

# Citizenship Educator Orientation Packet

Revised January, 2017



Adult Learning Resource Center

Carol Garcia  
Catherine Porter  
Sue Barauski, Director

2626 S. Clearbrook Drive  
Arlington Heights, Illinois 60005  
[www.thecenterweb.org/alrc](http://www.thecenterweb.org/alrc)  
224-366-8500

Developed through a grant from the Illinois Department of Human Services,  
Bureau of Refugee & Immigration Services.

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## ***About This Packet***

The Citizenship Educator Orientation Packet, created by the Adult Learning Resource Center (ALRC), contains information and materials to help citizenship educators prepare their students to pass the U.S. Citizenship and Immigration Services (USCIS) interview and tests.

This packet contains practical information for citizenship teachers and tutors including an overview of the citizenship process, components of the USCIS interview and tests, classroom materials and techniques, and where to find more information.

In addition to the materials in this packet, citizenship educators will need to keep up-to-date with the material at the USCIS website. The following links are very useful:

- **U.S. Citizenship and Immigration Website**  
[www.uscis.gov](http://www.uscis.gov)
- ***A Guide to Naturalization***  
[www.uscis.gov/natzguide](http://www.uscis.gov/natzguide)

**Note:** Although the information in this Packet will benefit all citizenship educators, the Packet contains some information and resources that are specific to Illinois.

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# Overview of Teaching Citizenship

In a citizenship classroom, teachers prepare students for all aspects of the USCIS Naturalization Test. This includes teaching students the content of the questions they will be asked during the test and also preparing them for what to expect on the day of their interview. It includes helping them express their personal information as well as their knowledge to U.S. history and government in English.

Teaching a citizenship naturalization class can be a very rewarding experience, but it is also a challenge. Naturalization is a very complex, legal process established by the federal government. It has high stakes: students' lives can change for the better if they pass their interviews and become U.S. citizens, or for the worse if they end up failing and lose time and money. In the worst case scenario, students could be deported and separated from their families. For these reasons, citizenship teachers must become students themselves by building the knowledge base necessary to teach citizenship.

This section of the Citizenship Educator Orientation Packet will cover the following areas so that citizenship teachers can learn this very important information:

- **Major Resources:** how to learn more about citizenship
- **The Citizenship Path:** a visual representation of the steps students must take to gain U.S. citizenship
- **Understanding the Path:** gives more details about each step along the Citizenship Path
- **Referring Students to Legal Services:** when and where to refer students to legal services
- **BIA Agencies in Illinois:** agencies in the Illinois that provide naturalization legal services to students

# Major Resources for Teaching Citizenship

*Adapted from EL/Civics Online, [www.elcivicsonline.org](http://www.elcivicsonline.org)*

## 1. U. S. Citizenship and Immigration Services Website

[www.uscis.gov](http://www.uscis.gov)

This website is the official site for USCIS. It contains a vast amount of information including services and benefits, immigration forms, laws and regulations, educational resources, and more. Of particular interest to citizenship educators are:

- Information and materials for the naturalization test
- Current Processing Times for local field offices
- Study materials and multimedia presentations for students
- Links to citizenship and civics online resources

## 2. *A Guide to Naturalization*

[www.uscis.gov/natzguide](http://www.uscis.gov/natzguide)

*A Guide to Naturalization*, Form M-476, is an excellent resource for understanding the naturalization process. It contains information about who is eligible for citizenship as well as detailed information on the steps in the naturalization process. Of particular note is the section explaining the exemptions to being tested in English, based on age and time as a permanent resident as well as the exemptions for both the English and civics requirements based on medical conditions. The publication also includes frequently asked questions and a glossary.

## 3. Citizenship Resource Center

[www.uscis.gov/citizenship](http://www.uscis.gov/citizenship)

This Resource Center has information, materials, and links for citizenship learners, teachers, and organizations. It contains study material for the USCIS English and civics tests. It also has links to many other USCIS products and materials. New material will be added continually.

## 4. *Welcome to the USA.gov*

[www.welcometousa.gov/](http://www.welcometousa.gov/)

This website contains links to many government services for immigrants. It has a search engine in which students can find English classes, links to government guides and publications, and more.

# Becoming a U.S. Citizen: An Overview of the Naturalization Process

Use this page to take notes when viewing the USCIS Presentation at the Citizenship Resource Center,  
[www.uscis.gov/citizenship](http://www.uscis.gov/citizenship)

1. Most of you can apply to become U.S. citizens after living in the United States for \_\_\_\_\_ years, or \_\_\_\_\_ years if you are married to a U.S. citizen.
2. Benefits that citizens enjoy include:
  - \_\_\_\_\_
  - U.S. passport for travel
  - \_\_\_\_\_
3. The process of becoming a citizen is called naturalization.
4. There are several steps:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - Living in the U.S. as a Legal Permanent Resident (LPR) for five years or three years
5. Even if you are not eligible to apply for naturalization right now, there are things you can do to make sure you can become a citizen when you are ready, including:
  - Learn English (speak, read, and write basic English to pass the naturalization test)
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
6. You can get help from the United States Citizenship and Immigration Services (USCIS) website: [www.uscis.gov](http://www.uscis.gov). At that website, you can get:
  - *Welcome to the United States: A Guide for New Immigrants* [www.uscis.gov/newimmigrants](http://www.uscis.gov/newimmigrants)
  - Civics flashcards
  - \_\_\_\_\_
  - \_\_\_\_\_
  - *A Guide to Naturalization* [www.uscis.gov/natzguide](http://www.uscis.gov/natzguide)

7. There are other things you must do now to qualify for naturalization. You must:

- \_\_\_\_\_
- Sign up for selective service
- \_\_\_\_\_
- Maintain continuous residence
- Maintain physical presence

8. There are some things you must NOT do. You must avoid behaviors that might show LACK of good moral character. Examples of what might be considered a lack of good moral character are:

- \_\_\_\_\_
- \_\_\_\_\_
- Lying to get immigration or naturalization benefits

9. Remember to respect and obey the law: \_\_\_\_\_!

10. When you apply for naturalization, you must report \_\_\_\_\_ crimes you have committed.

11. Some minor crimes will not keep you from becoming a citizen, but if you lie about your criminal record, your \_\_\_\_\_ may keep you from becoming a citizen.

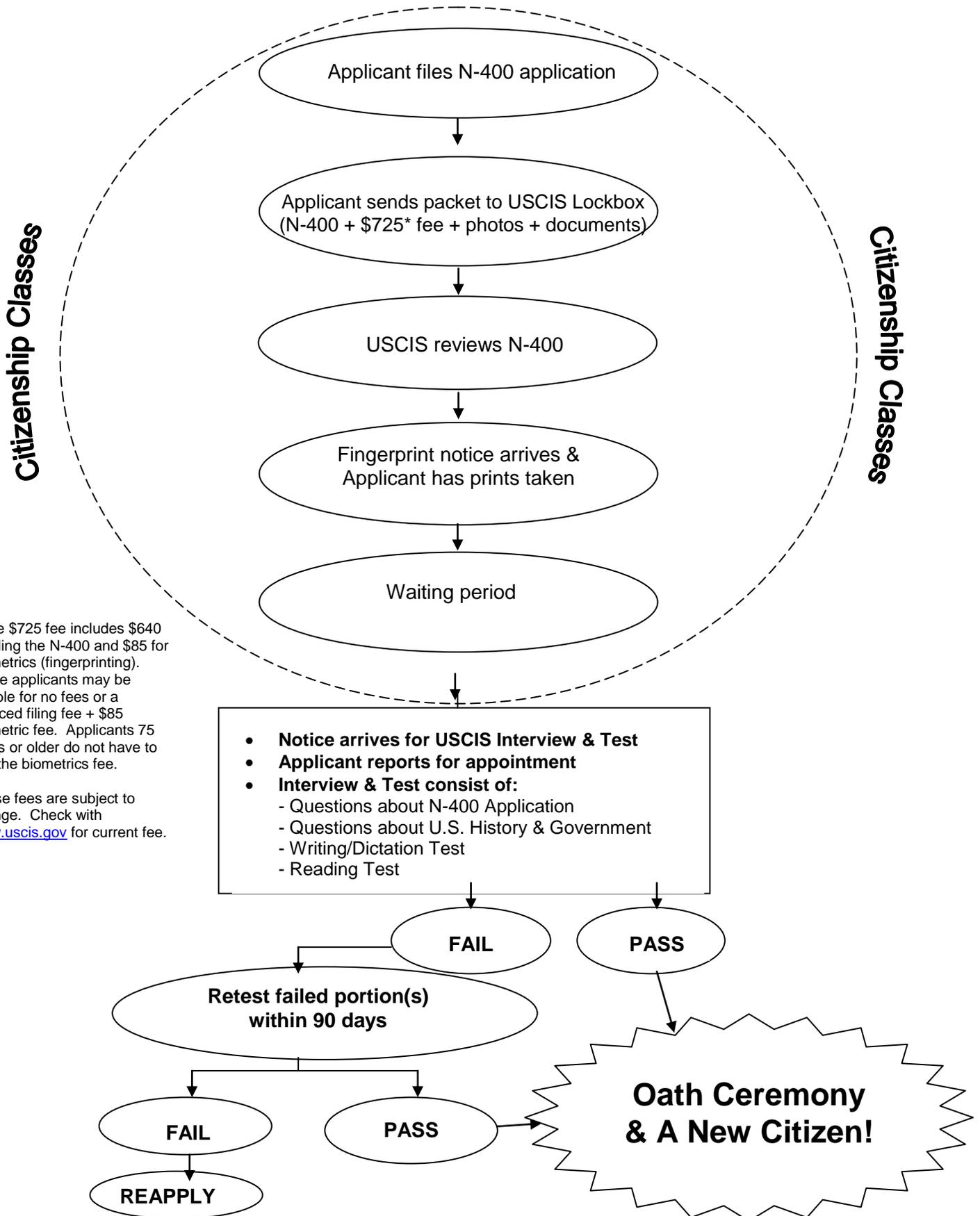
12. Also, if you commit certain crimes, you can never become a U.S. citizen. These crimes include:

- Murder
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

13. After you have been in the United States as a legal permanent resident for 5 years (or 3 years if married to a U.S. citizen) you can start the process of becoming a citizen.

14. For more information about preparing to become a U.S. citizen, visit [www.uscis.gov](http://www.uscis.gov).

# The Citizenship Path



# Understanding the Citizenship Path

The following tips provide a basic overview of the naturalization process. For more information, refer to the U.S. Citizenship and Immigration Services (USCIS) website at [www.uscis.gov](http://www.uscis.gov) and *A Guide to Naturalization*, Publication M-476, which can be viewed or printed from the website <https://www.uscis.gov/us-citizenship/citizenship-through-naturalization/guide-naturalization> .

**Note:** People need special training before they can help students file for citizenship. Teachers should not help students file, but should be familiar with the process in order to refer their students to places that can help them file.

