws. Still, all United States laws must go along with the principles in the Constitution and the Bill of Rights. These two documents were intended to guarantee the rights of all citizens—whether naturalized or born in the United States—both now and in the future.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Inferential* What is a citizen? (a person who lives in a country and has rights given them by the government) What is a naturalized citizen? (a person who moves to a particular country and wants to be a part of it, even though they were not born there; They, too, must learn about and follow the rules of a particular country. They have to live in their new country for a few years, learn the country's language, take a test, and participate in a ceremony in order to become a naturalized citizen.)
2. *Inferential* What are some rights and freedoms all U.S. citizens enjoy? (right to vote, right to fair trial, right to free speech, right to religious freedom, etc.)
3. *Literal* People come to the United States because of the freedoms given to American citizens. Which important documents guarantee these freedoms to U.S. citizens? (the Bill of Rights and the Constitution)
4. *Literal* What is the Bill of Rights? (the first ten amendments to the Constitution, which list the freedoms guaranteed to U.S. citizens) What do we call the responsibility and right that allows us to choose people for certain government offices? (the right to vote)
5. *Inferential* The author tells us that with all of these rights come responsibilities. What are some responsibilities you heard about that U.S. citizens have? (to obey the law; to pay taxes)

6. *Evaluative* How might your life in the United States be different if the U.S. Constitution did not guarantee citizens freedom of speech or freedom of religion? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What are some responsibilities you have at home? What do others count on and trust you to do for yourself or for your family? (Answers may vary.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Guaranteed**

5 minutes

1. In the read-aloud you heard, “The Bill of Rights is a list of rights *guaranteed* to citizens of the United States.”
2. Say the word *guaranteed* with me.
3. If something is guaranteed, that means it is promised to someone that she or he will receive something or that something will be done.
4. The librarian guaranteed that the book I put on hold will be available in two days.
5. Have you ever been guaranteed something? Have you ever been promised that you would receive something or that something would be done? Use the word *guaranteed* when you tell about it.  
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ guaranteed that . . .”]
6. What’s the word we’ve been talking about?



Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If my sentence is an example of someone who guaranteed something, say “[Name of person] guaranteed it.” If my sentence is not an example of someone who guaranteed something, say, “[Name of person] did not guarantee it.”

1. Ms. Schmidt announced that the Spring Fair will be held on May 4th, rain or shine. (Ms. Schmidt guaranteed it.)
2. Marie’s mother promised to take her to get ice cream on Saturday, after her doctor’s visit. (Marie’s mother guaranteed it.)
3. The clerk at Ellis Island could not promise everyone that they could enter the U.S. (The clerk did not guarantee it.)
4. Lin Wen’s father wrote to his family in China and said that he was not sure if he could find gold in California after all. (Lin Wen’s father did not guarantee it.)
5. The U.S. government promised to sell the homestead for eighteen dollars, after Lars and Karin had worked on it for five years. (The U.S. government guaranteed it.)
6. The Bill of Rights gives the people the freedom of speech that no one can take away. (The Bill of Rights guaranteed it.)



**Complete Remainder of the Lesson Later in the Day**



# Immigration and Citizenship

10<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### *Definition Detective: Run*

**Note:** You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *run* in this sentence, “If you are a U.S. citizen and were born in the United States, when you grow up you may decide to *run* for government office.”
2. With your partner, think of as many meanings or ways you can use the word *run*.
3. [Show Poster 5M (Run).] Which picture on the poster shows the way *run* is used in the read-aloud?
4. *Run* also means other things. *Run* means to move quickly by using your legs. Which picture shows this meaning of *run*?
5. *Run* also means to operate a machine. For example to run the vacuum cleaner. Which picture shows this meaning of *run*?
6. *Run* also means to flow. Which picture shows this meaning of *run*?
7. Did you or your partner think of any of these definitions?

8. Now quiz your partner on the different meanings of *run*. For example you could say, “The streams run through the field. Which *run* am I?” And your partner should say, “That’s number ‘3.’”

**Song: “The Star-Spangled Banner”  
(Instructional Master 10B-1)**

15 minutes

- Play the first few seconds of “The Star-Spangled Banner” for students. Ask students if they know what song you are playing. Tell students that the song you just played is the U.S. national anthem, “The Star-Spangled Banner.” Tell students that a national anthem is a patriotic song often sung at special, public events, and that the national anthem is the official song of our country. “The Star-Spangled Banner” is a symbol of our country just like the Statue of Liberty is.
- Ask students where they have heard this song played or sung. Ask students what they remember learning about “The Star-Spangled Banner” during their study of *The War of 1812* domain.
- Share with students that the words or lyrics to the national anthem were not always song lyrics. Remind students that the words to “The Star-Spangled Banner” began as a poem. Explain that the lyrics to “The Star-Spangled Banner” were written as a poem in 1814 by a lawyer named Francis Scott Key. Remind them that Francis Scott Key wrote the poem after seeing a battle between Great Britain and the United States fought many, many years ago during the War of 1812. Share that this poem was so popular, it was put to music and eventually became the national anthem of the United States.
- Tell students that they are going to listen to this song. Ask students how they feel when listening to this song. Ask students how they think immigrants would feel when listening to and singing this song. The music and lyrics may be found on Instructional Master 10B-1.

**Note:** If your school has a music teacher, you may want to collaborate with him/her to teach this song to your students.

## Letter to the President (Instructional Master 10B-2)

20 minutes

- Remind students that they have written a friendly letter in a previous lesson. [You may wish to read the letter from Lesson 7 out loud to students.]
- Give students Instructional Master 10B-2 (or 7B-2). Tell students that today they will write a friendly letter to the President of the United States (or to the principal of the school).
- Before students begin writing their letters, review the five parts of a friendly letter. Then, ask them to identify the five parts of a friendly letter: date, greeting/salutation, body, closing, and signature.
- Once students finish writing their letters, have them read their writing out loud to a partner to catch any mistakes or to see if there is anything they would change in their letters. [Remember to rephrase students' responses and suggestions whenever necessary to include domain vocabulary.]