



Becoming a Citizen

8A

Note: Introducing the Read-Aloud 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.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Tell students that they have learned a lot about the many journeys immigrants have taken to get to the United States. Read the letter that you wrote together as a class in Lesson 7. Remind students they will each write letters of their own following today's read-aloud. Review with students what they have learned about immigration. You may wish to ask the following questions to guide discussion:

- What are some reasons, or push factors, that have pushed immigrants to leave their homelands? (Answers may vary, but may include: lack of jobs; problems in the government; lack of freedom of speech and religion; etc.)
- What are some reasons, or pull factors, that have pulled immigrants to come to the United States? (Answers may vary, but may include: freedom of speech and religion; better job opportunities; ability to own land; etc.)
- What was the immigration center through which many European immigrants passed? (Ellis Island) Where was it located? (on the East Coast; New York Harbor)
- What was the immigration center through which many Asian immigrants passed? (Angel Island) Where was it located? (on the West Coast; San Francisco Bay)

- Do immigrants still go through Ellis Island? (no) What are some ways immigrants today travel to get to their new country? (boat, plane, car, foot)
- Is building a new life easy for newcomers to the United States? (Answers may vary.)
- What are some things immigrants have to do in their new country to build a new life? (Answers may vary, but may include: learn a new language; learn new customs and traditions; make new friends; find new jobs; etc.)

Essential Background Information or Terms

5 minutes

Explain to students that immigrants are protected by the Constitution, “the law of the land,” but do not have a lot of the same benefits as the people born within the United States, such as voting, until they become U.S. citizens. Share with students that after immigrants have lived in the United States for a while, they have the opportunity to become U.S. citizens.

Share with students the word *rights*. Ask students if they know what rights are. Share that often when people talk about being a citizen, they talk about rights. Rights are freedoms or things you can do, say, or believe that the government or other people can’t, and shouldn’t, take away from you.

Vocabulary Preview

5 minutes

Citizen



← Show image 7A-12

1. In today’s read-aloud you will hear about how immigrants can become a *citizen* of the United States.
2. Say the word *citizen* with me three times.
3. A citizen is a member of a country who has rights given to him or her by that country’s government and has responsibilities that go along with those rights.
4. There are two ways to become a U.S. citizen. Listen carefully to the read-aloud to learn how people become citizens of the United States.

5. Every person in this image can be a U.S. citizen. How does this image represent the motto *e pluribus unum*? (This image shows many different people who are part of, or are citizens of, one nation—America. Out of many, one.)

Process

1. In today's read-aloud you will learn about the *process* immigrants can go through to become U.S. citizens.
2. Say the word *process* with me three times.
3. A process is a series of steps or actions that need to happen in order to reach a goal.
4. The process Charles Steinmetz had to go through to start a new life in America included sailing across the Atlantic Ocean, being questioned and examined at Ellis Island, learning English, and finding a job.
5. [Give students Instructional Master 8A-1 (Citizenship Checklist).] We will fill in this checklist during the read-aloud as you hear about the process immigrants can go through to become a U.S. citizen.

Purpose for Listening

Tell students to listen carefully to the read-aloud to find out what it means to be a citizen and how immigrants can become citizens of the United States.



Becoming a Citizen

← Show image 8A-1: Fireworks ¹

1 Why do Americans celebrate the Fourth of July? Do you remember who wrote the Declaration of Independence? [If students don't remember, tell them to listen to find out.]

On the Fourth of July in 1976, Americans held the biggest birthday party anyone could remember. That day was the two hundredth birthday of the United States of America. July 4, 1976, was exactly two hundred years after leaders of the original thirteen English colonies agreed to support the Declaration of Independence and start a new nation. Two hundred years later, people attended concerts and parades and many fireworks lit up the night sky all across the United States.



← Show image 8A-2: Monticello

2 [Point to central Virginia on a U.S. map.]

