

# DRAFT

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MIAMI-DADE  
COUNTY  
PUBLIC  
SCHOOLS

## HANDBOOK FOR CITIZENSHIP TEACHERS

Florida Citizenship Course Standards  
USCIS Naturalization Test  
Resources and Best Practices

## **Introduction**

This handbook for Citizenship teachers in Florida was adapted from the Citizenship Educator Orientation Packet, created by the Adult Learning Resource Center (ALRC) [www.thecenterweb.org/alrc](http://www.thecenterweb.org/alrc) which contains information and materials for citizenship teachers to prepare their students to take the U.S. Citizenship and Immigration Services (USCIS) test. As of October, 2009, all citizenship applicants must take the new version of the test and teachers must be familiar with the content, format and available resources.

This handbook contains useful information for Florida citizenship teachers such as:

1. **Overview of Florida Citizenship Course**
  - a. Goals and standards
  - b. Targeted students
  - c. Placement, curriculum, exit criteria
  
2. **Overview of the Citizenship Process for Legal Permanent Residents**
  - a. Application
  - b. Interview and test
  - c. Final steps
  
3. **Overview of Best Practices and List of Available Resources**
  - a. Civics
  - b. English (reading, writing, speaking and listening)

**Note:** Citizenship teachers need to keep up-to-date with the material at the USCIS Web site. The following links at that Web site are very useful:

- **Study Materials for the Naturalization Test**
  - [www.uscis.gov/newtest](http://www.uscis.gov/newtest)
- **A Guide to Naturalization**
  - [www.uscis.gov/natzguide](http://www.uscis.gov/natzguide)

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# Overview of Citizenship Course in Florida

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. Teachers must help students express their personal information as well as knowledge to U.S. history and government. Of course, to successfully master the skills and information, a student must be able to read, write, speak and understand English.

Naturalization is a very complex, high stakes legal process established by the federal government. 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 and incorporating best practices in the class to facilitate learning.

## Citizenship Course in Florida (Course # 9900090)

**Course Goal:** The Citizenship course is designed to prepare students to take the U. S. Bureau of Citizenship and Immigration Services (BCIS) Naturalization Interview and Examination.

**Targeted Students:** This course is for adults who seek instruction that will prepare them to pass the naturalization test for U.S. citizenship. Enrollment should be limited to adults with permanent residency status and definitive plans to take the naturalization test within a year of enrolling in class.

**Student Placement:** Programs are required to administer a state-approved test for Adult ESOL before enrolling a student. If using the CASAS, a score of  $\geq 201$  is recommended in both Listening and Reading. Students whose score is lower than Low Intermediate should not be enrolled in Citizenship classes. They should be referred to ESOL classes.

**Course Standards:** Florida Citizenship course standards cover topics such as U.S. history, government, culture, and symbols, with specific emphasis on the rights and responsibilities of U.S. citizens. The class content must be guided by the topics contained in the Citizenship course standards. You may access the course standards at <http://www.fldoe.org/workforce/dwdframe/rtf/Citizenship.rtf>

**Exit Criteria:** Students are expected to satisfactorily complete the benchmarks included in the standards. One LCP is awarded to the local program when the student completes. The local program shall record the LCP in the student's record and keep the progress report for 5 years. The progress report is an auditable record.

## Overview of the Citizenship Process

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

For the most accurate information on the process, teachers should visit the **United States Citizenship and Immigration Services Website** [www.uscis.gov](http://www.uscis.gov). This Web site 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 teachers are:

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

Another useful product is **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.

Teachers should view the video **Overview of the Naturalization Process**

<http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnextoid=8c141d30bb686110VgnVCM1000004718190aRCRD&vgnnextchannel=8e336bc60bde6110VgnVCM1000004718190aRCRD>

This video provides pertinent information for teacher and students and is a must see for all involved in the process of preparing for the naturalization test. A questionnaire is provided in the next page to be completed while watching the video.

