

LEARNERS' LIVES as CURRICULUM

Thematic Unit



Citizenship: Who In The World Am I?

(Preparation for the Citizenship Test)
Intermediate Level

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MY FIRST DAY

By Caras from Hong Kong

I came from Hong Kong. My first arrived to USA in 2003 for a business trip. I still remember while I was on the plane. I was so nervous as I'm worry my English is not good enough. Will I rare jet lag on the entire trip?

Upon arrival, I feels comfortable because I saw my sales rep. is waiting me at the airport! Gave a big hug to me, make sure I slept well, ate enough on the plane. Then he drove me for a sightseeing on the way back to the hotel at New York downtown.

My impression is NYC similar to Hong Kong. However, I don't like staying in New York because the city is too crowed. I was so scared to take the subway as I saw some men dancing, singing, and begged all the passengers for money. Also, the platform was so dark and dirty. I felt unsafe!



Overall, this trip was memorable and successful. It was my first time to travel alone, too!

1) What was your first day like in the U.S.?

2) Can you describe your emotions? Did you feel good or bad?

3) What is your happiest memory of the first thing you saw?

Name _____

Date _____



HAPPY - Name three things that make you happy



SAD - Name three things that make you sad



SCARED – Name three things that make you scared

MORE STUDENT STORIES



October 18, 2006 was my special day. I came in Florida for my first day. I was stressed about a lots things. The traffic on the highway (95). I had also fun in the house after a few days. I felt surprise when my friend bought present for me. I went to the restaurant. I had big trouble to chose a food. I really don't know why I heard when the waitress spoken with us. That was a nice experience.

Cerette from Haiti



I came from Puerto Rico. I felt so happy and exited. I felt happy because my husband came here first and I saw him again and exited because this place is different to my country. I like this place. I lived before in New Holland, then I moved here to Berwick. I'll be here for the rest of my life. My kids love this place. They have a lots of friend and they have the opportunity to get everything what they want. Some people are nice and some people don't. On that part, a feel disgusted.

Angie from Puerto Rico

PLAYING With LANGUAGE

1) How many verbs are there in each story? 1st story _____ 2nd story _____

List at least 5 verbs _____

2) How many pronouns are in each story? 1st story _____ 2nd story _____

List 5 different pronouns _____

3) How many nouns are in each story? 1st story _____ 2nd story _____

List 5 different nouns _____

4) How many adjectives are in each story? 1st story _____ 2nd story _____

List 5 different adjectives _____

Victoria Rainis – Teacher’s Story

When I planned my 10 day trip to Peru in 2006, I was very excited and filled with anticipation. My first day made me feel anxious and nervous because this country was very different from my home in Berwick, PA. I saw so much poverty and was given strict instructions by my hosts that I was not to leave their house unless one of the family members escorted me. Whether traveling in a car or walking a few blocks from the house, I was told to remove all jewelry, never carry a purse, and hide my camera under my coat. My hosts were protective and said that their neighborhood was dangerous. This terrified me. I began to wonder if I should be there. However, once I settled into their home that first day, I received the royal treatment. The entire family from many miles away came to visit and they brought food, gifts and music. From then on, I enjoyed many experiences, from trips to the mountains and beaches, to several cathedrals in the capital of Lima, to the homes of many neighbors. I even met their mayor. I went to a wedding, some birthday parties, the Feast of San Juan, an anniversary celebration, and danced at all these events. The traffic was terrible (worse than Manhattan) but every day was an adventure and although the area was poverty-stricken, I saw much beauty, also. This trip was memorable and I fell in love with the people, all of whom were kind, loving and generous.



Discuss the new vocabulary words that are underlined.

Look the words up in the dictionary and discuss with your classmates.

In your classroom notebook, make a list of these new words with definitions.

MY FIRST DAY

Prompt for Student Essay

Describe your emotions the first day you arrived in a new country.

My Personal Story

My name is: _____

I was born on _____ in _____

I have _____ brother(s) and _____ sister(s).

