



**CREDENTIALS ► COLLEGE ► CAREER**

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# **English Literacy and Civics Education Curriculum**

Developed by the Jefferson County Public Schools and  
Continuing Education Program

Funded under Title II of the Workforce Investment Act of 1998

**July 1, 2003**

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**July 1, 2019**

# Disclaimer

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## Primary Sources

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# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**No one is completely sure on which island in the Bahamas Columbus made his first landfall.**

([www1.minn.net/~keithp/](http://www1.minn.net/~keithp/))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Enrollment Test

### Resources:

- Government and History for Citizenship, CASAS Form 963
- Answer sheets & key
  1. This test uses the same answer sheets as the Reading CASAS. Distribute the answer sheets and make sure students write their names on the sheets.
  2. Distribute the booklets and go over the practice questions and how to mark answers on the sheets.
  3. Tell students NOT to mark or write in the test booklets and that they have 45 minutes to answer 30 questions.
  4. Start the test.
  5. After 45 minutes, ask students to stop and collect all the materials.
  6. Grade tests after class.



## 2 • “Maps and the World”

### Resources:

- *The Way to U.S. Citizenship*
- A globe or world map
  1. Read Lesson 1, “Maps and the World.”
  2. Ask the students about the number of continents in the world. The students may have different ideas on the number of continents.



## 3 • The Significance of Maps

1. Lead a discussion about the significance of maps and how maps reflect the world view of the map-maker. Show or explain the way that many maps show the U.S. as the center of the world.
2. Do Activity 2 and 3 in class, either as a class or in smaller groups.



## 4 • Columbus and the Native Americans

### Resources:

- *The Way to U.S. Citizenship*
  1. Have students read Lesson 2 in class.
  2. Discuss the long and dangerous journey of the spice merchants, as well as the journeys being made by explorers and missionaries.
  3. As an extension of this activity, ask students to go to the following website (at home if the classroom does not have Internet access) to explore the history of Columbus in more detail:  
[www1.minn.net/~keithp/](http://www1.minn.net/~keithp/)

### Take It Home Reading Assignment(s):

- *America’s Story, Book One*  
Chapters 3, 5, 6

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#13 Who was the first president of the United States?**

**#40 What is the capital of your state?**

**#88 What is the United States Capitol?**

**#100 How many states are there in the U.S.?**

## Person of the Day Estevanico

Estevanico (sometimes written as Esteban) was a Moroccan slave who should be remembered as a brave and skillful explorer. He was brought to the New World by his master, Dorantes. They joined an expedition to explore Florida in 1527. Estevanico was gifted at learning languages and he became fluent in many native languages. He was invaluable to the expedition as an interpreter. He and Dorantes were enslaved by natives for five years before they escaped and lived with another tribe as medicine men. Estevanico was later killed by Zuni Indians who distrusted him because he carried a medicine gourd trimmed in owl feathers, a symbol of death to the Zuni.

(<http://www.estevanico.org/history.html>)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**Kentucky is officially a commonwealth not a state. The British term is used because it was originally a British colony. Massachusetts, Pennsylvania, and Virginia are the only other commonwealths in the U.S.**

(<http://www.uofl.edu/library/ekstrom/govpubs/states/kentucky/kyhistory/common.html>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Why the Spanish and I Came to the U.S.

### Resources:

- *America's Story, Book One*
- *The Way to U.S. Citizenship*
- Chart

1. Ask students why they came to the U.S. Make a list on the board as students write on their charts.

2. Read and discuss Lesson 3.

3. Based on Chapter 3, discuss reasons why the Spanish came to the U.S.

4. Have students write the reasons why the Spanish came to the U.S. on the chart under "Why the Spanish came to the U.S."

5. Discuss the two very different ideas that drove early exploration in the southwest by the Spaniards: the search for the seven cities of gold and the opposing quest to teach Christianity to inhabitants of the New World.