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

Use this page to take notes when viewing the USCIS Presentation at [Naturalization Process Video](#)

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. (true or false)

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 <http://www.uscis.gov/civicsflashcards>
- \_\_\_\_\_
- \_\_\_\_\_
- *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. (True or False)

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

# Understanding the Citizenship Path

The following tips are 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 printed from the website at <http://www.uscis.gov/files/article/M-476.pdf>.

**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 help applicants fill out the form. The Illinois New Americans Initiative offers many workshops where students can get help filing their N-400. Check out the schedule for upcoming “Citizenship Workshops” at [www.becomeacitizennow.org/](http://www.becomeacitizennow.org/).
- All applicants should make a copy of their 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 Lockbox.

### **Keep in mind:**

- The application fees are subject to change. Check the USCIS website for the current cost.
- There are now just two USCIS Lockboxes. Go to [www.uscis.gov/n-400](http://www.uscis.gov/n-400) to see which Lockbox applicants in your state use. There are also 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*.

## 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/jsps/index.jsp> .Then click on the link under *Obtaining a List of Processing Dates* to look up the processing times for the various forms.

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

USCIS will send the applicant a letter telling when and where to get fingerprinted. 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 tells the date, time, and place of the interview.

***Keep in mind:***

- It is extremely important that applicants notify USCIS right away 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. They also must file form AR-11, Change of Address, which is available at the USCIS website at: <https://egov.uscis.gov/crisgwi/go?action=coa>.
- 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 Citizenship 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 the answers and clarify when necessary.
- Applicants will be asked questions from the *USCIS 96 Questions* on U.S. history and government.
- Applicants will be asked to read aloud from selected material and write one or two dictated sentences. Different USCIS districts use different material for the reading and writing tests.

**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.

**Oath Ceremony**

If citizenship is granted, USCIS will send form N-445, “Notice of Naturalization Oath Ceremony,” that tells 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 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 are **not** immigration lawyers. They 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. Good citizenship teachers help their students the most by learning which local agencies are qualified to provide legal services to immigrants and giving that information to their students.

**Nationwide**

One of the best national sources for finding your students legal assistance is at Welcome to the USA.gov. Their “Finding Legal Assistance” page 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.)