But for one group of people, a group of immigrants, the day was going to be even more special. In the morning, this group of people woke up and got dressed in their best clothes. They left their homes and traveled to the top of a very special hill not far from Charlottesville, Virginia. ² It was at the top of this hill that Thomas Jefferson, the author of the Declaration of Independence and the third president of the United States, had built his home two centuries earlier. Jefferson's home is called Monticello (mon-ti-*CHEL*-oh). That morning in 1976, the president of the United States at that time, Gerald Ford, would be there to help each immigrant become a **citizen** of the United States.



← Show image 8A-3: Naturalization ceremony

3 When someone born in another country is naturalized, that means s/he is given full citizenship and has all of the rights that other citizens in that country have.

A citizen is someone who has **rights** given to them by a country's government and responsibilities that go along with those rights. A person whose parents are U.S. citizens is automatically a U.S. citizen. But someone who is born in another country can become a U.S. citizen, too. A person who becomes a U.S. citizen after already being a citizen of another country is called a **naturalized citizen**. ³ To become a naturalized citizen, a person might do certain things, such as live within the new country for a

certain period of time, learn to speak the language spoken in that country, and learn about the laws and history of the new country. Often, naturalized citizens must take a test in their new language about the laws and history of their new country. To complete the process, there is a special ceremony where a group of immigrants gathers together to take an oath, swearing to be loyal to their new country. Naturalization ceremonies are held all over the country throughout the year, but the one in Virginia in 1976 was special because President Gerald Ford was going to speak. Usually, the president does not speak at naturalization ceremonies, but because 1976 marked the two hundredth birthday of the United States, this ceremony—and other ceremonies like it on July 4 and 5—was an exception.⁴

4 or different from what normally happened



← **Show image 8A-4: Jahleel and Layla**

Earlier that morning, in an apartment a few miles away, husband and wife Jahleel (jah-*LEEL*) and Layla (*LAY*-la) were ready to become American citizens. They had come to the United States from Central Africa six years earlier.⁵ They left because of troubles in their home country and arrived in the United States with very little money. Once they arrived, they worked very hard to start a new life and make a living. Jahleel delivered pizzas all over the town of Charlottesville. Layla found a job placing products on the shelves of a grocery store. Jahleel told his wife, “This is America, Layla. If we work hard, we have the opportunity to have a good life.”

5 [Point to Central Africa on a world map or globe.]



← **Show image 8A-5: Jahleel, Layla, and Nia**

Six years later, Jahleel was the manager of the pizza restaurant, and he and Layla had a newborn daughter, Nia (*NEE*-uh). On the fifth of July, the three of them drove toward Jefferson’s hill and Monticello for the naturalization ceremony.⁶

6 What happens at a naturalization ceremony?

“There!” Layla said, pointing at a highway sign. “Turn there!”



← **Show image 8A-6: Pilar and Enrique**

As Jahleel made the turn, another car followed. In the other car were Enrique (en-*REE*-kay) and Pilar (pee-*LAHR*) Gomez and their four children. The Gomez family had come to the United States from Northern Mexico, moving first to Texas, then later to Virginia.⁷ Pilar worked at a company that published books, and Enrique taught history at the nearby University of Virginia. The Gomez family had been in the United States for twelve years now. When they first immigrated to the United States, they had thought, “We are Mexican, and will continue to enjoy our Mexican customs even though we live and work in America.” But now they also wanted to become U.S. citizens. Enrique remembered the family discussions that had led to this day.

7 [Ask a volunteer to point to Northern Mexico on a world map or globe, then to the states of Texas and Virginia on a U.S. map.]



← **Show image 8A-7: Pilar, Enrique, and friends talking over dinner**

One night three years ago, while eating dinner with some friends, Enrique thought, “How can I make a life outside of Mexico and not be a citizen in the new country in which I am living?⁸ How can I teach American history and not become a part of it? I want to vote for the leaders of this country and make my home here.”

Their friend, who was born in the United States, encouraged them, “It’s quite a process to become a U.S. citizen, but I know you can do it!”