## **Applicant Fills Out the N-400**

The N-400 is the Application for Naturalization. It can be printed out at [www.uscis.gov](http://www.uscis.gov)

### ***Keep in mind:***

- Applicants should make sure that they are eligible for naturalization before applying in order to avoid wasting time and money as well as risking legal repercussions. Refer to *A Guide to Naturalization* for comprehensive eligibility requirements or check out the basic requirements on the USCIS website.
- All sections of the N-400 must be filled out accurately and completely.
- In many programs, volunteers with special training can help applicants fill out the form. The Illinois Coalition for Immigrant and Refugee Rights offers many workshops where students can get help filing their N-400. Check out the schedule for upcoming “Citizenship Workshops” at <http://www.icirr.org/our-work/details/3/citizenship-assistance>
- All applicants should make a copy of their completed N-400 to keep before they send it in.

## **Applicant Sends Packet to USCIS**

The applicant must submit the completed N-400 along with the fee, photographs, and any necessary documents to the appropriate USCIS addresses.

### ***Keep in mind:***

- The application fees are subject to change. Check the USCIS website for the current cost.
- There are two USCIS addresses for filing the N-400. Go to [www.uscis.gov/n-400](http://www.uscis.gov/n-400) to see which address applicants in your state use. That web address also has instructions there for applicants who are filing under military provisions.
- Applicants need to submit several documents with their N-400. The exact documents needed depend on the applicants’ circumstances. Refer to the “Document Checklist” at the end of *A Guide to Naturalization*. It can be viewed online: [www.uscis.gov/files/article/attachments.pdf](http://www.uscis.gov/files/article/attachments.pdf).

## **USCIS Reviews N-400**

After the application is received, the documents and photographs are checked for the proper format, the applicant's check is processed, and a file is begun for each applicant.

### ***Keep in mind:***

- This process can take anywhere from a few months to over a year.
- To check the average processing times for various forms, go to <https://egov.uscis.gov/cris/processTimesDisplayInit.do>

## **Fingerprint Notice Arrives & Applicant Has Prints Taken**

USCIS will send the applicant a letter telling when and where to get fingerprinted. For their fingerprint appointment, applicants will need to take that letter, their permanent residence card, and another acceptable form of ID with them. Fingerprints are taken electronically.

## **Waiting Period**

During this waiting period, USCIS might need additional documents from the applicant. If so, USCIS will send a letter to the applicant. When everything is ready, USCIS will send an interview notice, called the "Request for Applicant to Appear for Naturalization Initial Interview," that states the date, time, and place of the interview.

### ***Keep in mind:***

- It is extremely important for applicants to notify USCIS immediately if they move so that notices from USCIS will go to the right address. Applicants who have already filed can call 1-800-375-5283 to report the move. Applicants must also file form AR-11, Change of Address, which is available at the USCIS website at: <https://egov.uscis.gov/crisgwi/go?action=coa>.
- If an applicant has to reschedule their naturalization interview, he/she should write to the USCIS office where their interview is scheduled immediately. He/she should explain the reason why they cannot attend the interview date and request that it be rescheduled.
- Applicants can find out about the status of their cases at: <https://egov.uscis.gov/cris/jsps/index.jsp>.

## **USCIS Interview and Test**

The applicant receives the interview notice and reports to the local USCIS Office or other designated place at the time and date given in the letter.

### ***Keep in mind:***

- Applicants will be asked questions about the information on their N-400 and may need to update their information and clarify when necessary.
- Applicants will be asked up to ten questions from the *USCIS 100 Civics Questions* on U.S. history, government, and geography. They must get at least six correct.
- Applicants will be asked to read a sentence aloud and write a sentence that is dictated. Applicants get up to three chances at reading and writing those sentences.

## **Results of the Interview and Test**

At the end of the interview, applicants will receive Form N-652 which has the results of their test.

### ***Keep in Mind:***

- If applicants fail a portion of the test, another interview will be scheduled within 30-60 days of the first one. If applicants fail a second time, their application will be denied. Then they must reapply, submit all the paperwork, and pay the fees again.
- Sometimes a USCIS Officer will say that additional documents are necessary before the Officer can make a decision.
- If USCIS decides to deny an application for naturalization, the applicant will receive a written notice explaining that decision.

## **Oath Ceremony**

If citizenship is granted, USCIS will send form N-445, "Notice of Naturalization Oath Ceremony," that indicates the place, date, and time of the ceremony.

### ***Keep in mind:***

- Applicants must arrive at the ceremony early to check in.
- At the ceremony, applicants must turn in their permanent residence cards and receive their Certificates of Naturalization.
- Applicants may be asked questions about what has happened since the naturalization interview such as if the applicant has made any additional trips outside of the country.
- Applicants must take the Oath of Allegiance during the ceremony.

# Referring Students to Legal Services

The role of the citizenship teacher is to teach citizenship preparation classes. This includes preparing students to pass their Naturalization Interview. Citizenship teachers do not have the qualifications to assist students in filling out their Application for Naturalization. They are legally bound to refrain from giving legal advice. Instead, citizenship teachers should learn which local agencies are qualified to provide legal services to immigrants and refer their students to those agencies.

## Nationwide

- The “Finding Legal Assistance” page at Welcome to the USA.gov has links to organizations and individuals recognized by the Board of Immigration Appeals (BIA) to provide legal services as well as agencies that provide free legal services (although not all of the agencies on the list are qualified in immigration and naturalization law.)  
<https://www.uscis.gov/tools/settling-us/welcome-united-states>
- The American Civil Liberties Union (ACLU) maintains the Immigrant Services Directory: Public Resource for Intake Referrals.  
<http://www.aclu.org/immigrants-rights/immigrant-services-directory-public-resource-intake-referrals>
- USCIS has an archived page called “Finding Free Legal Advice” that gives information about what kind of lawyers can help with immigration cases.  
<http://www.uscis.gov/archive/archive-laws/archive-legal-documents/finding-free-legal-advice>
- Information on state legal agencies might also be found at individual state government websites or the state attorney general’s website.  
[www.usa.gov/Agencies/State\\_and\\_Territories.shtml](http://www.usa.gov/Agencies/State_and_Territories.shtml)

## In Illinois

- **Illinois Coalition for Immigrant and Refugee Rights.** This site provides information about citizenship application workshops in which trained individual will help students file their Application for Naturalization. Each workshop includes qualified legal representatives who will help students ascertain their eligibility for Naturalization. This site also includes is a link to non-profit agencies in Illinois which provide free and low-cost assistance to citizenship students.  
<http://www.icirr.org/our-work/details/3/citizenship-assistance>

*Note: The following page contains a list of Illinois Board of Immigration Appeals agencies.*

# Accredited IL Community-Based Organizations

This list gives the names of accredited organizations and individuals who are entitled to represent individuals before the USCIS, Immigration Courts, and the Board of Immigration Appeals (BIA).

<p><b>Catholic Charities Archdiocese Latin American Committee</b> 651 W. Lake Chicago, IL 60661 (312) 427-7078 <a href="http://www.catholiccharities.net/">www.catholiccharities.net/</a></p> <p><b>Catholic Charities of the Archdiocese of Chicago</b> 1708 Main St. Melrose Park, IL 60160 (312) 427-7078 &amp; 1400 S. Austin Cicero, IL 60804 (312) 427-7078 &amp; 1150 N. River Rd. Des Plaines, IL 60016 (312) 427-7078 &amp; 671 S. Lewis Ave. Waukegan, IL 60085 (312) 427-7078 <a href="http://www.catholiccharities.net/">www.catholiccharities.net/</a></p> <p><b>Catholic Charities Diocese of Rockford</b> 102 S. Madison Rockford, IL 61104 (815) 399-1709 <a href="http://www.ccrfd.org">www.ccrfd.org</a></p> <p><b>Centro de Información</b> 28 N. Grove Street Elgin, IL 60120 (847) 695-9050 <a href="http://www.centrodeinformacion.org">www.centrodeinformacion.org</a></p> <p><b>Centro Romero</b> 6216 N. Clark Street Chicago, IL 60660 (773) 508-5300 <a href="http://www.centroromero.org">www.centroromero.org</a></p> <p><b>Chinese American Service League</b> 2141 S. Tan Court Chicago, IL 60616 (312) 791-0418 <a href="http://www.caslservice.org/">www.caslservice.org/</a></p>	<p><b>Chinese Mutual Aid Association</b> 1016 West Argyle Street Chicago, IL 60640 (773) 784-2900 <a href="http://www.chinesemutualaid.org/">www.chinesemutualaid.org/</a></p> <p><b>Hebrew Immigrant Aid Society</b> 216 W Jackson, Suite 700 Chicago, IL 60606 Agency: (312)357-4666 <a href="http://www.hiaschicago.org">www.hiaschicago.org</a></p> <p><b>Indo-American Center</b> 6328 N California Ave. Chicago, IL 60659 (773) 973-4444 <a href="http://www.indoamerican.org">www.indoamerican.org</a></p> <p><b>Instituto del Progreso Latino</b> 2570 S. Blue Island Chicago, Illinois 60608 (773) 890-0055 <a href="http://www.idpl.org/">www.idpl.org/</a></p> <p><b>Latinos Progresando</b> 3047 W. Cermak Road Chicago, IL 60623 (773) 542-7077 <a href="http://www.latinospro.org">www.latinospro.org</a></p> <p><b>Legal Assistance Foundation of Metropolitan Chicago</b> 111 W. Jackson Blvd., Suite 300 Chicago, IL 60604 (312) 341-9617 <a href="http://www.lafchicago.org/">www.lafchicago.org/</a></p> <p><b>Life Span</b> 20 E. Jackson Blvd. Suite 500 Chicago, IL 60604 (312) 408-1210 <a href="http://www.life-span.org/">www.life-span.org/</a></p> <p><b>National Immigrant Justice Center</b> 208 S. LaSalle St., Suite 1818 Chicago, IL 60604 (312) 660-1370 <a href="http://www.immigrantjustice.org/">www.immigrantjustice.org/</a></p>	<p><b>Polish American Association</b> 3834 N. Cicero Avenue Chicago, IL 60641 (773) 282-8206 <a href="http://www.polish.org">www.polish.org</a></p> <p><b>United Neighborhood Organization</b> 954 W. Washington, 3rd floor Chicago, IL 60607 (312) 432-6301 x228 <a href="http://www.uno-online.org/">www.uno-online.org/</a></p> <p><b>World Relief Aurora</b> 14 W. Downer Pl. Suite 8 Aurora, IL 60506 (630)264-3171 <a href="http://worldrelief.org/Page.aspx?pid=1681">worldrelief.org/Page.aspx?pid=1681</a></p> <p><b>World Relief Chicago</b> 3507 W. Lawrence, Suite 208 Chicago, IL 60625 (773) 583-3010 <a href="http://www.worldrelief.org/Page.aspx?pid=1775">www.worldrelief.org/Page.aspx?pid=1775</a></p> <p><b>World Relief DuPage</b> 1825 College Avenue, Suite 230 Wheaton, IL 60187 (630) 462-7566 <a href="http://worldrelief.org/Page.aspx?pid=1715">http://worldrelief.org/Page.aspx?pid=1715</a></p>
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Note: For more information about an agency, look in the Services Directory at the agency website.  
[http://www.icirr.org/content/documents/agency\\_referral\\_2016.pdf](http://www.icirr.org/content/documents/agency_referral_2016.pdf)

# Main Components of Citizenship Test

At the naturalization interview, USCIS Officers will ask many questions of the citizenship student in order to ascertain the following things:

- That the student speaks, reads, and writes basic English
- That the students knows the required information about U.S. history and government
- That all of the information on the students Application for Naturalization is true and correct

Therefore, citizenship teachers need to organize their classes around teaching the following main components of the naturalization interview and tests.