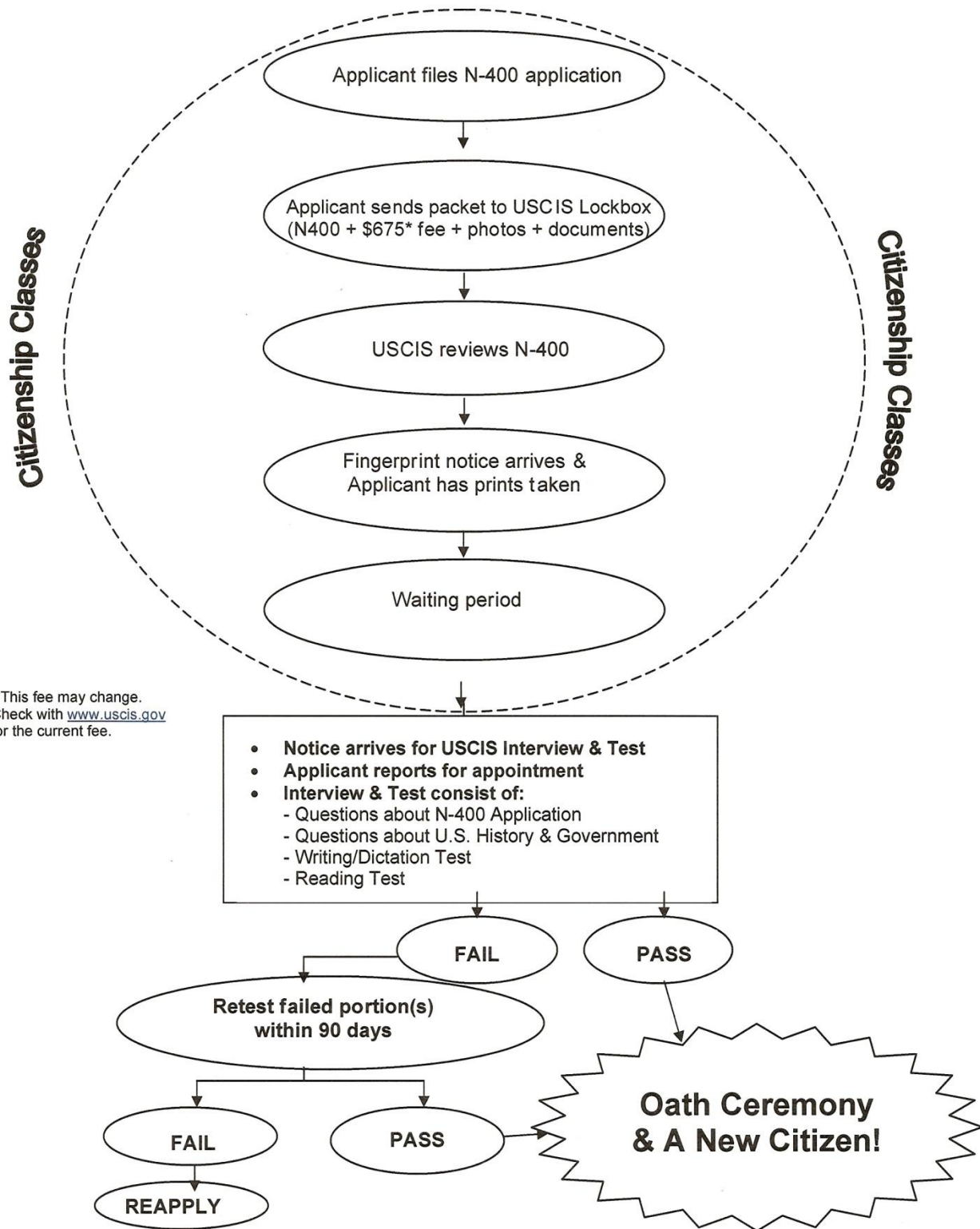
[www.welcometousa.gov/Immigration\\_citizenship/Finding\\_legal\\_assistance.htm](http://www.welcometousa.gov/Immigration_citizenship/Finding_legal_assistance.htm)

**Statewide**

Information on state legal agencies might also be found at individual state government Web sites or the state attorney general’s Web site.

[www.usa.gov/Agencies/State\\_and\\_Territories.shtml](http://www.usa.gov/Agencies/State_and_Territories.shtml)

# The Citizenship Path



# Overview of the Citizenship Class

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

- That the student speaks, reads, writes and understands 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 Form (N-400) is true and correct

Therefore, citizenship teachers need to organize their classes around the main components of the New Naturalization Test emphasizing **reading, writing, listening and speaking English**. The three components of the Naturalization Test are:

- Civics Questions,
- Targeted vocabulary
- N-400 Form.

## 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:

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

## Reading and Writing Vocabulary

This is composed of two lists, one for reading and another for writing. The sentences that the USCIS Officials will have students read and write when dictated will be composed of words from these lists. The lists can be found at: [www.uscis.gov/newtest](http://www.uscis.gov/newtest)

## N-400 Application

This is a 10-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 Official 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)

# 100 Civics Questions

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

## Overview

At some point during the interview, the USCIS Official will ask the student questions about U.S. government, history, and integrated civics.

**Purpose:** To test the student's knowledge about the United States.

**Procedure:** The USCIS Official will ask up to ten questions which the student answers orally. If the student answers the first six questions correctly, the USCIS Official may 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/files/nativedocuments/100q.pdf>

## Special Features

1. The 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*

100 Civics Questions Instructor Notes

## Listening for Key Words- a best practice

**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... a best practice

**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  
Richard Durbin\*

## Person

Abraham Lincoln  
Ben Franklin  
Susan B. Anthony  
Woodrow Wilson  
Martin Luther King, Jr.  
Thomas Jefferson  
George Washington  
Franklin Roosevelt  
The President  
John Roberts  
Nancy Pelosi  
Barack Obama  
Joe Biden



Sample Cards for Tell Me All About.....