3. Ask the students to discuss in pairs possible reasons that a person of that time might have been willing to risk his or her life to accomplish either of those purposes.



## 2 • The English Settle America

### Resources:

- *America's Story, Book One*
- Chart

1. Go over the vocabulary in the "New Words" list on p. 25.

2. Using the information in Chapter 5, students should complete the "Why the English came to the U.S." portion of the chart.

3. Have students complete the "Skill Builder" activity on page 30.

4. To extend the activity, discuss where Kentucky is in relation to each colony. Practice using directions, i.e., "Georgia is south of Kentucky," etc. (Page 36 has compasses featuring the four "in-between" directions.)



## 3 • The French Come to America

### Resources:

- *America's Story, Book One*
- Chart

1. Go over the vocabulary in the "New Words" list on p. 31.

2. Review Chapter 6.

3. Compare the map on p. 33 to the current U.S. map; discuss where certain states exist on the p. 33 map.

4. Have students list the French reasons for coming to the U.S. on their charts.

## Take It Home

### Reading Assignment(s):

- *America's Story, Book One*  
Chapters 1, 4

### Writing Assignment(s):

- *America's Story, Book One*, p. 37

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

#9 What is the Fourth of July?

#44 Can you name the 13 original colonies?

#60 When was the Declaration of Independence adopted?

#75 What were the 13 original states of the United States called?

## Person of the Day

**Daniel Boone, pioneer  
1734-1820**

Daniel Boone spent most of his life exploring and settling the American frontier. In 1775, Boone and 30 other men were hired to improve the trails between the Carolinas and the West. Boone led a group through the Cumberland Gap to the Kentucky River, forging the Wilderness Trail. There they established Boonesborough, one of the first permanent white settlements in Kentucky.

(The Kentucky Encyclopedia)

## Legend



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**Sacagawea, a Shoshone Native American woman who served as an interpreter and guide for the Lewis and Clark expedition in 1805-06, is pictured on the current \$1 coin.**

(<http://www.netsrq.com/~dbois/sakajawe.html>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • “The First Americans”

**Resources:**

- *America’s Story, Book One*
- Map of the United States

1. Show students a map of the United States indicating different regions of the country and how each differ in climate and terrain.
2. Based on Chapter 1, explain how these differences affected the lifestyles of the different Native Americans tribes.
3. Ask students to list the contributions of the Native Americans.



## 2 • The Pilgrims’ Thanksgiving

**Resources:**

- *America’s Story, Book One*

1. Do the “Think and Apply” exercise on p. 23.
2. Explain the concept of “cause and effect.”
3. Ask students to talk about the first Thanksgiving using cause and effect relationships.
4. Focus on the content and the effects of the Mayflower Compact.

(<http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761591226>)



## 3 • Holidays

**Resources:**

- *The Way to U.S. Citizenship*

1. Divide students into small groups.
2. Assign each group a holiday from Lesson 27.
3. Ask students to prepare to present information about that holiday to the class.
4. Ask students to also discuss the holidays in their own countries and to find one that might be similar.
5. Have students present to the class.

## Take It Home

**Reading Assignment(s):**

- *America’s Story, Book One* Chapters 7, 8

**Writing Assignment(s):**

- Write a paragraph about 3 people/ things for which you are thankful including reasons why.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#55 Why did the pilgrims come to America?**

**#58 What holiday was celebrated for the first time by the American colonists?**

**#73 Who helped the pilgrims in America?**

**#74 What is the name of the ship that brought the pilgrims to America?**

## Person of the Day

**Sarah Josepha Hale**

**1788-1879**

Sarah Hale was an American woman who made 2 important contributions to American culture. First, she is the author of the popular children’s song “Mary Had a Little Lamb.” Second, she persistently petitioned U.S. Presidents to make Thanksgiving a national holiday so that everyone would celebrate at the same time. Finally, in 1863 President Abraham Lincoln granted her request. The year that Thanksgiving became a national holiday was during the Civil War.