## 100 Civics Questions

This is a list of questions and answers about U.S. history, government, and integrated civics. Students will be asked up to 10 of these questions at their citizenship interview to demonstrate their knowledge about the United States. This list can be found at:

<http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf> \*

## Reading and Writing Vocabulary

This is composed of two lists, one for reading and another for writing. The sentences that the USCIS Officers will have students read and write when dictated will be composed of words from these lists.

*Reading Vocabulary List:*

[https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/reading\\_vocab.pdf](https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/reading_vocab.pdf) \*

*Writing Vocabulary List:*

[http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/writing\\_vocab.pdf](http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/writing_vocab.pdf) \*

## N-400 Application

This is a multi-page legal document that the student submits at the start of the naturalization process in order to show eligibility for U.S. citizenship. At the test, the student must be able to answer, discuss, and explain all of the information on it. Questioning is done by the USCIS Officer both to test the applicant's speaking ability and to clarify information contained in the application to determine the students' eligibility. This document can be found at: [www.uscis.gov/n-400](http://www.uscis.gov/n-400)

\*Note: USCIS web addresses can be rather lengthy. An alternative to using the long links listed above is to go to the Citizenship Resource Center, [www.uscis.gov/citizenship](http://www.uscis.gov/citizenship), and using the tabs and headings to find the materials listed above.

# 100 Civics Questions

*From EL/Civics Online, [www.elcivicsonline.org](http://www.elcivicsonline.org)*

At some point during the naturalization interview, the USCIS Officer will conduct the Civics Test.

**Purpose:** To test the student's knowledge about the U.S. history and government.

**Procedure:** The USCIS Officer will ask up to ten questions which the student answers orally. If the student answers the first six questions correctly, the USCIS Officer will not ask all ten.

**Assessment:** Students must answer at least six of the questions correctly.

The ten questions asked at the interview come from a list of 100 Civics Questions which can be found here:

<http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf>

## Special Features of the 100 Civics Questions

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1. The 100 Civics Questions are divided into the following main areas, with subsets under each.

- **American Government**
  - Principles of American Democracy
  - System of Government
  - Rights and Responsibilities
- **American History**
  - Colonial Period and Independence
  - 1800s
  - Recent American History and Other Important Historical Information
- **Integrated Civics**
  - Geography
  - Symbols
  - Holidays

2. About half of the 100 Civics Questions have more than one correct answer. Unless otherwise indicated, students only have to give one. Here are some examples of questions with different answering requirements:

- **Just One Correct Answer**

Q7. How many amendments does the Constitution have?  
- *twenty-seven (27)*

- **Several Correct Answers – Students Only Need to Give One**

Q8. What did the Declaration of Independence do?  
- *announced our independence (from Great Britain)*  
- *declared our independence (from Great Britain)*  
- *said that the United States is free (from Great Britain)*

- **Several Correct Answers – Students Need to Give More Than One**

Q9. What are two rights in the Declaration of Independence?  
- *life*  
- *liberty*  
- *pursuit of happiness*

## Listening for Key Words

**Goal:** This activity helps students listen and respond to key words from the *100 Civics Questions*. At their interview, students might not hear every word contained in an individual question, but by identifying key words they can make very good guesses. This game tests listening skills by giving only the key words in a question. It encourages reasonable guesses which can be very helpful in real situations.

**Notes:** This activity is appropriate for all students who have studied the *100 Civics Questions* and understand the vocabulary. It is best used as a review technique. Caution: For the *100 Civics Questions*, students can usually answer a question even if they didn't hear every single word. When discussing the information on their N-400 Application, however, students should NEVER answer a question if they don't fully understand it. Instead, they should ask for repetition or clarification until they do understand it.

**Process:** Go around the room and ask each student an abbreviated question. If students don't know how to respond, they can pass. Encourage them to guess. Present questions from the *100 Civics Questions* in as few words as possible, such as:

**Question:** Why...flag...50...stars?

**Answer:** because there are 50 states

**Question:** Who...lived...America...before?

**Answer:** Native Americans

**Question:** What...highest...court?

**Answer:** the Supreme Court

### From 100 Civics Questions

1. What...supreme...law...land?
2. What...amendment?
3. How many...amendments?
4. Who...Senator...represent?
5. Who...first... President?
6. Month...vote...President?
7. Who...Commander-in-Chief?
8. What...judicial...do?
9. Who...Governor...state?
10. What...responsibility...U.S....citizens?
11. How...old...citizens...vote?
12. Who...wrote...Declaration?
13. When...Constitution...written?
14. Name...problem...Civil...War?
15. Who...President...World...War...1?
16. What...ocean...west?
17. Where...Statue...Liberty?
18. Why...50...stars?

# Tell Me All About...

**Problem:** Too often, citizenship students only memorize the answers to the *100 Civics Questions* that are used in the citizenship test. If the adjudicator varies the wording of the question even a little, the applicant is often unable to understand what is being asked.

**Solution:** To help students overcome this comprehension barrier, the “Tell Me All About...” activity will vary the traditional question/answer format. It is best used as a review technique. Simply instruct the students to tell you all about a subject or person from the *100 Civics Questions*. By summarizing everything they know about a subject or person, students will increase their ability to talk about U.S. history and civics and will also realize that they know more than they think they do.

**Example:** “Tell me all about George Washington.” “Tell me all about the American Flag.”

## Subject

Supreme Court

Constitution

Amendments

Bill of Rights

Declaration of Independence

July 4<sup>th</sup>

American Flag

Executive Branch

Judicial Branch

Legislative Branch

Washington, D.C.

Senate

House of Representatives

\*Note: These are elected officials in Illinois. If you are from another state, use the blank cards at the end to make cards for your state’s elected officials. The blank cards can also be used when new officials are elected.



## Person

Abraham Lincoln

Ben Franklin

Susan B. Anthony

Woodrow Wilson

Martin Luther King, Jr.

Thomas Jefferson

George Washington

Franklin Roosevelt

The President

John Roberts

Paul Ryan

Donald Trump

Mike Pence

Dick Durbin\*

Tammy Duckworth\*

Bruce Rauner\*



<p>Tell me all about . . .</p> <p><b>Supreme Court</b></p>	<p>Tell me all about . . .</p> <p><b>The Constitution</b></p>
<p>Tell me all about . . .</p> <p><b>Amendments</b></p>	<p>Tell me all about . . .</p> <p><b>The Bill of Rights</b></p>
<p>Tell me all about . . .</p> <p><b>The Declaration of Independence</b></p>	<p>Tell me all about . . .</p> <p><b>July 4<sup>th</sup></b></p>
<p>Tell me all about . . .</p> <p><b>The American Flag</b></p>	<p>Tell me all about . . .</p> <p><b>The Executive Branch</b></p>

<p>Tell me all about . . .</p> <p><b>The Judicial Branch</b></p>	<p>Tell me all about . . .</p> <p><b>The Legislative Branch</b></p>
<p>Tell me all about . . .</p> <p><b>Washington, D.C.</b></p>	<p>Tell me all about . . .</p> <p><b>The Senate</b></p>
<p>Tell me all about . . .</p> <p><b>The House of Representatives</b></p>	<p>Tell me all about . . .</p> <p><b>Ben Franklin</b></p>
<p>Tell me all about . . .</p> <p><b>Abraham Lincoln</b></p>	<p>Tell me all about . . .</p> <p><b>Woodrow Wilson</b></p>

<p>Tell me all about . . .</p> <p><b>Susan B. Anthony</b></p>	<p>Tell me all about . . .</p> <p><b>Thomas Jefferson</b></p>
<p>Tell me all about . . .</p> <p><b>Martin Luther King, Jr.</b></p>	<p>Tell me all about . . .</p> <p><b>Franklin Roosevelt</b></p>
<p>Tell me all about . . .</p> <p><b>George Washington</b></p>	<p>Tell me all about . . .</p> <p><b>John Roberts</b></p>
<p>Tell me all about . . .</p> <p><b>The President</b></p>	<p>Tell me all about . . .</p> <p><b>Donald Trump</b></p>

Tell me all about . . .

**Mike Pence**

Tell me all about . . .

**Paul Ryan**

Tell me all about . . .

**Dick Durbin**

Tell me all about . . .

**Bruce Rauner**

Tell me all about . . .

**Tammy Duckworth**

Tell me all about . . .

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Tell me all about . . .

---

Tell me all about . . .

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# Numbers Game

**Goal:** This activity focuses on listening skills and mastery of the content of some of the most difficult questions in the *100 Civics Questions*.

**Notes:** This is a review activity for the questions that deal with numbers or years. Students usually enjoy this game and the challenge of the material.

**Process:**

- Review the pronunciation of the numbers and years on the Student Page.
  - Have students point to the numbers as you read them in random order.
  - Ask about the significance of the numbers. Example: “What does the number 13 mean in citizenship studies?” Answer: *13 original colonies* or *13 stripes on the flag*.
  - After reviewing well, read these directions to the students:
1. Write the letter A next to the number of justices on the Supreme Court. (9)
  2. Write the letter B next to the number of U.S. Senators. (100)
  3. Write the letter C next to the last day in April when federal income tax forms can be sent. (15)
  4. Write the letter D next to the number of voting members in the House of Representatives. (435)
  5. Write the letter E next to the number of amendments in the Bill of Rights. (10)
  6. Write the letter F next to the number of stripes on the American flag. (13)
  7. Write the letter G next to the age when citizens can vote. (18)
  8. Write the letter H next to the year the Constitution was written. (1787)
  9. Write the letter I next to the number of years we elect U.S. Representatives. (2)
  10. Write the letter J next to the number of amendments to the Constitution. (27)
  11. Write the letter K next to the number of years we elect a president. (4)
  12. Write the letter L next to the number of years we elect a U.S. Senator. (6)
  13. Write the letter M next to the number of stars on the American flag. (50)
  14. Write the letter N next to the year the Declaration of Independence was adopted. (1776)

# Numbers Game



Write the letter on the line next to the correct answer.

\_\_\_\_\_ **100**

\_\_\_\_\_ **10**

\_\_\_\_\_ **9**

\_\_\_\_\_ **50**

\_\_\_\_\_ **2**

\_\_\_\_\_ **1787**

\_\_\_\_\_ **13**

\_\_\_\_\_ **18**

\_\_\_\_\_ **435**

\_\_\_\_\_ **1776**

\_\_\_\_\_ **27**

\_\_\_\_\_ **4**

\_\_\_\_\_ **6**

\_\_\_\_\_ **15**

# Reading and Writing Tests

From EL/Civics Online, [www.elcivicsonline.org](http://www.elcivicsonline.org)

At some point during the naturalization interview, the USCIS Officer will conduct the Reading and Writing Tests.