I have _____ pet(s) and they are _____

My favorite hobby is _____

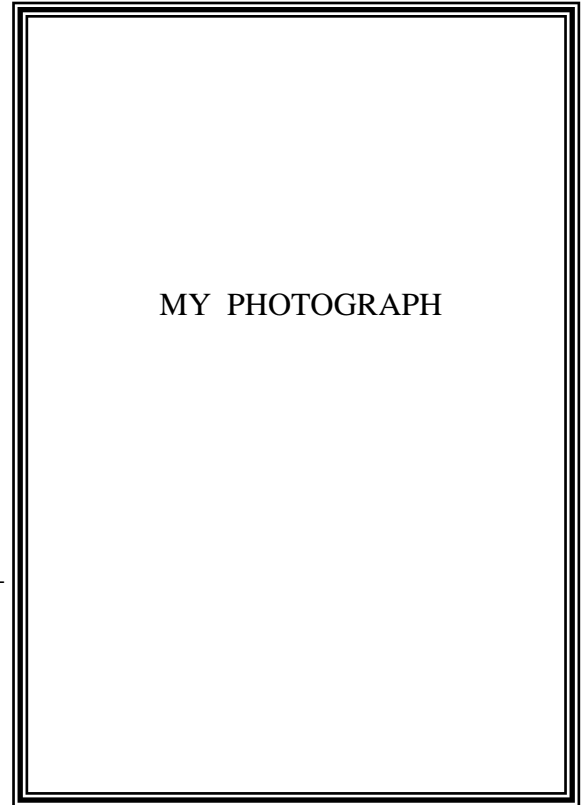
My favorite color is _____

My favorite food is _____

My best friend is _____

I am very good at _____

My goal is _____



MY PHOTOGRAPH



My Family Story

Choose a partner in your class and compare your stories and family history.

TEACHER'S NOTE #1: I developed this unit as a preparation for studying to earn citizenship. Over the past 6 years that I assisted numerous students, I found one common theme among their concerns: “Will I have to abandon my culture? Who will I be after I become a citizen?” Thus, the title *Citizenship: Who In The World Am I?* I focused on alleviating these fears early in the unit by helping them to maintain their sense of identity while struggling to learn a whole new way of life in America. For this reason, the project I created has been introduced near the beginning of the unit as I have learned through past experience that the interaction generated brought the students closer to one another and helped them to make connections to their personal lives and the world around them. The creation of the collage developed a new rapport and built a bond among the students. Their goal became more realistic when they were prompted to discuss the manner in which the collage defined their desires, dreams and personalities during a presentation in front of their peers. Enjoy this time with them as they often reveal inner secrets!

TEACHER'S NOTE #2: I have largely been prompting the students to “read & study the questions” at home. Although I do generate tests to monitor their progress, I do not spend entire class times on those questions. Rather, I conduct 20-minute sessions for reviewing the questions and frequently remind them that it is largely their responsibility to be sure they study. Handouts may be found at <http://www.uscis.gov/files/natedocuments/100q.pdf>

PROJECT

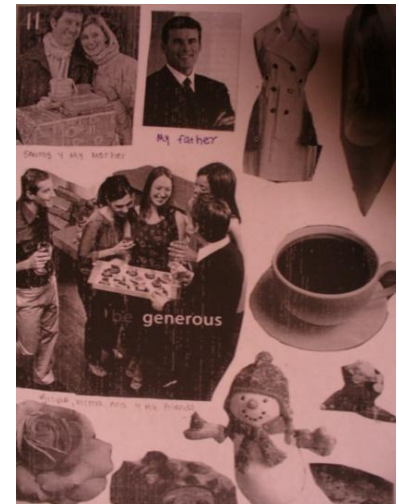
Materials:

<i>poster paper</i>	<i>glue</i>
<i>magazines</i>	<i>scissors</i>
<i>colored pencils</i>	<i>scotch tape</i>
<i>crayons/gel pens</i>	<i>home photos</i>

Instructions: Students will create a collage that represents their nature, personality or identity by freehand drawing, using some home photographs, or pasting pictures cut out from magazines.

Presentations: Students will do a presentation of their “Personal Story” and describe the literal and/or symbolic meaning of their family collage in front of the class to their peers.

Examples:





QUESTION WORDS
(Discussion of Definitions)

Who – asking about a person or people

What – asking for information

Where – asking about a place or position

When – asking about time

Why – asking for a reason



Answer the following questions in two or more sentences and describe in detail:

Who am I?

What made me decide to come to America?

Where is my homeland?

When did I decide to come to the United States?

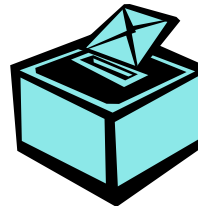
Why do I want to become an American citizen?