(<http://www.senate.gov/~craig/releases/ed112100.htm>)

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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**By the time of the American Revolution, the Minutemen, an elite force of soldiers, had been in existence for six generations.**

([www.ushistory.org/brandwine/special/art01.htm](http://www.ushistory.org/brandwine/special/art01.htm))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Boston Tea Party

**Resources:**

- “Boston Tea Party Gazette” ([www.bostonteatpartyship.com](http://www.bostonteatpartyship.com))

1. Have students read December 16, 1773 to experience a first-hand account of the Boston Tea Party.



## 2 • The Colonists Were Unhappy

**Resources:**

- *The Way to U.S. Citizenship*

1. Remind the students of the cost of fighting the French and Indian War.

2. Explain that the war had the added effect of allowing the colonies to function without much interference on the part of the British government.

3. Ask the students to read Lesson 5 in class.

4. What were some of the problems with the taxation of the colonies?



## 3 • The Fight for Freedom

**Resources:**

- *America’s Story, Book One*

1. Explain the concept of a timeline and have the students look at the timeline on p. 39.

2. Do the “Skill Builder” activity on p. 45 together in class.

3. As an extension of this activity, ask students to go to the following website (at home if the classroom does not have Internet access) to read more about the Revolution: [www.pbs.org/ktca/liberty/chronicle](http://www.pbs.org/ktca/liberty/chronicle)



## 4 • A New Country Is Born

**Resources:**

- *America’s Story, Book One* Chapter 9
- [www.whitehouse.gov/history/presidents/jm4.html](http://www.whitehouse.gov/history/presidents/jm4.html)
- [xroads.virginia.edu/~CAP/ham/hamback1.html](http://xroads.virginia.edu/~CAP/ham/hamback1.html)
- [www.whitehouse.gov/history/presidents/tj3.html](http://www.whitehouse.gov/history/presidents/tj3.html)

1. Introduce the principal characters important in the writing of the Declaration of Independence (Jefferson, Franklin, Madison and Hamilton) using the sites above.

2. Ask students to summarize the contributions of these individuals.

## Take It Home

**Reading Assignment(s):**

- *America’s Story, Book One* Chapters 9, 10

**Writing Assignment(s)**

- *America’s Story, Book One*, p.45 Do the “Journal Writing” exercise.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#10 What is the date of Independence Day?**

**#11 Independence from whom?**

**#12 What country did we fight during the Revolutionary War?**

**#45 Who said, “Give me liberty or give me death”?**

**#94 Which president was the first commander in chief of the United States military?**

## Person of the Day

**Paul Revere**

**1735-1818**

Paul Revere was born in Boston, Massachusetts in 1735. He was a talented silversmith and engraver. He joined the Sons of Liberty and was an active planner and participant in the Boston Tea Party. On April 18, 1775, Revere and William Dawes set out to warn the patriots of British plans to raid the weapon stockpiles. His ride was memorialized in Henry Wadsworth Longfellow’s poem, “Paul Revere’s Ride.”

(<http://darter.ocps.net/classroom/revolution/revere.htm>)

## Legend



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= Audio/ Visual



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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**In addition to the state and the nation's capital,  
31 counties and 17 communities  
are named in George Washington's honor.**

(www.ipl.org/ref/POTUS/gwashington.html)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • “Reading” the Flag

### Resources:

- *The Way to U.S. Citizenship*
- Color version of U.S. flag
- [www.ushistory.org/betsy/flagstar.html](http://www.ushistory.org/betsy/flagstar.html)

1. Read Lesson 28.
2. Look at a color version of the U.S. flag. Discuss the symbolism of each element, including colors, number of stars, etc.
3. Use instructions from web site to make 5-point stars.