<p>Tell me all about.....</p> <p><b>The 4<sup>th</sup> of July</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 Executive Branch</b></p>	<p>Tell me all about.....</p> <p><b>Washington DC</b></p>
<p>Tell me all about.....</p> <p><b>The Senate</b></p>	<p>Tell me all about.....</p> <p><b>Abraham Lincoln</b></p>

## NUMBER GAME..... a best practice

**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 and doing a couple together, 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**

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

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

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

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

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

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

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

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

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

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

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

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

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

# Reading and Writing Tests

## Create flashcards....a best practice

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

### Overview

At some point during the interview, the USCIS Official will have the student read a question and write the answer that is dictated.

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

**Procedure:** The USCIS Official gives students a piece of paper with a question about U.S. civics written on it which the student will need to read aloud. Then the USCIS Official dictates the answer to that question which the student must write on a lined piece of paper.

**Assessment:** USCIS Officials 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 [www.uscis.gov/newtest](http://www.uscis.gov/newtest).

Here is an example question/answer similar to what might be used at the interview:

Note: If students fail in either reading or writing the first question/answer set, then they will receive up to two more chances with other question/answer sets.

USCIS has issued two vocabulary lists: one for the reading test and one for the writing test. **The question that students are asked to read is made up of words from the reading vocabulary. The dictated sentence is made up of words from the writing vocabulary. These vocabulary lists can be found at: [www.uscis.gov/newtest](http://www.uscis.gov/newtest).**

### Special Features

1. Both of the vocabulary lists are divided into categories such as *people, civics, places, months, holidays, verbs*, and more. These categories provide a structure for teaching these words. **Students should create their own flashcards using index cards.**

2. Many of the words are on both lists. Combined, there are about one hundred different words and phrases.

*The student reads this question aloud:*

**Who was Abraham Lincoln?**

*The USCIS Official dictates this answer to the student who writes it down:*

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

# Best Practices for Reading/Writing Tests

## 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's 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 that teachers use for dictation practice should contain words from the USCIS document titled "Writing Vocabulary for the New Naturalization Test." This document is at: [www.uscis.gov/files/nativedocuments/writing\\_vocab.pdf](http://www.uscis.gov/files/nativedocuments/writing_vocab.pdf)

## 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.

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## 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, teacher writes a sentence likely to be read aloud (dictated) at the 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 examples

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, "Flag Day is in June" the worksheets look like this:

### **Worksheet A: Circle the correct word**

1. Flag Day is in ..... July                  June                  May                  April

---

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

1. Flag Day is in \_\_\_\_\_.

---

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

1. \_\_\_\_\_ Day is \_\_\_\_\_.

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### **Worksheet D: Write the sentence.**

1. \_\_\_\_\_

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

*Students using Worksheet B fill in one word.*

*Students using Worksheet C fill in two words.*

*Students using Worksheet D write the whole sentence.*

*June*

*Flag June*

*Flag Day is in June.*



# N-400 Application for Naturalization

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

## Overview

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 Officials 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 Official 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 Official will often rephrase the question in simpler English.

**Assessment:** USCIS Officials do not follow a script during the interview. There is no uniform manner in the way the USCIS Official 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 Officials 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 ten-page legal document with many complex concepts. In class, the N-400 is used as a way to practice questions that the USCIS Official 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

The N-400 includes questions about the student's personal history and moral character.

**A. Personal History.** Parts 1-9 deal with personal information such as legal name, address, work, spouse, children, residence, trips out of the country, and more. Part 7 shows an example of the kind of personal information students discuss at the interview.