American Government

Pictorial Vocabulary – Terms from the Study Guide

<http://www.uscis.gov/files/natedocuments/100q.pdf>

Democracy: a system of government in which the citizens or members choose leaders or make important decisions by voting.



Ballot box

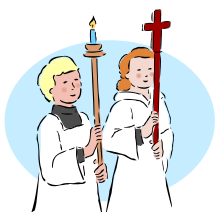
Constitution: the fundamental law of the United States framed in 1787. It is a document that guarantees individual rights and outlines the responsibilities of the government.



Bill of Rights: the first ten amendments to the U.S. Constitution, added in 1791 to protect certain rights of citizens.



Amendment: a change or an addition to the Constitution.



The first amendment guarantees freedom of religion, speech, the press, assembly, and to petition the government.

Petition: a written application requesting a court for a specific judicial action.



Declaration of Independence:

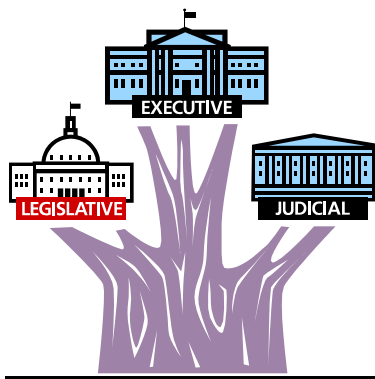
A document that announced our freedom from Great Britain on July 4, 1776.



Cabinet: a special group who advises the President.



Naturalization: refers to an act whereby a person acquires a citizenship different from that person's citizenship at birth.



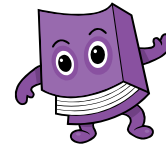
The Legislative Branch makes the laws. The Senate and the House of Representatives make up the legislative branch. There is no limit to the number of times Senators and Representatives can be re-elected.

The Executive Branch includes the President, the Vice-President, and the Cabinet members. No person may be elected President more than twice.

The Judicial Branch explains and applies the law. Supreme Court justices are appointed for life.

Graphics from <http://office.microsoft.com/en-us/clipart/default.aspx>

Name _____ Date _____



MAKING MEANING

(Instructor prepares for this exercise by previewing the definitions of the words below.)

Interview two students in your class and ask them to tell you the meaning of the following words.