## 2 • The Symbolism of the Flag

1. Lead a discussion about the flag as national symbol, including ways that individuals and/or groups honor/dishonor a country via the country's flag.
2. What are some ways that groups or individuals dishonor a country via its flag? Why do people burn flags, etc.? What does it really mean?
3. What are some ways that groups/individuals honor a country via its flag? (Pledge of Allegiance, hand over heart, etc.)



## 3 • Honoring Flag and Country through Song

### Resources:

- *The Way to U.S. Citizenship*, Appendix 9
  - [www.bcpl.net/~etowner/anthem.html](http://www.bcpl.net/~etowner/anthem.html)
1. Have students read the lyrics to “The Star Spangled Banner” as they listen to it playing on the website.

2. How does listening to the anthem make them feel? How does it make them feel to hear their native country's anthem being played? What does their own national anthem say/sound like?

3. To extend the activity, study the anthem's first stanza. Assist students with vocabulary, and discuss the meaning of each line.



## 4 • The Father of Our Country

### Resources:

- *America's Story, Book One*
- *The Way to U.S. Citizenship*

1. Discuss Chapter 10 about George Washington.
2. What does it mean to be the “father” of a country? What kinds of qualities did Washington have to be given such a name (brave, honorable, protective)?
3. Create a list of words that could be used to describe Washington based on the actions described in Chapter 10.
4. Read Lesson 18.
5. Have students list significant contributions of these four presidents and then discuss as a class.

## Take It Home

### Reading Assignment(s):

- *America's Story, Book One*  
Chapter 11

### Writing Assignment(s):

- Answer questions on worksheet.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#1 What are the colors of our flag?**

**#3 What color are the stars on our flag?**

**#6 What color are the stripes?**

**#71 Which president is called “the father of our country”?**

## Person of the Day

**Benjamin Franklin**

**1734-1820**

Benjamin Franklin was an entrepreneur, statesman, diplomat, educator, inventor, author, printer, philosopher, scientist, economist, and public servant. He published his own newspaper, founded Philadelphia's first hospital and first public library, and he invented bifocals and the lightning rod, among other things. Franklin also helped draft the Declaration of Independence.

(*America's Story, Book One*, Chapter 9)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual





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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**Louisville was named for King Louis XVI in honor of the aid given by the French to the colonists during the Revolutionary War.**

(The Kentucky Encyclopedia)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • “The Constitution and the First Government”

**Resources:**

- *America’s Story, Book One*
- Text of the Constitution  
([www.archives.gov/exhibit\\_hall/charters\\_of\\_freedom/constitution/constitution.html](http://www.archives.gov/exhibit_hall/charters_of_freedom/constitution/constitution.html))

1. Summarize key points of Chapter 11.

2. Pair students to answer and discuss the “Think About As You Read” questions on p. 65 and the “Read and Remember” questions on p. 69

3. Call on members of the groups to share the answers with the class.



## 2 • Bill of Rights

**Resources:**

- *Way to U.S. Citizenship, Appendix 7*

1. Discuss and explain the Bill of Rights summary.

2. Divide students into small groups.

3. Ask each group to choose one right and discuss its potential benefits and pitfalls. (For example: Freedom of the press. Should the press be free to write about military strategies or future plans? What about discussing national vulnerabilities to terrorist attacks? What are the benefits of freedom of the press? What is the role of the press in the students’ home countries?)



## 3 • Where is Government located?

**Resources:**

- *The Way to U.S. Citizenship*
- Map of Kentucky with counties labeled and outlined

1. Point out the difference between the word “capital” and “capitol.”

2. Discuss Lesson 31.

3. Refer students to Appendix 2.

4. Have students locate the national capital and the capital of Kentucky. Remind students that counties have “seats” not “capitals.”

5. Refer to the map of Kentucky.

6. Using the map, have students look at the names and locations of the 120 counties and think about historical figures after whom each county might be named, giving special focus to one’s home and surrounding counties.

