

LESSON TITLE	DATE	STUDENTS
Week 2: The US Constitution	October 11th	Names: Enrique, Diane, and Jung Level: Intermediate-Low
OUTCOMES		OBJECTIVES
<p>Identify and summarize the key principles, purpose, and structure of the US Constitution.</p> <p>Dictate exam-related sentences accurately.</p> <p>Read aloud sentences that incorporate key vocabulary.</p> <p>Complete and orally explain answers on the N-400 application.</p> <p>Explain relevant vocabulary words used in the N-400 and the citizenship process.</p>		<p>Citizenship Eligible Immigrants will be able to accurately explain the Constitution of the United States of America, including when it was written, what it says, and why it is important.</p> <p>CEI will be able to summarize God's role in the writing of the Constitution.</p> <p>CEI will be able to write dictated sentences related to the Constitution using the correct spelling.</p> <p>CEI will be able to accurately read sentences related to the Constitution aloud using the correct pronunciation.</p> <p>CEI will be able to complete a mock N400 Section 5 and respond verbally to interview questions related to it correctly and completely.</p>
MATERIALS		VOCABULARY
<p>N400 Form section 5 Constitution Simplified Constitution Constitution Talk Elder Oaks Reading and Writing Vocabulary Lists Interview Questions Whiteboards, markers, and erasers Textbook Exit Ticket Fake biographical Information, printed and cut</p>		<p>Civics:</p> <ul style="list-style-type: none"> ● constitution ● government ● country ● found (as in create), the founding, the founders ● Constitutional Convention ● amendment ● basic rights ● Bill of Rights <p>N400 Form:</p> <ul style="list-style-type: none"> ● marital history ● married, divorced, widowed, separated, marriage annulled. ● spouse ● Armed Forces
ASSESSMENT		
<p>Mini-Interview Mock Section 5 N400 Mock Exit Ticket or Kahoot: Questions from the interview about this section</p>		
ACTIVITY	TIME	DESCRIPTION
Prayer	10 minutes	Ball Toss Game:

Warm-Up Game ¹		The teacher will bring a beach ball that has get-to-know-you questions written on it. Students need to toss it to one another, using the person's name, and answer the question of where their left hand is when they catch it.
Overview ²	2 minutes	Share simplified objectives and an overview of the lesson: We will be able to... <ol style="list-style-type: none"> 1. Explain the Constitution of the United States of America. 2. Summarize God's role in the Constitution. 3. Write sentences using the correct spelling. 4. Read sentences aloud using the correct pronunciation. 5. Complete the N400 Section 5 and respond to interview questions about it.
Review ³	10 mins	Review the Naturalization Process. Have students try to explain the process to one another. ⁴ Then, go over it together as a group. ⁵
N400 (Section 5)	30 minutes	Use pictures ⁶ and simplified definitions in the slideshow to explicitly ⁷ teach key vocabulary and phrases, as seen in the N400 Section 5. Give each student a slip of paper with biographical information about a fake person. This fake biographical information was generated by Chat GPT and adapted by the teacher. ⁸ Go through the form using one fake biography as a whole group. The teacher will model and explain each section as they go. ⁹ Then, have students practice filling out the form independently using the fake information given to them. The teacher should guide and help as needed.
5-MINUTE BREAK ¹⁰		
Civics: The U.S. Constitution (Ch.1) Spiritual Content: Elder Oaks Talk	30 minutes	<ol style="list-style-type: none"> 1. The teacher will give each student a blank piece of paper and a pencil. 2. Hook: Imagine you can create your own country. What rules do you want to make? You have 3