First Student Interview – NAME _____

AMENDMENT _____

CITIZEN _____

CONSTITUTION _____

DEMOCRACY _____

FREEDOM _____

PETITION _____

VOTE _____

Second Student Interview – NAME _____

AMENDMENT _____

CITIZEN _____

CONSTITUTION _____

DEMOCRACY _____

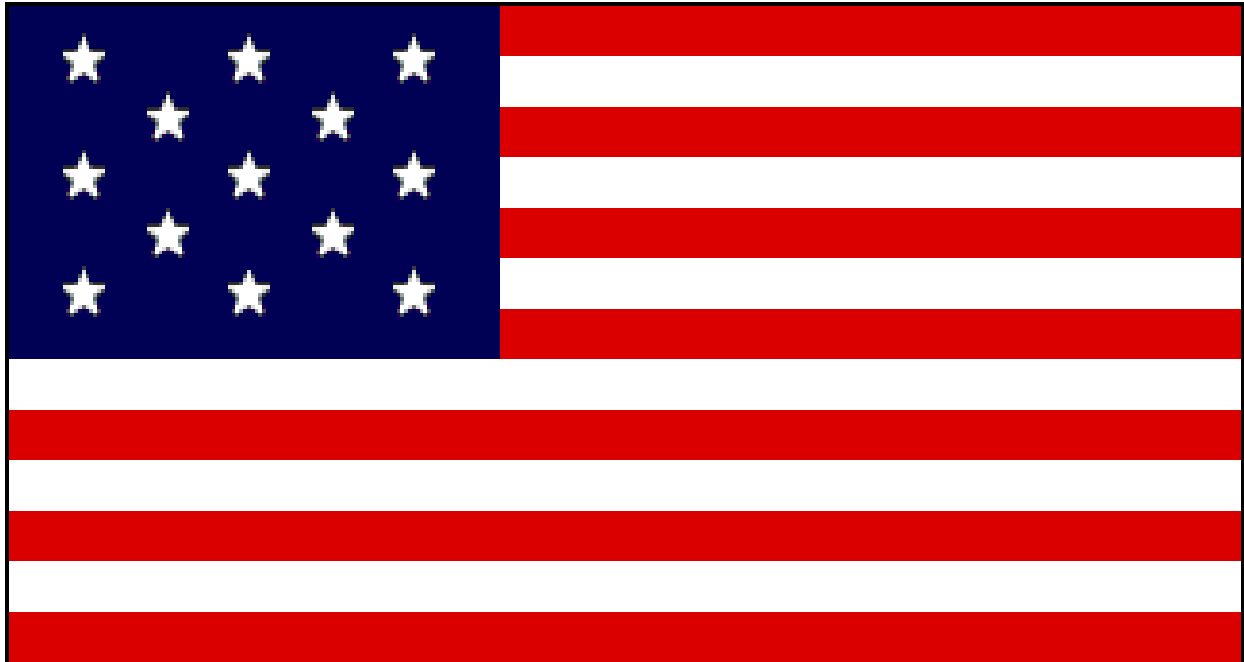
FREEDOM _____

PETITION _____

VOTE _____



THE ORIGINAL UNITED STATES FLAG
(13 stars and 13 stripes to symbolize the 13 colonies)



The First Official United States Flag: This 13-Star Flag became the Official United States Flag on **June 14th, 1777** and is the result of the congressional action that took place on that date. The only President to serve under this flag was [George Washington \(1789-1797\)](#).

This Flag was to last for a period of 18 years. Each star *and* stripe represented a Colony of which there were thirteen, united nearly one year earlier by the Declaration of Independence. The thirteen original Colonies of the United States are listed below with the date that each ratified the Constitution and became a State.

- (1st) [Delaware](#) December 7th, 1787
- (2nd) [Pennsylvania](#) December 12th, 1787
- (3rd) [New Jersey](#) December 18th, 1787
- (4th) [Georgia](#) January 2nd, 1788
- (5th) [Connecticut](#) January 9th, 1788
- (6th) [Massachusetts](#) February 6th, 1788
- (7th) [Maryland](#) April 28th, 1788
- (8th) [South Carolina](#) May 23rd, 1788
- (9th) [New Hampshire](#) June 21st, 1788
- (10th) [Virginia](#) June 25th, 1788
- (11th) [New York](#) July 25th, 1788
- (12th) [North Carolina](#) November 21st, 1789
- (13th) [Rhode Island](#) May 29th, 1790

<http://www.usflag.org/history/the13starflag.html>

Ordinal Numbers

You just reviewed the thirteen original colonies. Can you list any five of them here? Try not to look back at page 10 unless you cannot remember any of them.

1. _____
2. _____
3. _____
4. _____
5. _____

Listen to your teacher read the ordinal numbers listed below. Notice that these numbers end with st, nd, rd * Then repeat the numbers with your teacher.

1st (first)	5th (fifth)	9th (ninth)
2nd (second)	6th (sixth)	10th (tenth)
3rd (third)	7th (seventh)	11th (eleventh)
4th (fourth)	8th (eighth)	12th (twelfth)

Using the ordinal numbers below, you will put the five colonies you remembered above in the correct order in which they became a state. You may look at page 10 for help.

First: _____

Second: _____

Third: _____

Fourth: _____

Fifth: _____

Choose a partner and review all thirteen colonies on page 10 to practice pronunciation and the correct spelling of these states. Switch partners and review once again.

THE PLEDGE OF ALLEGIANCE



**I Pledge Allegiance
To the Flag
Of the United States of America
And to the Republic
For Which It Stands
One Nation
Under God,
Indivisible,
With Liberty
And Justice
For All**

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THE STAR SPANGLED BANNER



BY FRANCIS SCOTT KEY - 1814

***O! say can you see by the dawn's early light
What so proudly we hailed
at the twilight's last gleaming.
Whose broad stripes and bright stars
through the perilous fight,
O'er the ramparts we watched
were so gallantly streaming.
And the rockets' red glare,
the bombs bursting in air,
Gave proof through the night
that our flag was still there.
O! say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?***

LOOKING BACK

Have a discussion with your classmates about all of the lesson plans in this unit.

1) In this unit, I learned

2) I want to learn more about

3) What I liked the most was

4) What I liked the least was

Citizenship: Who In The World Am I?

Write a short essay about “who you are” and if you learned anything new about yourself during this unit.