**Purpose:** To test students' ability to read and write English.

**Procedure:** The USCIS Officer gives students a paper with a sentence (likely a question) on it which the student will need to read aloud. Then the USCIS Officer dictates a sentence which the student must write on a lined piece of paper. If students fail in either reading or writing their first sentence, they will receive up to two more chances with other sentences.

**Assessment:** USCIS Officers assess whether what is read and what is written are meaningful and understandable. They are not expecting 100% accuracy. For more information, view *Scoring Guidelines for the English Portion of the Naturalization Test* at

[http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/Test\\_Scoring\\_Guidelines.pdf](http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/Test_Scoring_Guidelines.pdf)

The sentence that the student reads aloud and the sentence that the Officer dictates may be a question/answer set like the example below:

*The student reads this sentence aloud:*

**Who was Abraham Lincoln?**

*The USCIS Officer dictates this sentence to the student who writes it down:*

**Lincoln was President during the Civil War.**

Though USCIS will not reveal the sentences used during the Reading and Writing Tests, USCIS has released two vocabulary lists, one for each test. The sentence that students are asked to read is made up of words from the reading vocabulary list. The dictated sentence is made up of words from the writing vocabulary list.

**Reading Vocabulary List:**

[http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/reading\\_vocab.pdf](http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/reading_vocab.pdf)

**Writing Vocabulary List:**

[http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/writing\\_vocab.pdf](http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/writing_vocab.pdf)

## Special Features of the Reading and Writing Tests

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1. The sentences that the USCIS Officer asks the students to read and write at the naturalization interview are about civics. The vocabulary lists that the words in the sentences come from are divided into categories such as *people, civics, places, months, holidays, verbs*, and more. Many of the words are on both the Reading and Writing vocabulary lists. Combined, there are about 100 different words and phrases.
2. Though USCIS designed the Reading and Writing Tests to use questions and answers, such as the Lincoln example on the previous page, it's possible that the question students read aloud will be unrelated to the sentence the Officer dictates. Therefore, the Reading and Writing Test sequence could look like this:

*The student reads this sentence aloud:*

**Who was Abraham Lincoln?**

*The USCIS Officer dictates this sentence to the student who writes it down:*

**Memorial Day is in May.**

To minimize student confusion, teachers can sometimes teach the Reading and Writing Test sentences as a question and answer set and sometimes teach them as unrelated sentences. For more teaching tips, see below.

3. Understanding the USCIS Reading and Writing Tests system, and explaining it to students, can sometimes be a challenge. To help citizenship teachers learn how to prepare students for the Reading and Writing Tests, the Adult Learning Resource Center has developed two online tutorials:
  - Understanding the USCIS Reading and Writing Tests
  - Teaching the USCIS Reading and Writing Tests

Each tutorial is approximately 15 minutes long and is viewable from the ALRC website: [www.thecenterweb.org/alrc/citizenship-tutorial.html](http://www.thecenterweb.org/alrc/citizenship-tutorial.html)

# Teaching Dictation for the USCIS Citizenship Test

For the writing portion of the citizenship test, students must write one sentence that is read aloud (dictated) by the adjudicator. To complete this task successfully, students need help in learning to hear and write both the *content* words and the *function* words in sentences.

## Content Words

*Content* words convey the main meaning of the sentence and include people, places, actions, and dates. Parts of speech are usually nouns, adjectives, and main verbs. Content words are usually stressed when read aloud in a sentence.

## Function Words

*Function* words do not convey the main meaning of the sentence but connect the content words. Parts of speech are usually articles, prepositions, auxiliary verbs, and pronouns. Students often have trouble hearing and writing function words when they are dictated in a sentence because they are not usually stressed when read aloud in a sentence.

Look at Example 1 below, and then try to do 2 -3 on your own. The answer is on the last page.

**Example 1:** The President lives in the White House.

Content Words: President, lives, White House

Functions Words: the, in

**Example 2:** Citizens have the right to vote.

Content Words: \_\_\_\_\_

Functions Words: \_\_\_\_\_

**Example 3:** We vote for the President in November.

Content Words: \_\_\_\_\_

Functions Words: \_\_\_\_\_

Why is it important that teacher distinguish between content and function words? It is important teachers know that content words are easier for students to hear in sentences. Function words, however, are often harder to hear. Students will need ample practice learning to hear and write both content words and function words in dictated sentences. The following pages contain several strategies for helping students do that. Note: The sentences teachers use for dictation practice should contain words from the USCIS document “Writing Vocabulary for the Naturalization Test.” It can be found at the Citizenship Resource Center: <https://www.uscis.gov/citizenship>

## Technique #1: How Many Missing Words?

*This technique helps students learn to hear and write the function words in a dictated sentence.*

**Step One:** The teacher writes a dehydrated sentence (a sentence containing only content words) on the board and asks students to copy them on a sheet of paper.

*For example:*

President lives White House

**Step Two:** The teacher then reads the complete sentence aloud and asks the students to write a caret on their papers in every place they hear a missing word. The teacher should read the sentence aloud three times. The students write on their papers:

^ President lives ^ ^ White House

**Step Three:** The teacher has one student come up to the board and write the carets in the correct places. When this is correct, another student is asked to write the complete sentence on the board below the dehydrated sentence. All the students can then copy the complete sentence on their papers.

^ President lives ^ ^ White House

*The President lives in the White House.*

Note: Instead of writing the dehydrated sentences on the board, the teacher can prepare a worksheet of several such sentences. After passing out the worksheet to the class, she proceeds with Step Two, above.

## Technique #2: How Many Words?

*This technique help students learn to hear and write all the words (both content and function words) in a dictated sentence.*

**Step One:** The teacher reads a sentence aloud at a normal rate and asks the students how many words they hear. The teacher should read the sentence aloud three times.

**Step Two:** The students respond nonverbally. They can either hold up their fingers to show the total number of words they hear or hold up a number fan to show the total number of words they hear.

**Step Three:** The teacher asks one student to write the sentence on the board. The class corrects any mistakes and determines together how many words are in the sentence.

## Technique #3: Scrambled Sentences

*This tactile technique helps students review sentences that the adjudicator might read aloud for the writing test.*

Step One: On the board, the teacher writes a sentence likely to be read aloud (dictated) at the citizenship test.

Step Two: The teacher gives the students several blank index cards and asks them to copy the sentence on the board onto the cards, one word per card. The teacher circulates to make sure that spelling and capitalization are correct. It is a good practice to put a period on one of the cards. The students then put the cards into a ziplock baggie or envelope.

Step Three: The teacher repeats Steps One and Two until each student has a collection of three to five sentences in bags or envelopes.

Step Four: The teacher reads one of the sentences aloud, and the students locate and assemble the correct sentence. The teacher may need to repeat the sentence several times.

Note: Students can use their scrambled sentences for individual practice at home or in class when they have a few minutes of free time.

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## Technique #4: Living Sentences

*This kinesthetic technique is a variation on the Scrambled Sentence, above. It helps students review sentences that the adjudicator might read aloud (dictate) for the writing test. It also gets students up and moving during long classes.*

Step One: Before class, the teacher selects several sentences likely to be read aloud (dictated) at the citizenship test. She writes one word from each sentence onto a piece of 8 ½ x 11" cardstock. The word cards from each sentence are clipped together with a paperclip or put into a large envelope.

Step Two: During class, the teacher divides the class into groups of 6-10 students. She gives each group one sentence and asks them to assemble the sentence in the correct order.

Step Three: Working together, the students arrange their sentence in order. Then groups take turns coming to the front of the class to make a "living sentence" by facing the class, each student holding a word card so that the sentence is formed correctly. If there are more students than words in the sentence, 2 or 3 students can hold one card.

Note: The teacher can have the class make additional sets of word cards for sentences they are studying. The cards can be used for 5-10 minutes of review at every class meeting (Steps Two and Three above).

## Technique #5: Sentence Dictation for Multi-level Groups

*This technique is ideal for classes with students of varied language proficiency levels. Using the same sentences for dictation, the teacher prepares worksheets at different proficiency levels and the students select worksheets that match their ability levels.*

Step One: The teacher selects several sentences likely to be read aloud (dictated) at the citizenship test. Before class, she prepares up to four different worksheets, one for each ability level in the class:

Worksheet A (easiest):	Students circle what they hear.
Worksheet B (easy):	Students write one missing word.
Worksheet C (more difficult):	Students write two missing words.
Worksheet D (most difficult):	Students write the whole sentence.

Note: See example on the next page.

Step Two: During class, the teacher gives each student the worksheet that best matches his or her level of language proficiency. Alternatively, students can self select the worksheets that best match their levels.

Step Three: The teacher reads the first sentence aloud at a normal rate three times. The students complete their worksheets while they listen. The class can then correct the sentences together.

For example:

For the sentence, "Washington was the first President" the worksheets look like this:

**Worksheet A: Circle the correct word**

1. Washington was the first

government.
<u>President.</u>
Senator.

← Students using Worksheet A just circle which word they hear.

**Worksheet B: Write the missing word.**

1. Washington was the first President.

← Students using Worksheet B fill in one word.

**Worksheet C: Write the missing words.**

1. Washington was the first President.

← Students using Worksheet C fill in two words.

**Worksheet D: Write the sentence.**

1. Washington was the first President.

← Students using Worksheet D write the whole sentence.

Answers from Page One:  
 Ex. 1: Content words: citizens, have, right, vote. Function words: the, to  
 Ex. 2: Content words: vote, President, November. Function words: we, for, the, in

# N-400 Application for Naturalization

*From EL/Civics Online, [www.elciviconline.org](http://www.elciviconline.org)*

The majority of the citizenship interview is based on the student's N-400, Application for Naturalization. This document can be found at: [www.uscis.gov/n-400](http://www.uscis.gov/n-400)

**Purpose:** USCIS Officers question students about the information contained on their N-400 applications for many reasons, including ascertaining eligibility, truthfulness, moral character, attachment to the Constitution, agreement with the Oath of Allegiance. Furthermore, it is also a way to determine the students' ability to communicate in English.

**Procedure:** The USCIS Officer may ask students any of the questions on N-400, any of the students' written information on the N-400, and any follow-up questions. Students answer orally and in most cases do not have their applications in front of them while answering. If students do not understand a question and ask for repetition or clarification, the USCIS Officer will often rephrase the question in simpler English.

**Assessment:** USCIS Officers do not follow a script during the interview. There is no uniform manner in the way the USCIS Officer discusses or reviews the N-400 application with the student. However, students must demonstrate that they generally understand and can respond meaningfully to questions relevant to the determination of eligibility. USCIS Officers repeat and rephrase questions until they are satisfied that the student either fully understands the question or does not understand English.

The N-400, Application for Naturalization is a multi-page legal document with many complex concepts. In class, the N-400 is used as a way to practice questions that the USCIS Officer might ask at the interview.

**Reminder:** The application itself is to be completed outside of the classroom, either at a local agency that helps students fill it out, or in some cases, by the student with the help of a family member who speaks English well.

## Special Features

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The N-400 includes questions about the student's personal history and moral character. The following page shows an example of a section dealing with personal history and one dealing with moral character.