**B. Moral Character:** Having "good moral character" is one of the requirements for U.S. citizenship. Part 10 is over three pages long and full of difficult questions and concepts that students need a lot of help understanding and learning how to discuss. Part 10 A

shows an example of the kind of moral character questions are discussed at the interview.

**Note:** Parts 11-13 deal with signatures. Part 14, the Oath of Allegiance, is very important. Students must understand the general meaning of the Oath.

## 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 7

- 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 10

- 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*
- 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 11:

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

**Part 14:**

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

# Best Practices for N-400 Questions

## 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.

## 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.

## Share with your students...

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*

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.

# Other Components of Citizenship

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

**TIP:** Practice giving directions and having students perform the command. Use Total Physical Response activities (TPR)

## **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.

- A.**
1. Introductions and Small Talk
  2. Verification of identity
  3. Civics & Reading & Writing Tests
  4. Place Under Oath
  5. N-400

- B.**
1. Verification of identity
  2. Introductions and Small Talk
  3. Place Under Oath
  4. Civics & Reading & Writing Tests
  5. N-400

- C.**
1. Small Talk
  2. Verification of identity
  3. Place Under Oath
  4. Introductions
  5. N-400
  6. Civics & Reading & Writing Tests

- D.**
1. Introductions and Small Talk
  2. Verification of identity
  3. Place Under Oath
  4. N-400 Parts 1-3
  5. Civics & Reading & Writing Tests
  6. N-400 Parts 4-14

## 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**

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?

Do you have any questions before we begin?

Have you studied for the citizenship test?

How did you study? What did you do?

O.K. Let's begin.

OATH: Please stand and raise your right hand. Do you promise to tell the truth and nothing but the truth, so help you God?

ID Check: 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.

### **Civics Test**

I'm going to ask you some questions about U.S. history, government, and geography.

Are you ready?

*(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.)*

### **Reading Test**

Read this sentence aloud.

*Examples:*

- When is Memorial Day?
- Who was Abraham Lincoln?
- What country is south of the United States?

*(Show the applicant one of the above questions or others consisting of words from the USCIS Reading Vocabulary for the New Naturalization Test. If the applicant cannot read the first sentence correctly, give up to two more.)*

### **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 New 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.

What is your full name?

Spell your last name.

Have you ever used any other names?

Do you want to change your name?

### **Part 2**

How are you eligible for citizenship?

### **Part 3**

What is your Social Security number?

When were you born?

Where were you born?

What's your marital status?

### **Part 4**

How long have you lived at your current address?

What country do you live in?

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

### **Part 5**

How tall are you?

And your eye color?

### **Part 6**

Are these all the places you have lived in the last five years?

Who is your current employer?

What do you do?

### **Part 7**

How many days were you out of the U.S. in 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 8**

How many times have you been married?

What is your spouse's full name?

What is the immigration status of your wife/husband?

Where was your wife/husband born?  
Did your wife/husband become a citizen? When did that happen?  
Have you been married before?

**Part 9**

How many children have you had?  
What are their names, birth places and current addresses?  
Do you have any children not listed here?

**Part 10A**

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?

**Part 10B**

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?

**Part 10C**

Since becoming a Lawful Permanent Resident of the United States, have you ever called yourself a "nonresident" on a Federal, state, or local tax return?  
Have you ever failed to file a Federal, state, or local tax return because you considered yourself to be a "nonresident?"

**Part 10D**

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 official while applying for any immigration benefit or to prevent deportation?

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

**Part 10E**

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

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

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

Have you ever applied for any kind of relief from removal, exclusion, or deportation?

**Part 10F**

Have you ever served in the U.S. Armed Forces?

Have you ever left the United States to avoid being drafted into the U.S. Armed Forces?

Have you ever applied for any kind of exemption from military service in the U.S. Armed Forces?

Have you ever deserted from the U.S. Armed Forces?