### Take It Home

**Reading Assignment(s):**

- *The Way to U.S. Citizenship*  
Lessons 10,13,17, 32, 33

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#19 What is the Constitution?**

**#20 Can the Constitution be changed?**

**#21 What do we call a change to the Constitution?**

**#22 How many changes or amendments are there to the Constitution?**

### People of the Day

**James Madison & Alexander Hamilton**

Madison and Hamilton were considered two of the most brilliant minds of their day. Madison, of Virginia, has often been called the Father of the Constitution. Hamilton, of New York, is often remembered the same way. Both men were involved in writing the Constitution and in vigorously lobbying for its adoption by the states. Hamilton was born on the Caribbean island of Nevis, and spent his early years outside the colonies. He witnessed there firsthand the oppressive culture of slavery, since sugar was the main product of the Caribbean. Hamilton remained opposed to the institution of slavery for the rest of his life. Madison became the fourth president of the United States, and Hamilton served under George Washington as the first Secretary of the Treasury.

([www.whitehouse.gov/history/presidents/jm4.html](http://www.whitehouse.gov/history/presidents/jm4.html))  
(<http://xroads.virginia.edu/~CAP/ham/hamback1.html>)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**The first Secretary of the Treasury, Alexander Hamilton, is pictured on the \$10 bill.**

(<http://encarta.msn.com/encnet/refpages/refarticle.aspx?refid=761560540>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Branches of Government

**Resources:**

- *The Way to U.S. Citizenship*

1. Divide class into 2 groups.
2. One group will learn about the Executive Branch. The other group will learn about the Legislative Branch.
3. The Executive Branch group should read Lessons 10-12 and prepare a brief description of who is part of this branch and what these people do. The Legislative Branch group should read Lessons 13-16 and also prepare a description.
4. The instructor should prepare a description of the Judicial Branch based on Lesson 17.
5. Share the descriptions with the class and discuss the roles of the different branches.



## 2 • The State and Local Government

**Resources:**

- *The Way to U.S. Citizenship*

1. Discuss Lessons 32 & 33
2. Have students refer to Appendices 3, 5.
3. Compare and contrast the roles and structures of Local, State and Federal governments.



## 3 • Understanding Governments

**Resources:**

- *The Way to U.S. Citizenship*

1. Creatively use the information in the quizzes in Lessons 10-16 to verify students' understanding. For example, make a crossword puzzle or play a quick recall game with teams.
2. Have students do Activity 3 in both Lesson 16 and 17.
3. Go over the answers to verify students' understanding.
4. Ask students for any additional questions they might have.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#41 Who is the current governor of your state?**

**#50 Who is the head of your local government?**

**#56 What is the head executive of a state government called?**

**#57 What is the head executive of a city government called?**

## Person of the Day

**Isaac Shelby  
1750-1826**

Isaac Shelby was born in Maryland, but served twice as the governor. In fact, he was unanimously elected the first governor of Kentucky. He was a Jeffersonian Republican and is remembered for his part in the Jackson Purchase. In 1818, he and future president Andrew Jackson purchased a small area of land west of the Tennessee River from the Chickasaw Indians.

([The Kentucky Encyclopedia](#))

### Take It Home

**Reading Assignment(s):**

- *America's Story, Book One, Chapters 12, 14*

## Legend



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= Discussion



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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**William Clark's grandson, Meriwether Lewis Clark, was a founder of Churchill Downs and headed the group that began the Kentucky Derby.**

(The Encyclopedia of Louisville)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Louisville: Starting Gate for U.S. Expansion?

### Resources:

- *America's Story, Book One*
- Copy of *LEO* article, "From the Falls with Love"
- Map of Louisville area

1. Have students review Chapter 12.
2. Discuss chapter information on Lewis and Clark.
3. Show a map of the Louisville area (including the Ohio River and Clarksville, Indiana) to the class.
4. Share the information found in the first three paragraphs of the *LEO* article, "From the Falls with Love," pointing out the Louisville and Clarksville shorelines on the map.
5. Show the map found on p. 20 in the *LEO* article to show where Louisville and Clarksville fall into the Lewis and Clark expedition.
6. Explain that the Falls of the Ohio, including the community of Clarksville, has been included as a site for one of 12 "National Signature Events" commemorating the Bicentennial of Lewis and Clark's journey. The Falls of the Ohio event will occur October 13-26, 2003, the period marking the

200th anniversary of Lewis' arrival at the Falls and the departure of the Corps of Discovery on its grand expedition.