**A. Personal History.** Parts 1-11 deal with personal information such as legal name, address, work, spouse, children, residence, trips out of the country, and more. Part 9 shows an example of the kind of personal information students discuss at the interview.

**Part 9. Time Outside the United States** A- 

--	--	--	--	--	--	--	--	--	--

1. How many **total days (24 hours or longer)** did you spend outside the United States during the last 5 years?  days
2. How many trips of **24 hours or longer** have you taken outside the United States during the last 5 years?  trips
3. List below all the trips of **24 hours or longer** that you have taken outside the United States during the last 5 years. Start with your most recent trip and work backwards. If you need extra space, use additional sheets of paper.

Date You Left the United States (mm/dd/yyyy)	Date You Returned to the United States (mm/dd/yyyy)	Did Trip Last 6 Months or More?	Countries to Which You Traveled	Total Days Outside the United States
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		

**B. Moral Character:** Having “good moral character” is one of the requirements for U.S. citizenship. Part 12 is six pages long and full of difficult questions and concepts that students need a lot of help understanding and learning how to discuss.

For example, these are the first questions in Part 12:

1. Have you **ever** claimed to be a U.S. citizen (*in writing or any other way*)?
2. Have you **ever** registered to vote in any Federal, State, or local election in the United States?
3. Have you **ever** voted in any Federal, State, or local election in the United States?
4. A. Do you now have, or did you **ever** have, a hereditary title or an order of nobility in any foreign country?  
 B. If you answered “Yes”, are you willing to give up any inherited titles or orders of nobility that you have in a foreign country at your naturalization ceremony?
5. Have you **ever** been declared legally incompetent, or been confined to a mental institution?
6. Do you owe any overdue Federal, state, or local taxes?

**Note:** Part 13 is the applicant’s signature. Part 14 is a statement by the interpreter, if used. Part 15 provides contact information about the person preparing the application, if not the applicant. Part 16 is the applicant’s signature at the interview. Part 17 is the Renunciation of Foreign Titles and Part 18 is related to the Oath of Allegiance.

# Discussing the N-400

Adjudicating Officers can ask questions about any of the information on the N-400 application as well as any follow-up questions. Students must be prepared to answer all of the questions on the application and be able to discuss their personal information with the Officer. Below are some issues to keep in mind when preparing students to do this.

## 1. Adjudicator Questioning Styles

Adjudicators use a variety of ways to ask questions during the USCIS interview. Students are likely to encounter questions that are posed in nonstandard ways. Here are some examples of tag questions and other question forms that should be incorporated into oral practice exercises:

- “You have been working there for two years, haven’t you?”
- “You are Peruvian, right?”
- “And you’ve been in the U. S. how long?”
- “Your husband is a naturalized citizen, isn’t he?”
- “You have four children, yes?”
- “Date of birth?”
- “Married?”

## 2. Problem Spots on the N-400

There are several questions on the N-400 that are very difficult for students to understand and answer correctly. Pay attention to these notes when teaching these parts to your students:

### Part 9:

- Applicant must state total number of days that they have been out of the country during the past five years.
- Applicant must list all trips of 24 hours taken out of U.S. since becoming a LPR.

### Part 12:

- Applicants are asked if they have ever **claimed** to be a citizen of the United States. This is a very difficult language structure and will need explanation.
- Applicants are asked if they have **ever failed to file** a tax return. It is very difficult to know how to answer this question and must be explained to the students and practiced with the students.
- Applicants may be asked to explain one or more terms, such as *communist, totalitarian, terrorist organization, discriminate, drunkard, polygamist, prostitute, narcotics, gambler, prison, deportation* or others.
- Adjudicators may ask applicants to put their initials next to particular questions on the N-400 form to record that they have been asked and answered specific questions.
- Applicants are usually asked to define the concept of "oath" and/or "truth."

### Part 16:

Applicants are asked to sign and swear that the information given in the application is true.

### Part 18:

Applicants are often asked to look over the *Oath of Allegiance* and tell the adjudicator what it means in their own words.

# Line Up: Oral Practice Activity

**Goal:** This activity provides students with oral English practice in a cooperative learning situation. It practices personal information questions such as those found in the N-400.

**Notes:** This activity works well in a multi-level class. The students with stronger language skills carry more of the language load while everyone participates. Teach the questions before beginning the activity, especially when working with beginning-level students. This exercise is a very good icebreaker. It is fun and it gets everyone up and talking.

**Process:**

*Clearly explain to the group that only English can be used in this activity. The teacher should not direct the line up (except to keep it in English).*

- Ask the class to line up starting at a certain point in the classroom, according to a selected criterion, e.g., distance to place of birth, distance from present home birth date, farthest traveled, family size, number of years in the U.S. or in a certain state.
- Ask students what questions they will need to get the necessary information to select their place in line. Put the questions up on the board and do some choral repetitions.
- After the students have determined their place in line, ask them to explain why they occupy that place with respect to the people on either side of them. *Example: "I am from Bolivia and he is from Chile."*

**Variations & Suggestions:**

- This exercise can be effectively used for alphabet and spelling practice. During the naturalization interview, applicants are often asked to spell their names, the names of family members, their place of employment, etc. To practice these skills, ask students to put themselves in alphabetical order according to their first or last names. Have them use questions like, "What is your first/last name?" and "How do you spell it?"
- For more advanced students, have each one introduce the person next to him/her in line. Discuss (and write on the board) facts that should be included in the introduction, such as name, nationality, marital status, years in the U.S., reason that he or she wants to become a citizen, etc. Be sure to teach the questions if students are unsure of them.
- Asking students to line up according to the distance from their home to class can make some helpful travel connections and build an atmosphere of friendship that promotes good attendance.

# Helping Students with the Oath of Allegiance

At the interview, the USCIS Officer might ask applicants to read through the oath and say what it means in their own words. Therefore, citizenship teachers must help students:

- A. Understand the ideas in the Oath (not the individual words)
- B. Be able to restate what the Oath means

Note: Question #53 of the 100 Civics Questions addresses the promises that applicants make when they become a United States citizen. It states several promises that are contained in the Oath of Allegiance. Therefore, it is a good idea to teach Question #53 in conjunction with the Oath of Allegiance as shown in the Student Activity on the next page.

## The Oath of Allegiance

I hereby declare on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, of whom or which I have heretofore been a subject or citizen; That I will support and defend the Constitution and the laws of the United States against all enemies, foreign and domestic; That I will bear true faith and allegiance to the same; That I will bear arms on behalf of the United States when required by the law; That I will perform noncombatant service in the Armed Forces of the United States when required by law; That I will perform work of national importance under civilian direction when required by the law; And that I take this obligation freely without any mental reservation or purpose of evasion, SO HELP ME GOD.

## Putting the Oath of Allegiance in simple words

*Two of the following are good restatements of the Oath. Two are not very good. Decide which two are best. Say why the other ones aren't.*

- I promise to give up any other country. I promise to support the U.S. Constitution. I will fight for America. I will help the U.S.
- I want to be a U.S. Citizen. I like the U.S. It is a very good country. I want to vote when I become a citizen. I will be a good U.S. Citizen.
- I will be an American. I will help the United States of America. I will fight or do work for America. I will follow the Constitution. I will sign the oath.
- I no longer claim allegiance to my former country. I will support and defend the Constitution of the United States. I will be loyal to the United States. If necessary, I will defend the United States with weapons or by other means. I make this pledge of my own free will, with no reservations whatsoever.

## *The Oath of Allegiance*

I hereby declare on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, of whom or which I have heretofore been a subject or citizen; That I will support and defend the Constitution and the laws of the United States against all enemies, foreign and domestic; That I will bear true faith and allegiance to the same; That I will bear arms on behalf of the United States when required by the law; That I will perform noncombatant service in the Armed Forces of the United States when required by law; That I will perform work of national importance under civilian direction when required by the law; And that I take this obligation freely without any mental reservation or purpose of evasion, SO HELP ME GOD.

You will take the Oath of Allegiance at your Naturalization Ceremony when you become a U.S. citizen, but don't worry! You don't have to understand every word in the Oath of Allegiance. You just have to understand the **ideas** in it. The Oath of Allegiance contains several **promises** that you make when you become a U.S. citizen. These promises are listed in Question #53 of the 100 Civics Questions. If you understand these promises, then you understand the Oath of Allegiance!

I promise to:

- give up loyalty to other \_\_\_\_\_
- defend the \_\_\_\_\_ and laws of the United States
- \_\_\_\_\_ the laws of the United States
- serve in the U.S. \_\_\_\_\_ if needed
- do important \_\_\_\_\_ for the nation if needed
- be \_\_\_\_\_ to the United States

*Write the words below in the sentences above. If you need help, see Question #53 of the 100 Civics Questions*

military	loyal	obey
Constitution	countries	work

# Other Components of Citizenship

*From EL/Civics Online, [www.elcivicsonline.org](http://www.elcivicsonline.org)*

One purpose of the naturalization interview is for USCIS Officers to ascertain that the student speaks English. If a student does not say anything when asked a question, the USCIS Officer will likely assume that the student does not understand English. Therefore, teachers need to provide students with communication strategies for what to do if they do not understand, how to make small talk, and how to follow oral directions. All of these skills should be presented early on in a citizenship course and then reviewed and reinforced throughout the entire course.

## 1. Asking for Repetition or Clarification

At any point in the interview, students may ask the USCIS Officer to repeat or to clarify. Often, especially with the difficult questions on the Application for Naturalization, Form N-400, USCIS Officers will respond to these requests by rephrasing the question using simpler wording.

From the very first citizenship class, students should be taught and encouraged to use polite phrases such as the following:

### **To request repetition:**

- Could you please repeat that?
- Could you say that again, please?

### **To request clarification:**

- I'm sorry, I don't understand. Could you explain that?
- I'm sorry, I don't know what you mean. Could you explain that?
- Do you mean \_\_\_\_\_?  
*(students say what they think the Officer means)*

After teaching these phrases to students, teachers should provide ample opportunity for students to use them. These phrases should be reviewed before speaking and listening practice so that students can use them authentically as they would at the interview.

## 2. Making Small Talk

Some USCIS Officers will make small talk before the interview begins. They might do this to set students at ease or to gauge their English conversation ability. Small talk can prove difficult for students both because they are likely to be nervous and also because small talk can address many different subjects.

Therefore, it is important for teachers to include small talk practice in their classes. At the beginning of class or after returning from a break, teachers can engage students in conversations about typical topics for small talk. In addition, teachers should create opportunities for students to discuss the topics USCIS Officers might ask on the day of the interview such as:

- How did you get here today?
- Did you drive? Was the traffic bad?
- Who came with you today?
- Where are you from?
- Why do you want to be a citizen?
- How do you like the weather today?
- Did you watch the game last night?

Students should be taught to either answer the question or request repetition or clarification. Students should also be reminded that one of the best ways to improve their ability to comprehend and make small talk is to speak English as much as possible outside of class.

### **3. Following Directions**

Also at the beginning of the interview, USCIS Officers might give oral directions such as where to walk, where to sit, or what to do with any bags and folders. Again, these kinds of directions should be practiced in class as often as possible.