**Part 10G** (*only ask to males*)

Are you a male who lived in the United States at any time between your 18th and 26<sup>th</sup> birthdays in any status except as a lawful nonimmigrant?

If so, did you register with the Selective Service System?

**Part 10H**

Do you support the Constitution and form of government of the United States?

Do you understand the full Oath of Allegiance to the United States?

Are you willing to take the full Oath of Allegiance to the United States?

If the law requires it, are you willing to bear arms on behalf of the United States?

If the law requires it, are you willing to perform noncombatant services in the U.S. Armed Forces?

If the law requires it, are you willing to perform work of national importance under civilian direction?

**Part 11**

Is this your signature?

**Part 13**

Please sign your N-400 here and check that the spelling of your name is correct on the form. Also, sign your photos along the side.

**Part 14**

Take a look at the Oath of Allegiance. In your own words, tell me what it means.

**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.

# Citizenship Resource List

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

## I. USCIS Resources

## II. Citizenship Resources

## III. U.S. History and Government Resources

## IV. Tools for Creating Classroom Materials

## V. Citizenship Textbooks

**Note:** There is space after each resource for you to take notes about how that resource might help you or your students.

## USCIS Resources

### USCIS Web site\*

This is the official USCIS Web site. It contains a vast amount of information including services and benefits, immigration forms, laws and regulations, educational resources, and more. Check it often as the information is frequently updated. There is also a companion website in Spanish that contains some of the information in the English version. [www.uscis.gov](http://www.uscis.gov) [www.uscis.gov/espanol](http://www.uscis.gov/espanol)

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### ***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 for both the English and civics requirements based on medical conditions. The publication also includes frequently asked questions and a glossary. [www.uscis.gov/natzguide](http://www.uscis.gov/natzguide)

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

This 10-minute flash presentation on a CD-Rom provides a basic overview of naturalization including the requirements and steps involved. It is available for purchase through the Government Printing Office or it can play from the USCIS Web site. [www.uscis.gov/civicsmultimedia](http://www.uscis.gov/civicsmultimedia)

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### **Civics Flash Cards for the New Naturalization Test\***

These USCIS flashcards are a big hit among 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 out from the USCIS Web site and then cut and fold them to make their own set. Alternatively, they can purchase sets from the U.S. Government Bookstore. Flashcard sets are sold individually or in packs of ten. <http://www.uscis.gov/civicsflashcards> or <http://bookstore.gpo.gov/>

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

This new publication contains a wealth of information about starting and maintaining an ESL,

civics, or citizenship class. Topics addressed include: designing, staffing, marketing a program; program content and instruction; and program development. There are also many samples forms. [www.uscis.gov/files/nativedocuments/M-677.pdf](http://www.uscis.gov/files/nativedocuments/M-677.pdf)

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### **U.S. Civics and Citizenship Online**

This page has links to many other agencies and organizations that are of interest to civics and citizenship teachers. It also has a collection of web resources on teaching citizenship. [www.uscis.gov/civicsonline](http://www.uscis.gov/civicsonline)

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

This guide has a great deal of useful information for both teachers and students alike. It explains many features of living in the United States to new immigrants. It is available in 12 languages and can be downloaded and printed from the USCIS Web site. [www.uscis.gov/newimmigrants](http://www.uscis.gov/newimmigrants)

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## **II. Citizenship Resources**

### ***Adult Learning Resource Center***

This educational center has created a variety of materials for the naturalization test including the *Citizenship Educators Orientation Packet*, multimedia presentations about teaching citizenship, and more. Check the Web site often to see what new materials have been posted. <http://www.thecenterweb.org/alrc/citizenship.html>

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

This report, prepared by the Catholic Legal Immigration Network, INC (CLINIC) contains information both about the state of Citizenship in the United States today and how citizenship preparation should be conducted in the future. Available online at: [www.cliniclegal.org/DNP/citzplan.html](http://www.cliniclegal.org/DNP/citzplan.html)