“Yes, it is quite a process. First of all,” Pilar said, “you have to be at least eighteen years old. Then you have to have lived in the United States for at least five years. You also have to promise to obey⁹ the laws. You have to learn about U.S. history and show that you understand how the U.S. government works by taking a test.”

Their friend grinned. “Yes, it is helpful to understand how the government works—though it does sometimes seem *very* complicated.”

They all laughed. Enrique said, “We don’t have to explain every little detail, we just have to know certain facts about U.S. history, some basic parts of the U.S. Constitution, and some facts about how the U. S. government works.”¹⁰

8 Remember, a citizen is someone who has rights and responsibilities in a country. A U.S. citizen can live, work, and vote in the United States.

9 or follow

10 The Constitution and the Bill of Rights are the most important documents in the U.S. government.

“What about your children?” asked another one of their friends. “If you and Pilar become citizens, do your children become citizens, too?”

Enrique answered, “Yes, if we become citizens of the United States, our children will be as well. In fact, that’s one of the main reasons we want to become naturalized citizens. We want our children to grow up as United States citizens.”¹¹

11 Were any of your parents naturalized, making you citizens, too?



← **Show image 8A-8: Both families arriving at the ceremony at Monticello**¹²

12 Do you see both families in the crowd at Monticello? [Ask a volunteer to point to each family.]

So now Enrique and Jahleel, along with their families, gathered in front of Monticello and joined the crowd on the wide, green lawn where a stage had been set up and a band was playing.¹³ President Ford and a few other speakers came out, and the President began to speak to the crowd.

13 A *band* is a small group of musicians who play music together. A *band* can also be a piece of some material that holds things together, like a rubber band or a hair band.



← **Show image 8A-9: President Ford speaking**

14 What do you think President Ford meant when he said this? (You can’t use money to buy a person’s love for their new country.)

He began, “I am very proud to welcome all of you as fellow citizens of the United States of America . . . In 1884, France, as a birthday gift, presented the United States with a statue—the Statue of Liberty in New York Harbor . . . but you have given us a birthday present beyond price—yourselves, your faith, your loyalty, and your love.”¹⁴ We thank you with full and friendly hearts.”

Pointing at Thomas Jefferson’s house, President Ford continued, “Jefferson and his [fellow leaders] . . . set out to construct [or create] a new kind of nation [based on a new idea] ‘Men may be trusted,’ Jefferson said, ‘to govern¹⁵ themselves . . .’ He and all the other patriots who [have written] our Declaration of Independence and our Constitution studied [different kinds] of government [before they created the U.S. government.] How well they built it is told by millions [of people] who came, and are still coming, from almost everywhere . . . These new Americans . . . brought [pieces of the homes] they left behind—a song, a story, a dance, a tool, a seed, a recipe, the name of a place, the rules

15 or to rule

16 President Ford is saying that the U.S. Constitution and its protection from the government was and continues to be a pull factor that brings many immigrants to the United States.



17 or general beliefs and rules

18 He meant that all citizens have the same opportunities for a good future.

19 Do you think President Ford would agree that *e pluribus unum* is a good motto for the United States? Why do you think so?

of a game, a trick of the trade. [These additions] of traditions and cultures . . . have made America unique among nations and Americans a new kind of people.”¹⁶

← **Show image 8A-10: New citizens congratulating each other**

President Ford continued, “To be an American is to [share in] those **principles**¹⁷ which the Declaration of Independence proclaims [or states] and the Constitution protects . . . ” Looking at his audience, Ford said, “You came as strangers and you leave here as citizens, equal in . . . rights, equally [protected by] the law, with an equal share in the promise of the future.”¹⁸ Jefferson wrote about ‘the pursuit of happiness.’ Our Constitution does not [promise] that any of us will find [happiness.] But we are free to try.”