One specific direction that should be explicitly practiced in class is being placed under oath. In the beginning of the interview, the USCIS Officer will instruct the student to stand or remain standing and raise his or her right hand. The USCIS Officer will ask the student to swear to tell the truth, much like witnesses are sworn to tell the truth in a court room. It is extremely important to make students aware of this because if they do not understand this directive, the USCIS Officer will be unable to review the naturalization application and the student will fail to demonstrate that he can speak and understand English.

# Pre-Interview Challenges



## I. Small Talk

Many USCIS adjudicators begin interviews with a period of “small talk.” This is a few minutes of casual conversation that can be on any topic, such as weather, traffic, or time of day. This brief conversation is used as an opportunity for examiners to assess the language ability of the applicant. From the viewpoint of the applicants, this can be one of the most difficult parts of the interview. Without an obvious context to help them, listening comprehension can be very difficult.

One of the best ways to prepare students for small talk is to begin all classes and the start-up period after breaks with non-contextual questions. Possible questions include:

- What did you do last night? – yesterday? – last weekend?
- What did you have for breakfast? – for lunch?
- How did you get here (come here) today?
- Who came with you today?
- Where did you park?

## II. Additional Questions

The citizenship pre-interview assessment may include questions like the following: “Do you know what you are here for today?” or “Do you know why you are here?” or the request, “Tell me what you are here for today.”

Familiarize your students with the questions above and help them generate answers. Possible answers include:

- I got a letter in the mail to come for a test to be a citizen.
- I am here to have an interview to be a U.S. citizen.
- I must take a test to be a citizen.
- I have an appointment to take a test to be a citizen.

Practice these questions and answers in mini-dialogues. Allow students to choose the answer they feel most comfortable with.

# Conducting Mock Interviews

The USCIS citizenship interview and tests consist of several distinct sections. The USCIS Officer can present these sections in any order he or she wants. This can be difficult for applicants because their anxiety is at a very high level. During these interviews, the applicant tries very hard to understand what the USCIS Officer is saying and figure out what is expected of him or her.

Citizenship instructors must prepare applicants for many possible scenarios so that they stand a good chance of comprehending what the USCIS Officer is asking. Repeated practice of the various steps of the interview in many different orders may give applicants the reassurance needed to orient themselves during the process.

## Components of Interview

- **Introductions and Small Talk:** The USCIS Officer tells the applicant his/her name and explains what will happen during the interview. Depending on the personality of the Officer this segment may vary from a few seconds to 3-4 minutes or more. The USCIS Officer may also make small talk with the applicant. This small talk helps the USCIS Officer judge the applicant’s English ability.
- **Verification of identity:** The USCIS Officer asks the applicant to show documents that prove his/her identity such as: alien registration card, driver’s license, state ID card, and/or passport.
- **Place Applicant Under Oath:** The USCIS Officer asks the applicant to raise his/her right hand and swear to tell the truth during the interview. The USCIS Officer may also give commands such as “Please remain standing” or “Please put your things on the middle chair.”
- **Civics Test:** The USCIS Officer orally asks ten questions from the list of *USCIS 100 Civics Questions* civics test and then has the applicant write one dictated sentence and read a sentence from an approved list.
- **Reading Test:** The USCIS Officer asks the applicant to read one sentence. The applicant will get up to three different sentences.
- **Writing Test:** The USCIS Officer dictates a sentence that the student must write down. The applicant will get up to three different sentences.
- **N-400:** The USCIS Officer asks questions about the information on the applicant’s N-400 form. The USCIS Officer could ask about any part of the N-400, so it is essential that applicants are prepared to discuss it. The USCIS Officer might ask the applicant to sign or initial parts of the N-400. The applicant also needs to be prepared to update or change any information on the N-400 if necessary.

## Possible Sequencing of Interview Components

These examples are ways the interview might be organized. There are many possibilities.

<p><b>A.</b></p> <ol style="list-style-type: none"> <li>1. Introductions and Small Talk</li> <li>2. Verification of identity</li> <li>3. Civics &amp; Reading &amp; Writing Tests</li> <li>4. Place Under Oath</li> <li>5. N-400</li> </ol>	<p><b>B.</b></p> <ol style="list-style-type: none"> <li>1. Verification of identity</li> <li>2. Introductions and Small Talk</li> <li>3. Place Under Oath</li> <li>4. Civics &amp; Reading &amp; Writing Tests</li> <li>5. N-400</li> </ol>
<p><b>C.</b></p> <ol style="list-style-type: none"> <li>1. Small Talk</li> <li>2. Verification of identity</li> <li>3. Place Under Oath</li> <li>4. Introductions</li> <li>5. N-400</li> <li>6. Civics &amp; Reading &amp; Writing Tests</li> </ol>	<p><b>D.</b></p> <ol style="list-style-type: none"> <li>1. Introductions and Small Talk</li> <li>2. Verification of identity</li> <li>3. Place Under Oath</li> <li>4. N-400 Parts 1-11</li> <li>5. Civics &amp; Reading &amp; Writing Tests</li> <li>6. N-400 Parts 12-18</li> </ol>

# Sample Naturalization Interview

The following sample shows how a typical USCIS interview and tests might be conducted. The purpose of this sample is to give citizenship applicants an idea of the general steps they will follow. These are not the exact questions that will be asked.

**Recommended Process:** Conduct this mock interview in a manner closely resembling the actual USCIS interview experience. Be formal with your student and act like an USCIS Officer. Also, vary the order of the sections of this sample interview each time you conduct it because USCIS Officers can present the sections in any order (see *USCIS Naturalization Interview Components*). Each time you give this interview, change the order of some of the sections. Also, if you have the applicants' actual N-400, incorporate the information into the interview by saying things like *Do you still work at \_\_\_\_\_? Do you still live at \_\_\_\_\_?*

Meeting and small talk	<p>Hi. I am Officer Smith and I am going to go through your N-400 Citizenship Application with you to check the information on it. I will also be asking you some U.S. Civics questions and test your reading and writing. Do you understand what we will be going through today?</p> <p>Do you have any questions before we begin?</p> <p>Have you studied for the citizenship test?</p> <p>How did you study? What did you do?</p>
Oath	<p>O.K. Let's begin. Please stand and raise your right hand. Do you promise to tell the truth and nothing but the truth, so help you God?</p>
ID Check	<p>You can sit down. At this point I have to check your identity. I'd like to see your passport and alien registration card. Please show them to me.</p>
Civics Test	<p>I'm going to ask you some questions about U.S. history, government, and geography. Are you ready?</p> <p><i>(At this point, ask up to ten questions from the USCIS 100 Civics Questions list. Applicants only need to get six right, so stop asking if the applicant has answered six correctly. Use a different ten questions every time you conduct a mock interview with the applicant. Ask up to ten questions randomly from the USCIS list or flashcards.)</i></p>
Reading Test	<p>Read this sentence aloud.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• When is Memorial Day?</li> <li>• Who was Abraham Lincoln?</li> <li>• What country is south of the United States?</li> </ul> <p><i>(Show the applicant one of the above questions or others consisting of words from the USCIS Reading Vocabulary for the Naturalization Test. If the applicant cannot read the first sentence correctly, give up to two more.)</i></p>

Writing  
Test

Write this sentence exactly as I say it.

*Examples:*

- Memorial Day is in May.
- Lincoln was President during the Civil War.
- Mexico is south of the United States.

*(Take away the reading question and give the applicant a paper with blank lines on it. Dictate one of the above sentences or another consisting of words from the USCIS Writing Vocabulary for the Naturalization Test. If the applicant cannot write the first dictated sentence correctly, give up to two more.)*

N-400  
Part 1

Now let's go over your Application for Naturalization.

How are you eligible for citizenship?

## Part 2

What is your full name?

Spell your last name.

Have you ever used any other names?

Do you want to change your name?

What is your Social Security number?

When were you born?

Where were you born?

Date you became a permanent resident.

## Part 4

What is your daytime phone number? And your evening phone?

## Part 5

How long have you lived at your current address?

What country do you live in?

## Part 6

Were your parents married before your 18<sup>th</sup> birthday?

Are either of your parents a U.S. citizen?

## Part 7

How tall are you?

And your eye color?

## Part 8

Who is your current employer?

What do you do?

## Part 9

How many days were you out of the U.S. during the last five years?

How many trips of 24 hours or more have you taken out of the U.S. in the last five years?

- Part 10
- How many times have you been married?
  - What is your spouse's full name?
  - Is your current spouse a U.S. citizen?
  - When did you marry your current spouse?
  - How many times has your current spouse been married?
  - How did your marriage end?
- Part 11
- How many children have you had?
  - What are their names, birthplaces and current addresses?
  - Do you have any children not listed here?
- Part 12
- Have you ever claimed to be a U.S. citizen in writing or any other way?
  - Have you ever registered to vote in any Federal, state, or local election in the United States?
  - Have you ever voted in any Federal, state, or local election in the United States?
  - Since becoming a Lawful Permanent Resident, have you ever failed to file a required Federal, state, or local tax return?
  - Do you owe any Federal, state, or local taxes that are overdue?
  - Do you have any title of nobility in any foreign country?
  - Have you ever been declared legally incompetent or been confined to a mental institution within the last five years?
  - Have you ever been a member of, or associated with, any organization, fund, club or group in the U.S.?
  - Have you ever been a member of or in any way associated with: the Communist Party? Any other totalitarian party? A terrorist organization?
  - What is a "terrorist organization?"
  - Have you ever advocated the overthrow of any government by force or by violence?
  - Have you ever persecuted any person because of race, religion, national origin, membership in a particular social group, or political opinion?
  - Have you ever been involved in genocide, torture, or killing someone?
  - Have you ever been a member or involved in a military unit, paramilitary unit, vigilante unit, guerrilla group?

Part 12,  
*continued*

Have you ever worked as a volunteer soldier or been employed in a prison or jail, prison camp, detention facility or labor camp?

Have you ever used a weapon against a person or threatened to do so?

Did you ever sell or give weapons to any person?

Have you ever been trained for the military, paramilitary or in weapons training?

Did you ever ask, sign up or require or use any person under age 15 to serve or help an armed group?

Have you ever used any person under age 15 to do anything that helped or supported anyone in war?

Have you ever committed a crime or offense for which you were NOT arrested?

Have you ever been arrested, cited, or detained by any law enforcement officer including USCIS and military officers for any reason?

Have you ever been charged with committing any crime or offense?

Have you ever been convicted of a crime or offense?

Have you ever been placed in an alternative sentencing or a rehabilitative program, for example, diversion, deferred prosecution, withheld adjudication, deferred adjudication?

Have you ever received a suspended sentence, been placed on probation, or been paroled?

Have you ever been in jail or prison?

What is a prison?

Have you ever: *(choose several of the following to ask)*

- a. been a habitual drunkard?
- b. been a prostitute, or procured anyone for prostitution?
- c. sold or smuggled controlled substances, illegal drugs or narcotics?
- d. been married to more than one person at the same time?
- e. helped anyone enter or try to enter the United States illegally?
- f. gambled illegally or received income from illegal gambling?
- g. failed to support your dependents or to pay alimony?