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### ***CASAS Bibliography of Citizenship Materials***

This site offers an extensive bibliography of citizenship instructional materials with an annotated index listing what kind of resource it is and what level of students it is appropriate for. [www.casas.org/DirctDwnlds.cfm?mfile\\_id=1442&selected\\_id=808&wtarget=body](http://www.casas.org/DirctDwnlds.cfm?mfile_id=1442&selected_id=808&wtarget=body)

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### ***Citizenship for Refugee Elders***

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. Included in the book are issues of teaching this population and teaching ideas and materials. <http://www.cliniclegal.org/Publications/GuidesHandbooks.html>

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### ***Citizenship for Us, 5<sup>th</sup> Edition\****

This handbook is a comprehensive guide to the naturalization process for advanced ESL students or Citizenship Teachers. It contains chapters on all aspects of the naturalization process as well as a



history and civics study guide. It is available now for download or purchase from Catholic Legal Immigration Network, Inc (CLINIC). [www.cliniclegal.org/resources/citizenship-us-handbook](http://www.cliniclegal.org/resources/citizenship-us-handbook)

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### ***Citizenship News***

This site can help keep citizenship educators updated on naturalization and citizenship test issues, including information about the new test and important changes in policy and practice.

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

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### **Citizenship: Success at Your CIS Interview DVD\***

This DVD shows a complete interview followed by various interview elements such as marital history, trips outside of the country, or moral character. The complete interview can be shown in class relatively early in the semester to give students an idea of what to expect at the interview. Note that though the complete interview reflects the newest version of the USCIS citizenship test, some components of the DVD are older. <http://www.delta-systems.com/proddetail.cfm?cat=1&toc=7&stoc=0&pronum=4084>

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### **Citizenship Teacher Tutorials\***

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

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### ***Citizenship Teaching Techniques: A Teacher Training Video***

This 70-minute video is designed to improve the effectiveness of citizenship preparation classes. The video contains footage from actual citizenship classes. Available from the Curriculum Publications Clearinghouse. [www.wiu.edu/cpc](http://www.wiu.edu/cpc)

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

This Web site offers free online courses showing teachers how to incorporate U.S. history, government, naturalization, and civic engagement. The Naturalization course shows how to teach all aspects of the new citizenship test. [www.elcivicsonline.org](http://www.elcivicsonline.org)

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### **Thinkfinity Citizenship Resources**

This page contains many resources for teachers and students of the new citizenship test. There are three short courses that teachers can take for free about the citizenship interview, literacy test and civics tests. The site also contains podcasts and fact sheets of interest to teachers and students. <http://literacynetwork.verizon.org/tln/content/how-can-i-help-immigrants-prepare-take-uscitizenship-test>

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### **U. S. Citizenship Podcast\***

This site contains many audio files that teachers and students alike can use. The audio includes

the 100 Civics Questions, questions from the N-400, and sample interview segments. Also included are announcements and news stories. <http://uscitizenpod.blogspot.com/>

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### ***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 that teachers can use to help these learners and gives sources for teachers to learn more about teaching adults with limited literacy.

[http://www.cal.org/caelanetwork/pd\\_resources/literacy.html](http://www.cal.org/caelanetwork/pd_resources/literacy.html)

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### **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 students need to pass the civics portion of the USCIS test. Essays discuss both teaching U.S. history and also helping students to become more active citizens.

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

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## **III. U.S. History and Government Resources**

### **America's Historical Documents**

This site from the National Archives gives information about the most important historical documents that shaped the United States into the nation it is today. Many of the documents, such as the U.S. Constitution, have online resources teachers can use to learn more or show their class.