## 2 • Edison's Connection to Louisville

### Resources:

- *The Way to U.S. Citizenship*
- Copy of "Kentucky Connection" article from [www.edisonhouse.org](http://www.edisonhouse.org)

1. Have students read Lesson 20.
2. Ask students to name some things they use around their homes on a daily basis. How many of these things, such as the lightbulb, were invented by Thomas Edison?
3. Have students read the "Kentucky Connection" article.
4. If there is extra time, ask students to come up with ideas for inventions that would make their lives easier.

## Take It Home

### Reading Assignment(s):

- *America's Story, Book One*, Chapters 13, 15

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#23 How many branches are there in our government?**

**#24 What are the three branches of our government?**

**#25 What is the legislative branch of our government?**

**#35 What is the executive branch of our government?**

**#36 What is the judicial branch of our government?**

## Person of the Day

**Thomas Alva Edison  
1789-1883**

Thomas Alva Edison, born in Milan, Ohio, had very little formal education, but had a great curiosity and taught himself much from reading on his own. Edison's curiosity led to the invention of the electric light bulb, the stock ticker, the phonograph, and motion pictures (both filming and showing). Edison lived in Louisville during 1866 and 1867. About a year after he left Louisville, Edison received the first of his more-than-1000 patents for his electric vote recorder.

(<http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761563582>)

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Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**On a small island in the Seine in Paris, France, there stands a 9 ft. version of the 152 ft. statue officially called “Liberty Enlightening the World.”**

(<http://misabel.com/blog/arts.html>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Statue of Liberty

**Resources:**

- *The Way to U.S. Citizenship*

1. Ask students to skim Lesson 29 for content.

2. Discuss the details of how the United States got the statue and what it represents.

3. Have students work in pairs to answer these questions: What is liberty? Why is it important? How do people get it? What are people willing to do to keep it?



## 2 • The War of 1812

**Resources:**

- *America’s Story, Book One*
- Biographies from *MSN Encarta Online*

<http://encarta.msn.com/encnet/features/home.aspx>

1. Present a brief summary of the causes of the War of 1812.

2. Divide the students into 3 groups.

3. Assign each group a notable person(s) involved in 1812: James & Dolley Madison, Tecumseh, Andrew Jackson.

4. Using the information in Chapter 13 and 15 and the additional biographies, have students list the roles of their person(s).

5. Have each group read its list to the class.



## 3 • The Cherokee Language

**Resources:**

- *America’s Story, Book One*

1. Chapter 15 includes information about Sequoya. Ask students to describe his contributions to the Cherokee language.

2. Ask students if a particular person is credited with developing or standardizing their language. (For example, King Sejong developed the Korean alphabet and Noah Webster developed a dictionary to standardize spelling in American English.)



## 4 • The Trail of Tears

**Resources:**

- *America’s Story, Book One*

1. Have students read pp. 97-98.

2. As a class, answer the questions at the bottom of p. 98.

### Take It Home

**Reading Assignment(s):**

- *America’s Story, Book One*, Chapters 17, 18, 19

**Writing Assignment(s):**

- Have students write a paragraph about what freedom/liberty means to them.

# Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#62 What is the national anthem of the United States?**

**#63 Who wrote “The Star-Spangled Banner”?**

**#89 What is the White House?**

**#91 What is the name of the president’s official home?**

## Person of the Day

**Francis Scott Key**

**1780-1843**

While negotiating the release of a doctor being held prisoner by the British during the War of 1812, Francis Scott Key was caught in the Chesapeake Bay during the British attack on Fort M’Henry. The fort would not surrender and the British eventually retreated. Not knowing the outcome, he was relieved to see the American flag still flying over the fort. He was inspired to write a poem he called “Defence of Fort M’Henry.” The poem was put to music and called “The Star-Spangled Banner.” The song became the national anthem on March 3, 1931.

(<http://www.usflag.org/francis.scott.key.html>)  
(<http://americanhistory.si.edu/ssb>)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual





# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**In 1850, Louisville was larger than both Chicago and Washington, D.C., due to a great influx of German and Irish immigrants.**

([www.cathedral-heritage.org/concisehistory/concisehistory.html](http://www.cathedral-heritage.org/concisehistory/concisehistory.html))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Independence for Texas

**Resources:**

- *America's Story, Book One*

1. Ask students to draw a timeline of the settlement of Texas.
2. Do the "Think and Apply" exercise on p. 115 in class.



## 2 • Territory or Independence?

**Resources:**

- *America's Story, Book One*

1. Ask students to think about the reasons that the Mexican government encouraged Americans to move to Texas.
2. What are some reasons that problems developed between the two nations?
3. Are there any situations in their home countries that are similar to this struggle between loyalty to one nation, or independence?



## 3 • The U.S. Grows Larger

**Resources:**

- *America's Story, Book One*

1. Explain the concept of Manifest Destiny as the moving force behind all the expansion of the 19th century.

2. The concept drove explorers to venture into uncharted territories and claim them.
3. To demonstrate the power of this thinking, brainstorm a list of all the words in English for "pioneer," "explorer" and "settler."
4. Are there any words in students' native languages that carry similar cultural values?



## 4 • On to Oregon and California

**Resources:**

- *America's Story, Book One*

1. Do the "Skill Builder" exercise on p. 129 together in class.
2. Ask students to consider the changes that occurred in less than 100 years. In groups of 2-3 students or as a whole class, create a list of complications that could arise as a result of this rapid growth. (For example, if newly acquired land required military protection, was this possible? How much free land was available to be given to the settlers? What about the impact on the Native Americans?)

### Take It Home

**Reading Assignment(s):**

- *America's Story, Book One*  
Chapters 15, 18, 20

**Writing Assignment(s):**

- Imagine you are a pioneer on the Oregon Trail. Describe your motivation for making this long journey.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#30 How many senators are there in Congress?**

**#33 How many representatives are there in Congress?**

**#95 In what month do we vote for the president?**

**#96 In what month is the president inaugurated?**

## Person of the Day

**James Bowie**

**1796-1836**

James Bowie was born in Kentucky in 1796. He is remembered as an adventurer and outdoorsman, who designed the famous "Bowie" knife. He became a folk hero of early Texas history. He moved to Texas in 1828 when it was a territory of Mexico. He became an active leader in fighting for independence for Texas. When the siege of the Alamo began, he and William Travis shared authority over the Texan forces. Ironically, Bowie died of pneumonia before the final day of the Alamo siege.

(<http://www.lsjunction.com/people/bowie.htm>)

## Legend



= Reading / Book Work



= Discussion



= Audio / Visual





# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**The Underground Railroad, through which more than 100,000 slaves sought freedom, was not a railroad at all. “Underground Railroad” is the symbolic term given to the routes taken by slaves to escape, often to places as far away as Canada and Mexico.**

([www.nationalgeographic.com/railroad/](http://www.nationalgeographic.com/railroad/))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Who Has the Right?

1. Write this question on the board: “Should there be free schools for all children?” Allow students to discuss. Take a vote, yes or no.

2. Now write this question on the board: “Should there be laws to end slavery?” Allow students to discuss. Take a vote, yes or no.

