| **USG Unit 4 The American Citizen** | |
| --- | --- |
| **Unit Overview** | |
| A strong constitutional democracy requires active participation on behalf of the people living under its authority. Knowledge of how to become a citizen, the rights and responsibilities of citizenship, and an understanding of how to participate in the political process helps to create civic engagement and preserve the American constitutional government This unit asks students to examine “What makes a good citizen?” through an examination of the rights and responsibilities of the American Citizen. | |
| **Overarching Inquiry Question** | |
| What is the American Dream to different groups and why do so many want to live this dream?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| * Civic Engagement * Political Values & Institutions * Process of Law | |
| **Skills Emphasis at a Glance** | |
| * **Establish Relationships (ER**) Clearly state, define, explain, and draw connections between ideas and terms. * **Interpret (IN)** Gather, interpret, and use evidence, including primary and secondary sources, to analyze data and establish an informed opinion. * **Communicate and Conclude (CC)** Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument. * **Informed Participation (IP)** Engage in the political process using acquired knowledge to perform civic duties. | |
| **Standard(s)** | |
| **Standard 4:** Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States.  **USG.4.ER**: Describe the criteria and process for immigration to and citizenship in the U.S., and explain how the U.S. has expanded and limited the concept of citizenship over time.  **USG.4.IN:** Distinguish between various economic, personal, and political rights of citizens in the U.S., and how these rights can sometimes conflict with each other.  **USG.4.CC:** Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society’s opportunities and public facilities.  **USG.4.IP:** Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels**.** | |
| **I Can Statement(s)** | |
| I can explain the immigration and citizenship process and how it has changed over time.  I can analyze the roles and responsibilities of US citizens and the government. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can explain the immigration and citizenship process and how it has changed over time.**   * Introduce the unit by having students answer the question “What have I heard about immigration but I don’t know if it is true?” on a post-it note anonymously for the teacher to collect.   1. Teachers can place the post-it notes in a “parking lot” of a big piece of paper on the wall to revisit the questions throughout the unit.   2. Digital versions could include a teacher creating a padlet for students to share their answers & for the results to be posted on the board at the front of the room in real time. * Next, students should then complete a primary source analysis through a Gallery Walk with a partner on immigration events throughout history such as Colonialism, Manifest Destiny, Chinese Exclusion Act, Anti- Irish Immigration, etc. Using the events, the students could conclude the similarities and differences of immigration policy through United States History by answering the question of “Is it easy to become an American citizen?” * Students will learn how the concept of American citizenship has evolved over time by participating in a Gallery Walk using the quotes from [Immigrants and Refugees](https://www.lirs.org/quotes-immigrants-refugees?gclid=Cj0KCQjwnv71BRCOARIsAIkxW9GLIohvtrwneEDu2kbp8TehTJoL3tscg_mUcUM0ev1PsJ5WiQHYXk0aAk5UEALw_wcB). Students will analyze the quotes and write a response to a prompt such as: “After reading the quotes, I think the American Dream is…” * Students can evaluate how American values have changed over time and how those values have influenced the qualifications for citizenship. Students will be able to explain how the following policy changes affected us immigration and the concept of American Citizenship: 13th-15th amendments, immigration policy, Alien and Sedition Acts, etc.   1. iCivics.org activities such as [Sortify: US Citizenship](https://www.icivics.org/games/sortify) or [Immigration Nation](https://www.icivics.org/games/immigration-nation) can be used here. | * Teachers should begin the unit by reminding students that immigration is a complex topic but it should be approached with respect. * Teachers should proceed with caution when asking questions such as, “Are you an American citizen?’” because students could be left in an uncomfortable position. * Teachers may want to guide research or provide students with a starting point website for their research such as [AllSides.](https://www.allsides.com/unbiased-balanced-news) Students should be encouraged to find a topic of choice & then find an article from the right, middle, and left to compare & contrast. * Teachers could use [Stanford History Group](https://sheg.stanford.edu/search?search_api_fulltext=immigration&sort_by=search_api_relevance&sort_order=DESC) immigration lessons to guide their instruction for the primary source analysis * Teachers may feel their students can not complete a gallery walk here & may feel Think-Pair-Share with quotes or any other appropriate activity for their student population   + Extension Activity could be to host this [Immigration Simulation](https://www.afsc.org/resource/immigration-resources-immigration-simulation) at the school or in the local community. |
| **I can analyze the roles and responsibilities of US citizens and the government.**   * Students should participate in a “What makes you a good citizen?” discussion as an opener activity by exploring questions on the [US Citizenship Test](https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf) & answering the question with a Think-Pair-Share, deciding on 10 or so of the test questions. First, having students jotting down the test questions that stick out to them when thinking about “if it makes them a good citizen to know the answer”. After students have time to explore on their own, joining with a partner to share which test questions stood out to them. Each set of partners then would decide on one or two questions to share with the entire class on why answering that particular test question does or does not make a good citizen. * Students will receive a copy of the “US Citizenship Test” and begin to analyze with elbow partners by answering the question “Why do we need to know this?” Students should work through 5 to 10 different questions with their partner before getting into Think-Pair-Share groups to evaluate their results. * Students will then take a summative assessment containing questions from the Citizenship Exam to evaluate their knowledge of the U.S. and understanding of US history and government.   + All questions should come from the actual Citizenship exam and can be found in this document from the [US Citizenship and Immigration Services](https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf)   + After taking this exam, students should be asked to complete a survey/ questionnaire in which they respond to questions like “Should you be required to take this test to become/stay an American citizen?” and “If you fail, does this make you a bad citizen?”   + The teacher can also ask students what questions should be added to the test and require students to create a new question that would be added to the test bank. * Students will then research “life after the Citizenship Test” by completing a Venn diagram comparing and contrasting the roles and responsibilities of natural-born citizen vs a naturalized citizen.   + Ideas such as political offices, rights, responsibilities, etc. * To finish the unit, students could explore hosting a voting drive at their school while also registering to vote. | * Students could categorize and explain the various types of rights granted by the Constitution * Examples of petitions can be found on the [White House website](https://petitions.whitehouse.gov/) * Link to [The James B. Edwards Civics Education Initiative](https://ed.sc.gov/newsroom/school-district-memoranda-archive/implementation-of-s-c-code-59-29-240-civics-test/implementation-of-s-c-code-59-29-240-civics-test-memo/) which requires students to take 10 questions from the Civics Exam during their US Government course * Extension Activity- Student could interview an adult in their life on what the American Dream means to them, or interview a person who has gone through or is going through the naturalization process |