When the president finished speaking, everyone cheered. Enrique and Pilar hugged one another, and then they hugged their children. Next to them in the crowd, Jahleel and Layla were doing the same. Then Layla turned to hug Pilar and Enrique turned to hug Jahleel. “Congratulations!” they said to one another. “Now we are American citizens!”¹⁹

Comprehension Questions

10 minutes

1. *Literal* What does it mean to be a citizen of a country? (Being a citizen means that you are given rights by a country's government and have responsibilities that go along with those rights.)
2. *Literal* What do you call someone who immigrates to a new country and is given the full rights of citizenship in that country? (a naturalized citizen)
3. *Inferential* If you are born in another country, to be a naturalized citizen of the United States you first have to be eighteen years old. What else do you have to do or know to become a citizen? (live in the U.S. for at least five years; promise to obey the laws; know certain facts about U.S. history and the Constitution; understand how the U.S. government works; take a test; participate in a special ceremony where you promise to be loyal to your new country)
4. *Evaluative* Do you think it is easy or difficult to become a naturalized citizen? (Answers may vary.)
5. *Inferential* By telling Pilar and Enrique's story, the author helps us understand why immigrants sometimes want to become U.S. citizens. What reasons do Enrique and Pilar have for wanting to become naturalized citizens? (They want to vote for the laws and leaders of their new country; they want their children to grow up as U.S. citizens; etc.)
6. *Evaluative* Why do you think Monticello is a fitting setting for a naturalization ceremony? (It is the home of Thomas Jefferson, the author of the Declaration of Independence.)

[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:* In his speech at a naturalization ceremony, President Ford thanked the new citizens for bringing their traditions and cultures to America. Can you think of ways in which new citizens have helped to make America unique and special? (Answers may vary. Encourage students to think about examples from their own communities and families.)
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: Naturalized Citizen

5 minutes

1. In the read-aloud you heard, “A person who becomes a U.S. citizen after already being a citizen of another country is called a *naturalized citizen*.”
2. Say the words *naturalized citizen* with me.
3. A naturalized citizen someone who immigrates to a new country and, after going through a process, becomes a citizen of that country.
4. After many years of living in the United States, Lizette, who was born in Argentina, made an oath to be loyal to the United States and became a naturalized citizen.
5. How can someone who was a citizen of another country become a naturalized citizen of the United States? [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “S/he can become a naturalized citizen by . . .” (living in the U.S. for at least five years, learning about U.S. history, knowing about the U.S. Constitution and how the government works, taking a test, and making an oath to be loyal to the U.S.)]
6. What are the words we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence describes a person who moved to a new country and went through a process to receive the same rights as native citizens of that country, say, “_____ is a naturalized citizen.” If the sentence describes a person who is not a naturalized citizen, stay silent.

1. Candice was born in the United States and has lived there her entire life.
2. Mateo was born in Italy. He moved to the United States as an adult, learned English, and after six years, took an oath to be loyal to the United States. (Mateo is a naturalized citizen.)
3. Juliette was born in Sweden. Her family moved to the United States, lived here for many years, learned about the history of the United States, took a test, and made an oath to be loyal to the United States. (Juliette is a naturalized citizen.)
4. Charles was born in the United States and when he turned eighteen, he was old enough to vote.
5. Paola was born in Mexico. Her family moved to the United States when she was two years old; they lived here for many years, learned English, took a test and made an oath to be loyal to the United States. After she turned eighteen, she was able to vote in her first presidential election. (Paola is a naturalized citizen.)

After you complete this *Making Choices* activity, reinforce that naturalized citizens are just as much citizens as people who were born in the United States. All U.S. citizens, whether naturalized or natural born, share the same rights and responsibilities. Tell students that in the next two lessons they will learn more about the rights and responsibilities all citizens share.



Complete Remainder of the Lesson Later in the Day



Becoming a Citizen

8_B

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Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context: Band

Note: You may choose to have students hold up one or two 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. [Show Poster 4M (Band).] In the read-aloud you heard, “Enrique and Jahleel, along with their families, gathered in front of Monticello and joined the crowd on the wide, green lawn where a stage had been set up and a *band* was playing.” Which picture shows this meaning of *band*?
2. A band is also a loop that holds things together. Which picture shows this meaning of *band*?
3. Now with your partner, make a sentence for each meaning of *band*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. [Call on a few pairs to share one or all of their sentences. Have them point to the part of the poster that relates to their use of *band*.]

