

Chapter 21

Section 4: American Citizenship

Guiding Question: How can American citizenship be attained, and how has immigration policy changed over the years?

GET STARTED

Lesson Goals:

- ❑ Students will summarize ways that individuals can become citizens of the United States.
- ❑ Students will analyze the history of and controversy over laws governing immigration to the United States.

Bellringer Display Transparency 21F, Naturalization, and write on the board:

1. Which requirement do you think is most difficult to meet? 2. How did the original Texans become U.S. citizens? 3. Who are the most recent “collective” citizens? Answer in your notebook.

Vocabulary Pair students and have them create a crossword puzzle using all of the vocabulary words from the section. Then have pairs exchange puzzles and solve them.

TEACH

Tell students that in this section they will learn about how people from other countries become U.S. citizens and how they can lose that privilege. They will also learn about immigration. Review student responses to the Bellringer activity. Next, read the introductory paragraph and hold a class discussion about the benefits of citizenship—for example, only citizens can vote or hold federal government jobs. Then discuss whether students think it is difficult to become a U.S. citizen. Is the effort worth the potential benefits?

Ask:

- Explain *jus soli* and *jus sanguinis*. (*Jus soli* says people born in the United States are citizens; *jus sanguinis* says people born to American citizens are also citizens.)
- What kind of naturalization occurs when the United States acquires a new territory? (*collective naturalization*)

Learning Styles: Auditory/Verbal Learning

Explain that many legal terms come from Latin, and some are easy to learn. Ask a student to read the definition of *jus soli*. Tell students that *jus* means *law*, and is related to our word *justice*. The Latin word *sol* is made up of the same letters as soil, though with the last two letters reversed. This linguistic trick will help students remember that being born on U.S. soil grants citizenship.

Other Strategies

ELL/ESL Strategy

Learning Styles: Interpersonal/Group Learning (2)

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 21 Outline (All-in-One, pp. 193–195)

Chapter Test B (All-in-One, pp. 236–239)

Other Resources

Reading Comprehension Worksheet

(All-in-One, p. 222)

Section Quiz B (All-in-One, p. 228)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher’s Edition.