		<p>minutes to write them on the paper in your language.¹¹</p> <ol style="list-style-type: none"> Then, explain that just as they wrote down their rules for their country, those who first lived in the United States, the ‘founders,’ wrote rules on a document called the Constitution. Show a picture of the founders. Explain that to ‘found’ something means to create. This happened in 1787 at a meeting called ‘the Constitutional Convention.’ Explain that convention is another word for ‘meeting.’¹² Explain that the Constitution sets up the government and protects the basic rights of people living in the United States. Define government and basic rights using simplified definitions and pictures. Ask the students if they think the rules they made at the beginning are perfect. Ask what changes they would make.¹³ Explain that the founders also made changes in paragraphs called ‘amendments.’ Show the First Amendment and the rights it explains. Explain that there are 27 amendments. Explain that the first ten amendments are called ‘the Bill of Rights.’ This explains what basic rights people have. Show the First Amendment and explain the five rights listed in it. Finally, read this quote by Elder Oaks: <p>“The United States Constitution is unique because God revealed that He “established” it “for the rights and protection of all flesh” (Doctrine and Covenants 101:77; see also verse 80).” Explain that God helped men to create the Constitution to protect people. Share testimony.¹⁴</p>
Reading Practice	7 minutes	<p>Read through each sentence, and have students repeat after you. Help with pronunciation for new or difficult words. Then, have students practice with partners—help where needed.¹⁵</p> <p>Reading Practice¹⁶:</p>

		<ol style="list-style-type: none"> 1. What does the Bill of Rights do? 2. Who is the Father of Our Country? 3. George Washington is the Father of Our Country. 4. George Washington was the first President. 5. The government is for the people.
Writing Practice	7 minutes	<p>Read each sentence. Have students write them down on whiteboards. Make corrections and repeat. Then, have students practice with partners—help where needed.</p> <p>Writing Practice:¹⁷</p> <ol style="list-style-type: none"> 1. Washington is the Father of Our Country. 2. Washington was the first president. 3. People in the U.S. have the right to be free. 4. Freedom is not free. 5. People come to America to be free.
Mock interview	10 minutes	<p>Model an interview where questions about the N400 Section 5 are asked. Have another teacher help you by asking the questions while you answer, reading them, and answering them yourself, or if students are proficient enough, have one of them read the question, and you answer. Use fake biographical information.¹⁸</p> <p>Then, ask students questions related to the N400 Section 5. Have them answer verbally. Explain that in the interview, they will need to be able to explain their answers. Students can use the fake biographical information again.</p> <p>Questions¹⁹:</p> <ol style="list-style-type: none"> 1) What is your current marital status? 2) Is your spouse a member of the armed forces? What does armed forces mean? 3) What day did you enter into marriage with your current spouse? 4) What is a spouse? 5) How many times has your current spouse been married? 6) When did your spouse become a US citizen? What does it mean if they became a citizen by birth?
Exit Ticket ²⁰ or Kahoot	5 minutes	<p>The teacher can choose to do this verbally or written. They could also choose to do the Kahoot as a more relaxed way to assess learning. Teachers can access student data from the Kahoot game by clicking on the “reports” section of Kahoot.</p>

Summary/End of Class ²¹	3 minutes	<p>Review, assign optional practice, and say the closing prayer.</p> <p>The students should allow each student a chance to respond to these questions:</p> <ol style="list-style-type: none"> 1) What is one interesting thing you learned today? 2) What is one thing you would like to practice or learn more about next time?
CONTINGENCY ²²		
<p>Game to practice civics content:</p> <ul style="list-style-type: none"> - Premade Jeopardy Board 		

Notes:

1. A warm-up game is a good way to start class because it helps break the ice and get students used to using the language once again.