Have you ever given false or misleading information to any U.S. government Officer while applying for any immigration benefit or to prevent deportation?

Have you ever lied to any U.S. government officer to gain entry or admission into the United States?

Are removal, exclusion, rescission or deportation proceedings pending against you?

Have you ever been removed, excluded, or deported from the United States?

Part 12, <i>continued</i>	<p>Have you ever been ordered to be removed, excluded, or deported from the United States?</p> <p>Have you ever applied for any kind of relief from removal, exclusion, or deportation?</p> <p>Have you ever served in the U.S. Armed Forces?</p> <p>Have you ever left the United States to avoid being drafted into the U.S. Armed Forces?</p> <p>Have you ever applied for any kind of exemption from military service in the U.S. Armed Forces?</p> <p>Have you ever deserted from the U.S. Armed Forces?</p> <p><i>(only ask to males)</i></p> <p>Are you a male who lived in the United States at any time between your 18th and 26th birthdays in any status except as a lawful nonimmigrant?</p> <p>If so, did you register with the Selective Service System?</p> <p>Do you support the Constitution and form of government of the United States?</p> <p>Do you understand the full Oath of Allegiance to the United States?</p> <p>Are you willing to take the full Oath of Allegiance to the United States?</p> <p>If the law requires it, are you willing to bear arms on behalf of the United States?</p> <p>If the law requires it, are you willing to perform noncombatant services in the U.S. Armed Forces?</p> <p>If the law requires it, are you willing to perform work of national importance under civilian direction?</p>
Part 13	Is this your signature?
Part 14	Who prepared your form?
Part 14	In what language did you complete your application?
Part 16	Please sign your N-400 here. Also sign your photos along this side.
Part 17	What title are you renouncing? Please sign here.
Part 18	Take a look at the Oath of Allegiance. In your own words, tell me what it means. Print your name here and sign here.
Ending	Congratulations, you have passed all parts of the citizenship test and interview. I am going to recommend you for citizenship. You will receive a notice of an Oath Ceremony where you will be issued a Certificate of Naturalization.

**Note:** This document was created through a collaboration with the U.S. Citizenship and Immigration Services; and Illinois citizenship educators working with the Adult Learning Resource Center.

# ALRC Citizenship Resource Guide

This resource list contains materials that may be of use to citizenship teachers and tutors. The list is organized into the following categories:

- A. USCIS Resources
- B. General Citizenship Resources
- C. Tools for Creating Classroom Materials
- D. Citizenship Textbooks

## A. USCIS Resources

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*Note: Many of the USCIS resources can also be found by exploring the Citizenship Resource Center, [www.uscis.gov/citizenship](http://www.uscis.gov/citizenship).*

### 1. USCIS Website

This is the official USCIS website. It contains a vast amount of information including services and benefits, immigration forms, laws and regulations, educational resources, and more. There is a companion website in Spanish that contains some of the information in the English version.

**English:** [www.uscis.gov](http://www.uscis.gov)

**Spanish:** [www.uscis.gov/espanol](http://www.uscis.gov/espanol)

### 2. A Guide to Naturalization

*A Guide to Naturalization*, Form M-476, is an excellent resource for understanding the naturalization process. It contains information about who is eligible for citizenship as well as detailed information on the steps in the naturalization process. Of particular note is the section explaining the exemptions to being tested in English (based on age and time as a permanent resident) as well as the exemptions based on medical conditions.

[www.uscis.gov/natzguide](http://www.uscis.gov/natzguide)

### 3. Becoming a U.S. Citizen: An Overview of the Naturalization Process

This 11-minute flash presentation provides a basic overview of naturalization including the requirements and steps involved. A CD-ROM is available for purchase through the Government Printing Office, or the presentation can be played from the USCIS website.

[www.uscis.gov/portal/site/uscis/menuitem.acfc8bb2d633f506e34f4a10526e0aa0/?vgnextoid=16ac5d47bf51b210VgnVCM100000082ca60aRCRD&vgnnextchannel=4982df6bdd42a210VgnVCM100000b92ca60aRCRD](http://www.uscis.gov/portal/site/uscis/menuitem.acfc8bb2d633f506e34f4a10526e0aa0/?vgnextoid=16ac5d47bf51b210VgnVCM100000082ca60aRCRD&vgnnextchannel=4982df6bdd42a210VgnVCM100000b92ca60aRCRD)

### 4. Citizenship Resource Center

This Resource Center has information, materials, and links for citizenship learners, teachers, and organizations. It contains links to many other USCIS products and materials.

[www.uscis.gov/citizenship](http://www.uscis.gov/citizenship)

## **5. Civics Flash Cards for the Naturalization Test**

These USCIS flashcards are popular with teachers and students alike. The full-color cards show the question, answer, and a picture for each of the 100 civics questions. Educators and students can print the cards from the USCIS website and then cut and fold them to make their own set. Alternatively, they can purchase sets from the U.S. Government Bookstore.

**Printable Flashcards:** [www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-623\\_red\\_slides.pdf](http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-623_red_slides.pdf)

**U.S. Government Bookstore:** <http://bookstore.gpo.gov/>

## **6. Expanding ESL, Civics, and Citizenship Education in Your Community**

This publication contains information about starting and maintaining an ESL, civics, or citizenship class. Topics include designing, staffing, marketing a program; program content and instruction; and program development. There are also sample materials that programs can use or adapt.

[www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-677.pdf](http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-677.pdf)

## **7 A. USCIS Guide to the Adult Citizenship Education Content Standards and Foundation Skills: A Framework for Developing a Comprehensive Curriculum**

This guide is organized around the three phases of the naturalization process: 1) pre-Interview, 2) interview and test, 3) post-interview. Content standards and relevant progress standards are indicated for each phase. This guide can be used to develop a citizenship curriculum, plan thematic lessons, and create learning activities.

<http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/M-1121.pdf>

## **7 B. USCIS Adult Citizenship Education Sample Curriculum for a Low Beginning ESL Course**

This sample curriculum is designed to be a model for administrators and teachers in developing their own citizenship program curricula. The document has four components: the curriculum abstract, the scope and sequence, the syllabus, and the units and lesson plans. The Sample Curriculum works in tandem with the Content Standards document (#7A, above).

<https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/M-1166.pdf>

## **8. USCIS Lesson Plans and Activities**

This section of the USCIS Citizenship Resource Center contains beginning and intermediate level lessons which are correlated with questions covered in the civics and the English portions of the test. The website provides downloadable lesson plans, instructions with suggested teaching strategies, handouts, and answer keys. Handouts provide communicative skills practice with listening, speaking, reading, and writing skills in context.

<http://www.uscis.gov/citizenship/teachers/lesson-plans-and-activities>

## 9. USCIS Naturalization Interview and Test

This USCIS video provides an overview of a citizenship interview. It contains examples of the various parts of the citizenship interview including the applicant going through security, presenting the appointment letter, being called by the officer, being placed under oath, and more to help students know what to expect on the day of their interview. The video can be played from the USCIS website or the USCIS YouTube Channel:

**USCIS Website:** [www.uscis.gov/portal/site/uscis/menuitem.acfc8bb2d633f506e34f4a10526e0aa0/?vgnnextoid=64f22cac1551b210VgnVCM100000082ca60aRCRD&vgnnextchannel=5efcebb7d4ff8210VgnVCM10000025e6a00aRCRD](http://www.uscis.gov/portal/site/uscis/menuitem.acfc8bb2d633f506e34f4a10526e0aa0/?vgnnextoid=64f22cac1551b210VgnVCM100000082ca60aRCRD&vgnnextchannel=5efcebb7d4ff8210VgnVCM10000025e6a00aRCRD)

**USCIS YouTube Channel:** [www.youtube.com/user/uscis](http://www.youtube.com/user/uscis)

## 10. USCIS Themed Resources

This link offers thematic materials covered in the civics test. Themed resources include Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Constitution Day, Citizenship Day, and Bill of Rights Day.

<http://www.uscis.gov/citizenship/teachers/labor-day>

## 11. USCIS Training and Professional Development

These links (training, tip sheets, and podcasts) provide free on-line tools and materials to better prepare students for citizenship and the naturalization process.

<http://www.uscis.gov/citizenship/teachers/training-and-professional-development>

## 12. USCIS Understanding Key Concepts Found in Form N-400, Application for Naturalization: A Guide for Adult Citizenship Teachers

This guide identifies the eight key concepts found in one or more parts of the Form N-400: *Naming Conventions, Addresses, Family Relationships, Employment and Schooling, Duration of Time, Have been/Have you ever/Were you ever constructions, Memberships and Associations, and Promises and Oath*. Understanding these concepts is essential for students to complete the Form N-400 and also to understand and respond to the adjudicator's questions during their naturalization interview. This guide assists teachers in creating strategic and thematic lessons around the eight key concepts using the four communicative skills and includes teaching activities for the classroom.

<http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/M-1118.pdf>

## 13. *Welcome to the United States: A Guide for New Immigrants*

This guide, with useful information for both teachers and students, explains many features of living in the U.S. to new immigrants. It is available in 14 languages and can be downloaded and printed from the USCIS website.

[www.uscis.gov/newimmigrants](http://www.uscis.gov/newimmigrants)

## B. General Citizenship Resources

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### 14. *A More Perfect Union: A National Citizenship Plan*

This report, prepared by the Catholic Legal Immigration Network, Inc. (CLINIC), contains information about the state of citizenship in the U.S. today and how citizenship preparation should be conducted in the future.

<https://cliniclegal.org/resources/guides-reports-publications/more-perfect-union-national-citizenship-plan>

### 15. Adult Learning Resource Center

In addition to creating this *Citizenship Educators Orientation Packet*, the Adult Learning Resource Center has created a variety of materials for the naturalization test including multimedia presentations about teaching citizenship, online student practice activities, and more.

[www.thecenterweb.org/alrc/citizenship.html](http://www.thecenterweb.org/alrc/citizenship.html)

### 16. America's Historical Documents

This website from the National Archives provides information about the important historical documents that shaped the U.S. into the nation it is today. Many of the documents (such as the U.S. Constitution) have online resources that teachers can access to learn more or to use in their classes.

<http://www.archives.gov/historical-docs/>

### 17. Ben's Guide to U. S. Government for Kids

This website is designed for children, but its excellent explanations of how the U.S. government works are appropriate for adults as well. Teachers choose an age level (4-8, 9-13, 14+) which correlates with the level of difficulty and then access materials about the three branches of government, the election process, how laws are made, and more.

<http://bensguide.gpo.gov>

### 18. CASAS Bibliography of Citizenship Materials

CASAS has created an annotated bibliography of commercially published citizenship instructional materials. The annotated index includes type of resource and target student level.

<https://www.casas.org/product-overviews/curriculum-management-instruction/%20bibliography-of-citizenship-materials>

### 19. Citizenship News

This website helps keep citizenship educators updated on naturalization testing issues, including information from USCIS and important changes in policy and practice. At the website, teachers can sign up to receive periodic information emails.

[www.citizenshipnews.us](http://www.citizenshipnews.us)

### 20. *Citizenship for Refugee Elders: Issues and Opinions in Test Preparation, 2<sup>nd</sup> Ed. (2012)*

This handbook by the Catholic Legal Immigration Network, Inc. (CLINIC) contains information on how to create and maintain a citizenship program for older refugee immigrants.