Adjectives and Adverbs

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

1. We know that some words describe other words.
What do we call words that describe nouns—people, places, or things? (adjectives)
What do we call words that describe verbs—action words? (adverbs)
2. Listen carefully to my sentences. Then tell me whether the word I am emphasizing is an adjective or an adverb, and tell me what it describes.
For example, if I say, “Marie and her family lived in an apartment next to a *bustling* street,” you should say, “*Bustling* is an adjective that describes the noun *street*.”
 - Charles *nervously* waited his turn to talk to the clerk at Ellis Island. (*Nervously* is an adverb that describes the verb *waited*.)
 - The restaurant serves *traditional* foods from Italy. (*Traditional* is an adjective that describes the noun *foods*.)
 - During the potato blight in Ireland, many *starving* Irish immigrated to America. (*Starving* is an adjective that describes the noun *Irish*.)
 - Fiona *tightly* hugged her father when he returned home from building railroads out west. (*Tightly* is an adverb that describes the verb *hugged*.)
 - Lin Wen rushed down the *steep* stairway to make it to work on time. (*Steep* is an adjective that describes the noun *stairway*.)

3. Now you try! With your partner, make up a sentence using these adjectives and adverbs.
- silent/silently
 - happy/happily
 - angry/angrily
 - careful/carefully
 - proud/proudly

↔ **Vocabulary Instructional Activity**

5 minutes

Word Work: Ceremony

1. In the read-aloud you heard, “To complete the process [for citizenship], there is a special *ceremony* where a group of immigrants gathers together to take an oath, swearing to be loyal to their new country.”
2. Say the word *ceremony* with me three times.
3. A ceremony is a formal event to honor a special occasion.
4. Jahleel and Enrique had their naturalization ceremony at Monticello.
5. What occasion does a naturalization ceremony celebrate?

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “A naturalization ceremony celebrates . . .”]

6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Tell your partner about other types of ceremonies you have heard of or attended. [Record student responses and encourage students to explain the special occasion and describe what happens at that ceremony. (marriage ceremony, graduation ceremony, various religious ceremonies, opening/closing ceremonies for the Olympics)]

Postmarked from America (Instructional Master 8B-1)

20 minutes

- Read the letter that the class wrote together in Lesson 7. Review the five parts of the letter: date, greeting/salutation, body, closing, and signature.
- Give students Instructional Master 8B-1. Tell students that they are going to pretend that they are immigrants living on the East Coast, Midwest, or West Coast (e.g., New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco, etc.). Tell students they will be writing postcards back home, telling people in their homeland what life is like in the United States. Tell students that their letters will be postmarked from America. Remind students that a postmark is a standard mark made by a rubber stamp or a machine on the envelope of a letter that says from where and when the letter was mailed. [Once students have decided which city their postcards will be postmarked from, instruct them to write the name of that city on the line near the “stamp.”]
- Tell students that they are going to write their own postcards to “family members” who are still in their homelands. [Once students have decided who they would like to write their postcards to and the location of their homelands, instruct them to write the receiver’s name and country on the lines under the “stamp.”]
- Remind students that in the previous lesson they did some brainstorming about information they could include in their letters. Students may use the class’s brainstorming chart from Lesson 7, or they may choose to create their own brainstorming chart by using Instructional Master 7B-1. Remind students that they will choose two examples or details from the brainstorming chart to include in their letters.
- Before students begin writing their postcards, ask them to identify the five parts of a friendly letter: date, greeting/salutation, body, closing, and signature.
- Once students finish writing their postcards, 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.
[As you proceed with this extension, remember to rephrase students' responses and suggestions whenever necessary to include the domain vocabulary learned thus far.]