This game is useful because:

- a. It is simple and does not require very much teacher preparation or instructions for the students. Once the ball is made, it can be reused each semester.
 - b. It is interactive and requires student participation. Students can use language without it being too intimidating.
 - c. It helps students to get to know one another and to create an atmosphere of care and friendliness.
2. Simplified objectives make learning goals more accessible for language learners.
3. Frequent and recycled review helps learners overcome the forgetting curve and practice skills until they become automatic and easy.
4. As students explain a concept to someone else, knowledge is solidified.
5. The think-pair-share, where students think independently, talk to a partner, and then talk to the whole group, ensures that all students can participate. It also helps students more reluctant to share with a larger group to participate. Finally, it helps students to get multiple exposures to content as they share with their partners and then participate in a group discussion.
6. Pictures and simplified definitions help language students gain concrete understanding and imagery for complex topics.
7. Explicit pre-teaching of vocabulary ensures that students do not learn the wrong definitions. If they learn the wrong meanings, then they will have to unlearn them, which can be cognitively challenging.
8. Giving each student fake biographical information will give them the chance to practice the N400 without having to share their own personal information with the class or the teacher. The following prompt was given to Chat GPT to generate the information, which was then pasted into a Google Doc. The information is needed to fill out Section 5 of the N400.

Please generate a paragraph about ten fake people with the following information. Please make it varied. Please separate it into ten separate paragraphs. 1. Their marital status (single, married, divorced, widowed, separated, marriage annulled) 2. If their current spouse is in the armed forces, 3. How many times have they been married? 4. Current spouse's legal name (first, middle, last) 5. Current spouse's date of birth 6. Date entered into marriage with the current spouse. 7. If the current spouse's physical address is the same as theirs, 8. When the current spouse became a US citizen (or by birth) 9. The current spouse's alien registration number 10. How many times has the current spouse been married? 11. Current spouse's current employer or company.

9. The we-do, you-do model ensures that students first see a model of what they should do before completing the task on their own. In this case, the teacher models collaboratively, allowing the students to participate in the task. Then, the students do the task independently, with teacher guidance as needed.
10. A 5-minute break will allow the students to go to the bathroom, get water, etc., since the class period is longer.
11. This hook allows students to apply history to themselves and to engage them in the lesson as active participants rather than passive listeners.
12. Again, pictures and simplified definitions make learning more accessible to language learners.
13. This step brings learners back to their first activity of writing down their laws. It also helps them to understand the need for amendments to the Constitution.
14. This step connects history with the beliefs of the Church of Jesus Christ of Latter-Day Saints.
15. Again, in this part of the lesson, the teacher models, and then the students work in pairs so that they can all participate and gain autonomy, and the teacher can help individual students where needed.
16. Each of these sentences was chosen from the reading practice because they used the vocabulary words learned in the lesson, which reinforces them, helps students to practice their pronunciation, and ensures that they are not surprised by anything new.
17. While some of these vocabulary words might be new, they are still connected with the topic and will help students learn important names and concepts that they will encounter later.
18. Since this lesson is in Week 2 of the course, this is likely their first time doing a mini-interview. Thus, it is helpful to model what it might look like so that students know what to expect and how they should respond. After this, allowing students to practice themselves helps them become comfortable with the vocabulary and format of the interview.
19. These are questions directly related to the N400 Section 5. Teachers can look at this section and turn parts that need to be filled out into verbal questions or ask questions about particular vocabulary words, as this can be expected in the interview.
20. The exit ticket is a small assessment for teachers to be able to evaluate student learning as a result of the lesson. This informs the teacher what they should teach in the following

lesson and allows the teacher to provide frequent feedback. This is not a high-stakes assessment and should not be treated as such. It is called an 'exit ticket' because students must submit it before they can leave (or exit). The teacher should explain that this helps them review the answers they will be asked in the interview and helps the teachers know what to review with them.

21. This brings the class to a clean end and helps the teachers understand what the students enjoyed and what they still have questions about. The teacher should take note of this.
22. A contingency activity is something that the teacher plans in case there is extra time. Sometimes, lessons go quicker than we think because students understand better than we anticipated or because the pacing of the lesson is difficult to estimate. A contingency activity is also always a good thing to plan if there are unexpected challenges, such as difficulties with technology. Thus, a teacher should always plan a contingency activity. This contingency activity is a ready-made material that teachers can use at any point if they have extra time. It can be found in the resources folder.