

# What It Means To Be a Citizen

**Benchmark:** SS.7.C.2.1 Define the term “citizen”, and identify legal means of becoming a U.S. Citizen.

## **Clarifications/Objectives:**

- Students will define citizenship as stated in the Fourteenth Amendment.
- Students will describe the process of becoming a naturalized citizen.
- Students will evaluate the impact of the naturalization process on society, government, or the political process.

**Time:** One class period

## **Materials:**

- What It Means To Be a Citizen PowerPoint
- Handout A: Could you pass the test?
- 6 pieces of large chart paper
  - 2 labeled “Society”
  - 2 labeled “Government”
  - 2 labeled “Political Process”
- Markers
- Computer
- Projector

## **Lesson Preparation**

- Review all handouts and PowerPoints
- Print and review the PowerPoint in “notes view”. The PowerPoint includes notes to guide the lesson.

## **Lesson Overview**

**Warm Up – Handout A:** Provide students with Handout A: Could you pass the test? And instruct them to work on this as they are coming in and getting seated.

Ask students how many they think they answered correctly. Use the PowerPoint to go over the answers to the questions. *Students are not expected to know the answers to these questions early in the school year.* Ask the students where they think these questions came from. Explain that they are part of the Naturalization Test that immigrants/residents take in order to become citizens of the United States.

**Continue with the PowerPoint** which will offer a video about being a citizen, definitions to key vocabulary, an explanation of the Constitution’s definition of a citizen in the Fourteenth Amendment, definitions of natural born and naturalized citizens, and the naturalization process. Questions for discussion are included throughout the presentation to keep students engaged in the material. Students should take notes throughout focused on the 14<sup>th</sup> Amendment’s definition of a citizen and the process of becoming a naturalized citizen.

**Prepare for the “Walkabout” activity.** Post the six pieces of chart paper throughout the classroom. Using the PowerPoint, go over the three posters the students will visit (society, government, and political process) and explain what is meant by each (see PowerPoint notes). Divide your students into six small groups. Have the students go to one of the six posters. When they get to their poster, they will need to write about the impact that the naturalization process has on society, government, and the political

process. Give each group 2-3 minutes, and then have them rotate to a new poster. Students should rotate 3 times until they visit each of the poster categories (society, government, political process). There are two posters for each topic in order to keep the groups small. Come together after the students have visited the posters and debrief using the PowerPoint notes.

**Check for Understanding** The final slide will include a question from the End of Course Exam Item Specifications book. Have the students independently write down their answer and ask student to explain how they made their decision.

## Can You Pass the Test?

Directions: Complete the test below.

1. What is the supreme law of the land?
  2. What does the Constitution do?
  3. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
  4. The idea of self-government is in the first three words of the Constitution. What are these words?
  5. How many amendments does the Constitution have?
  6. What is the Rule of Law?
  7. What stops one branch of government from becoming too powerful?
  8. What does the judicial branch do?
  9. When was the Constitution written?
  10. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
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