**References**

Naturalization Information. (n.d.). Retrieved from https://www.uscis.gov/citizenship/educators/naturalization-information

**Additional Resources**

[Using Primary Sources](https://www.loc.gov/teachers/usingprimarysources/) - The Library of Congress gives information about using primary sources and has a catalogue of primary documents for educational use.

[Digital Public Library of America](https://dp.la/) - The Digital Public Library has a catalogue of various images, sound clips, videos, etc. for educational use.

[iCivics Games](https://www.icivics.org/games)- icivics is a website with various lesson plans, activities, and games for educational use.

[MrBettsClass Review Videos](https://www.youtube.com/user/MrBettsClass)- MrBetts has various videos set up for review of content and educational use.

[Hhughes Review Videos](https://www.youtube.com/channel/UCErKUCncCyBgEdxWAtrj5hg)- HipHughes has various videos for review of content and educational use.

[Supreme Court Cases](https://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks)- United States Courts has various educator resources and also landmark cases that can be used for educational purposes.

[Historical Documents](https://www.archives.gov/historical-docs)**-** The National Archive has various educator resources including lesson plans and documents for use in the classroom.

[KhanAcademy](https://www.khanacademy.org/)- Khan Academy is a study site that gives free lessons in the form of videos and quizzes. It spans various content for both teacher and student use.

[Pew Research Group](https://www.people-press.org/quiz/political-typology/)- Quiz for students to find out their political affiliation.

[I Side With](https://www.isidewith.com/political-quiz)-Quiz for students to find out their political affiliation.

[Advocates for Self-Government](http://www.theadvocates.org/quiz.html)-Quiz for students to find out their political affiliation.

[Pace News Limited](http://www.politicalcompass.org/)-Quiz for students to find out their political affiliation.

[All Sides](https://www.allsides.com/unbiased-balanced-news)- Website that shows all sides politically of an issue and can be used to show media biases.

[White House- We the People](https://petitions.whitehouse.gov/)- The White House has created a petition page where you can view, sign, or create petitions.

[Rock the Vote](https://www.rockthevote.org/)- Voter registration website that contains voter information and how students can get involved.

[Register to Vote](http://vote.org/register-to-vote/)- Voter registration website that contains voter information and how students can get involved.