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

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

This site is designed for children, but it has excellent explanations on how the U. S. government works that are appropriate for adults as well. Teachers can choose the reading level (K-2, 3-5, 6-8, or 9-12) and then access materials about the three branches of government, the election process, how laws are made, and more. <http://bensguide.gpo.gov/>

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### ***Citizenship Teacher: Online Student Practice Activities\****

This page at the popular Web site [www.quia.com](http://www.quia.com) 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, will help students master the information in the 100 Civics Questions and the words on the Reading and Writing vocabulary lists. The quizzes will help students see how well they are doing and what they still need to study. [www.quia.com/profiles/citizenshipteacher](http://www.quia.com/profiles/citizenshipteacher)

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### **Collection of Online Citizenship Materials**

Larry Ferlazzo, an ESL teacher, created an "edu-blog" that is an excellent resource for finding Web sites. His list of citizenship links contains some resources for teachers, some sites that students can use on their own, and much more. <http://larryferlazzo.com/englishthemes.html#citizenship>

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**EL Civics for ESL Students**

This site has a list of holidays that includes pages about each of the holidays in the Reading and Writing Vocabulary lists. It has pictures and basic facts about each. <http://www.elcivics.com/>

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**Harry S. Truman Library and Museum**

The education section of this Web site has comprehensive information and activities about the three branches of government. For each, it 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 information about the three branches.

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

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**Presidents of the United States**

This portion of the official White House Web site provides pictures, bibliographies, and timelines for each U.S. President. <http://www.whitehouse.gov/history/presidents/>

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**Study for the U. S. Citizenship Test**

This site helps citizenship students prepare for the different parts of the U.S. Citizenship Test. There is a study guide to read online or print out and practice quizzes with multilingual support. Students or teachers can order a year-long membership to the study materials at the site or an audio CD or printed study guide. <http://uscitizenship.org>

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**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 Web sites of offices and agencies under each of the three branches.

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

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**Welcome to the USA\***

This Web site provides essential information to newcomers to the United States. It has information on citizenship, education, healthcare, finances, benefits, employment, and more. It also has resources to help immigrants find an English class or volunteer. <http://www.welcometousa.gov/>

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**Tools for Creating Classroom Materials**

*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.*

**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/>

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

This Web site 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/>

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## **Citizenship Textbooks**

### ***Citizenship Now, 3rd Edition***

The student textbook includes a DVD with three sample citizenship interviews on it as well as an audio CD. The book covers the information intermediate-level students need to learn about U.S. history and government and to pass the USCIS interview. Other components include a teacher's guide and downloadable MP3 files. Available from McGraw-Hill. <http://catalogs.mhhe.com/>

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### ***Citizenship: Passing the Test, 3rd Edition***

This textbook series includes a civics and literacy student book, a literacy workbook for low-level students, a teacher's guide, and audio CDs. A separate book on teaching the information contained on the Application for Naturalization called *Citizenship: Ready for the Interview* compliments *Citizenship: Passing the Test*. Available from New Readers Press. [www.newreaderspress.com](http://www.newreaderspress.com).

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### ***Land of Liberty***

This student textbook can be customized to include the state capital, governor, and Senators. The Web site for the book contains a sample chapter as well as some student practice activities including an audio dictation exercise. Available from Insight Media. [www.libertybook.net/](http://www.libertybook.net/)

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### ***Preparation for Citizenship, 2nd Edition***

This lower-level student textbook is available now and has lessons on the new 100 Civics Questions for the new test. Available from Steck-Vaughn. [www.steckvaughn.com/adulted](http://www.steckvaughn.com/adulted)

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### ***U.S. Citizenship Yes: Preparing for Citizenship, 2nd Edition\****

This book is for intermediate level students and covers the new U.S. civics questions and citizenship interview. An audio CD is available and contains interview and dictation practice. Available from Heinle & Heinle. <http://elt.heinle.com>

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### ***Voices of Freedom: English and Civics, 4th Edition\****

This student textbook contains lessons and activities to help lower-level ESL students prepare for the USCIS test. A teacher's guide and audio will be available. Available from Pearson Longman. [www.longmanusahome.com/](http://www.longmanusahome.com/)

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