<https://cliniclegal.org/resources/guides-reports-publications/citizenship-elders-issues-and-options-test-preparation-2nd>

## **21. REEPworld Citizenship Resources**

This is a free English practice website for adult English language learners and teachers and is a project of the Arlington Education & Employment Program (REEP) in Virginia. Citizenship resources are organized into categories which make the site and its many links easy to navigate.  
<http://www.reepworld.org/studentsite/citizenship.html>

## **22. Citizenship Resources for Adult ESL Instruction**

The Center for Adult English Language Acquisition (CAELA) offers briefs, digests, Q & A fact sheets, and other resources related to citizenship preparation and instruction.  
<http://www.cal.org/caela/tools/instructional/citizenship.html>

## **23. The Citizenship Test**

This is a comprehensive study guide to the naturalization process for advanced ESL students or citizenship teachers. It explains the naturalization test requirements and contains 13 units on U.S. history and civics. It is available as a download.  
<https://cliniclegal.org/citizenshiptest>

## **24. Citizenship Tool Kit**

This toolkit is divided into topical sections and contains a variety of resources collected and produced through CLINIC's citizenship projects. It is designed to assist educators and agencies to provide citizenship services and identifies civic participation opportunities.  
[https://cliniclegal.org/clinic\\_toolkit/citizenship](https://cliniclegal.org/clinic_toolkit/citizenship)

## **25. Study Guide**

This site provides opportunities for students to practice the 100 questions, reading and writing activities, and the N-400 questions.  
<http://www.citizenshipstudyguide.com/>

## **26. Citizenship Teacher: Online Student Practice Activities**

This webpage contains a variety of free student practice activities and quizzes designed by the Adult Learning Resource Center. The fun practice activities (which include matching, concentration, fill-in-the-blank, and sorting exercises) help students master the information in the 100 civics questions and the words on the reading and writing vocabulary lists.  
[www.quia.com/profiles/citizenshipteacher](http://www.quia.com/profiles/citizenshipteacher)

## **27. Citizenship Teacher Tutorials**

The Adult Learning Resource Center has created online multimedia presentations that educators can access at any time. Teachers and tutors will find valuable information about teaching the reading and writing tests, helping students study between classes, and more.  
[www.thecenterweb.org/alrc/citizenship-tutorial.html](http://www.thecenterweb.org/alrc/citizenship-tutorial.html)

## **28. Collection of Online Citizenship Materials**

This teacher-developed site helps teachers and students locate resources.  
<http://larryferlazzo.com/englishthemes.html#citizenship>

## **29. Colorado English Literacy and Civics Education (EL/Civics)**

This EL/Civics Activities Packet, developed by the Colorado Department of Education, provides instructional resources for teachers and students.  
<http://www.literacynet.org/colorado/elcivics/>

### **30. EL/Civics for ESL Students**

This site has pictures and basic facts about civics, government, and history as well as information and activities about holidays from the reading and writing vocabulary lists.

[www.elcivics.com/](http://www.elcivics.com/)

### **31. EL/Civics Online: A free professional development opportunity for teachers**

This website offers free online courses showing teachers how to incorporate U.S. history, government, naturalization, and civic engagement into ESL instruction. The Naturalization Process course addresses the basics of teaching citizenship preparation classes while eight supplemental modules provide more detail on specific aspects of citizenship teaching.

[www.elciviconline.org](http://www.elciviconline.org)

### **32. Harry S. Truman Library and Museum**

The education section of this website has comprehensive information and activities about the three branches of government. Each branch has an overview, a worksheet, and an online activity to help students look up their representatives or senators. It is also a useful review for teachers who need to brush up on the three branches.

[www.trumanlibrary.org/whistlestop/teacher\\_lessons/3branches/front.htm](http://www.trumanlibrary.org/whistlestop/teacher_lessons/3branches/front.htm)

### **33. Archiving Early America**

This site provides a unique array of primary source documents from 18<sup>th</sup> Century America. Scenes and portraits from original newspapers, magazines, maps, and writings come to life just as they appeared more than 250 years ago.

<http://www.varsitytutors.com/earlyamerica>

### **34. Literacy Online**

Literacy Source, a community learning center in Seattle, WA, developed this resource to support tutors and students. Under #4, click on "Citizenship and Civics." This link provides information for the naturalization process, the interview, and teaching citizenship and civics education.

<https://sites.google.com/site/literacyonline/>

### **35. Preparing for the Oath: U.S. History and Civics for Citizenship**

This site provides an easy-to-use guide for the civics portion of the naturalization test. It offers teachers, tutors, and students units of instruction, visuals, practice tests, and lesson plans.

[www.americanhistory.si.edu/citizenship](http://www.americanhistory.si.edu/citizenship)

### **36. Presidents of the United States**

This portion of the official White House website provides pictures, bibliographies, and timelines for each U.S. president.

<http://www.whitehouse.gov/history/presidents/>

### **37. Refugee Center Online Classroom**

This website helps citizenship students prepare for the different parts of the U.S. citizenship test with 31 units of study. There is a study guide to read online and practice

<https://therefugeecenter.org/>

### **38. U.S. Citizenship Podcast**

This teacher-made website contains many audio files that teachers and students can use. The audio includes the 100 civics questions, questions from the N-400, and sample interview segments. Also posted are civics-related news stories.

<http://uscitizenpod.com/>

### **39. USA.gov**

This site provides links to a variety of federal, state, and local government agencies. It also has links for all of the official websites of offices and agencies under each of the three branches.

[www.usa.gov](http://www.usa.gov)

### **40. Welcome to the USA**

This website provides essential information to newcomers to the U.S. It has information on citizenship, education, healthcare, finances, benefits, employment, and more.

<http://www.welcometousa.gov/>

### **41. Working with Adult English Language Learners with Limited Literacy**

This brief from the Center for Adult English Language Acquisition (CAELA) highlights the number of adult ESL learners with low literacy skills and the problems they face learning to read and write English. It provides instructional strategies to help these learners and provides sources to learn more about teaching adults with limited literacy.

[www.cal.org/caelanetwork/resources/limitedliteracy.html](http://www.cal.org/caelanetwork/resources/limitedliteracy.html)

### **42. Writings by Teachers from the New England Citizenship Project (NECP)**

This collection of essays by citizenship teachers highlights the importance of teaching more than just the 100 questions. Essays discuss both teaching U.S. history and also helping students to become more active citizens.

<http://www.nelrc.org/cpcc/necpindex.htm>

## **C. Tools for Creating Classroom Materials**

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*The following resources provide tools for teachers to create handouts, activities, or games. Citizenship teachers can use these materials to create activities that help students practice and master the 100 civics questions and the reading and writing vocabulary.*

### **43. Discovery Education Puzzlemaker**

This free resource allows teachers to make their own puzzles, games, and handouts in a variety of formats for students. Teachers can create crossword puzzles, word searches, scrambled letter activities, and more about whatever content or vocabulary they wish.

<http://puzzlemaker.discoveryeducation.com/>

### **44. Educational Technology Clearinghouse - Clipart ETC**

This website provides free clipart for educators. It is run by the state of Florida's Educational Technology Clearinghouse. It contains a wide database of educational clipart including many images from U.S. history and government.

<http://etc.usf.edu/clipart/>

## D. Citizenship Textbooks

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### **45. *Citizenship: Passing the Test, 3<sup>rd</sup> Edition* (2009, 2016)**

This textbook series from New Readers Press has three separate books:

- *Civics and Literacy* (2009)- student book that is widely used as a primary textbook
- *Literacy Skills* (2009)- workbook for students with very low literacy skills
- *Ready for the Interview* (2016)- student book that covers the information on the current N-400

Each book has an audio CD sold separately. A teacher's guide is also sold separately.

[www.newreaderspress.com](http://www.newreaderspress.com)

### **46. *Future U.S. Citizens with Active Book* (2011)**

This textbook from Pearson Longman combines print lessons with self-study digital lessons. It comes with an "Active Book," a DVD that contains a digital version of the textbook, interactive practice activities such as flashcards and dictation, model video interviews, and MP3 audio files. Civics, speaking test preparation, and reading/ writing test preparation are included.

<http://www.longmanhomeusa.com/product/product-detail-components/?sid=Civics&pid=F-0JD-1&isbn=9780131381667&tab>

### **47. *U.S. Citizen, Yes: Preparing for Citizenship, 3<sup>rd</sup> Edition* (2010)**

This book from National Geographic Learning/Cengage is for intermediate-level students and covers the U.S. civics questions and citizenship interview. An audio CD sold separately contains dictation practice and questions from the N-400 prior to February, 2014.

<http://ngl.cengage.com/>

### **48. *Voices of Freedom: English and Civics, 4<sup>th</sup> Edition* (2010)**

This textbook from Pearson Longman contains lessons and activities to help students prepare for the US naturalization interview and tests. Two audio CDs containing the 100 questions and listening comprehension activities are included with the book. A teacher's guide is sold separately.

[www.longmanhomeusa.com/](http://www.longmanhomeusa.com/)

### **49. *Citizenship Now! A Complete Guide for Naturalization* (2009)**

This textbook prepares students for the US naturalization interview and tests. The book includes both an audio CD and a DVD. The audio CD provides support for interview skills and the 100 Questions, while the DVD focuses on the interview. A Teacher's Edition is sold separately and contains suggestions for multilevel classes, reproducible worksheets, and chapter tests.

<http://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/citizenship-now-3rd-edition>

### **Need Information about Referring Students to Legal Services?**

If you need information about how and where to referring students to legal resources, please consult the *Citizenship Educators Orientation Packet*, page 12-13, at the Citizenship page of the Adult Learning Resource Center's Website:

<http://www.thecenterweb.org/alrc/citizenship/citizenship-educator-orientation-packet.pdf>

# Which Citizenship Resources Are Right for You?

**Do you want to learn more about teaching citizenship?**

*If so, check out:*

# 4, 7 A & B, 8, 11, 14, 15, 18, 20-24, 26-28, 31, 34, 37, 41 & 42

**Do you want to get a better idea of what happens during the naturalization interview?**

*If so, check out:*

# 3, 9, 10, 15, 21, 34, 38 & 45-48

**Do you want to teach lessons about U.S. history and government?**

*If so, check out:*

# 8, 10, 11, 15-17, 23-27, 29-37 & 45-48

**Do you want to teach lessons about the Application for Naturalization?**

*If so, check out:*

# 7A & B, 10-12, 15, 22, 34, 45 & 46

**Do your students need some resources to study outside of class?**

*If so, check out:*

# 4, 5, 20, 25-30, 32-38 & 45-48

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**Adult Learning Resource Center  
Arlington Heights, Illinois**

**[www.thecenterweb.org/alrc](http://www.thecenterweb.org/alrc)**

**224-366-8500**

**The *Citizenship Educator Orientation Packet* can be downloaded or printed from:**

**[www.thecenterweb.org/alrc/citizenship-pub.html](http://www.thecenterweb.org/alrc/citizenship-pub.html)**