3. Finally, write this question: “Should men and women have the same rights?” Discuss. Take a vote, yes or no.

4. Explain that, although contemporary American society’s answers to these questions would be “yes” (although there are certainly dissenting opinions among Americans even today), in the early 1800s, many American people would have answered “no.” Society of the early 1800s reflected this. Those Americans who wanted a change – who wanted rights for children, African-Americans, women and others, began to work for reform.



## 2 • Americans Work for Reform

Resources:

- *America’s Story, Book One*

1. Have students review Chapter 16.

2. Have students complete the “Skill Builder” activity on p. 106.



## 3 • One State Divided

Resources:

- *America’s Story, Book One*
- Our Kentucky pp. 145-148

1. Have students review Chapter 20 and read the pages from Our Kentucky.

2. Look at the map on p. 135 of *America’s Story*. How is Kentucky labeled?

3. How must Kentuckians have felt about the split in the country?

## Take It Home

### Reading Assignment(s):

- *America’s Story, Book One*, Chapter 21

### Writing Assignment(s):

- Have students write a paragraph expressing their opinions about slavery.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#32 For how long do we elect each senator?**

**#34 For how long do we elect the representatives?**

**#97 How many times may a senator be reelected?**

**#98 How many times may a congressman be reelected?**

## Person of the Day

**Josiah Henson**

**1789-1883**

There is a historical marker on U.S. 60 outside of Owensboro, Kentucky, that marks the site of the former Riley Plantation, where Josiah Henson was a slave. (Henson later escaped to Canada.) Henson is well-known because his autobiography was the basis for Harriet Beecher Stowe’s novel, *Uncle Tom’s Cabin*. This novel sold 300,000 copies in its first year and is credited with raising awareness about slavery.

(<http://www.africanpubs.com/Apps/bios/0810HensonJosiah.asp?pic=none>)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



# ESL Civics

Curriculum developed by the Jefferson County Public Schools Adult and Continuing Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**In June 1861, the western counties of Virginia separated from the rest of the state because they did not want to secede from the Union and on June 20, 1863, West Virginia became an official state.** (americancivilwar.com)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Presidents from Kentucky

### Resources:

- Biographies of Davis from <http://americancivilwar.com/south/jeffdavi.html> and Lincoln from [America's History: Land of Liberty Beginning to 1877](http://America's History: Land of Liberty Beginning to 1877)

1. As discussed last class, Kentucky was a state divided. Give students copies of the biographies and ask them to compare and contrast these 2 Kentuckians who were presidents during the Civil War.

2. Discuss their similarities and differences.



## 2 • The Compromises

### Resources:

- Biographies of Henry Clay and John Crittenden from [The Kentucky Encyclopedia](http://The Kentucky Encyclopedia)
- Summaries of the Mason-Dixon Line and the Missouri Compromise from <http://encarta.msn.com/encnet/features/home.aspx> and the Crittenden Compromise from [The Kentucky Encyclopedia](http://The Kentucky Encyclopedia)

1. The Crittenden Compromise was a desperate attempt to prevent the Civil War. Use the biographies and summaries to explain to students how this compromise was created.

2. The Mason-Dixon Line and the Missouri Compromise had been used previously to deal with conflicts over slavery. Ask students to discuss possible reasons why all these compromises failed.



## 3 • Significant Events of the Civil War

### Resources:

- *America's Story, Book One*
- *The Way to U.S. Citizenship*
- Civil War Highlights handout based on timeline from website

1. Give students the handout.
2. Use chapters from the books and the timeline taken from [americancivilwar.com](http://americancivilwar.com) to give a brief overview of significant events during the Civil War.



## 4 • Famous Speeches

### Resources:

- Copy of the "Emancipation Proclamation" ([www.americancivilwar.com/eman.html](http://www.americancivilwar.com/eman.html))
- *The Way to U.S. Citizenship*
  1. Ask a student to read the "Emancipation Proclamation."
  2. Ask another student to read the "Gettysburg Address" from Appendix 10 of *WUSC*.
  3. Discuss the importance of these two speeches.

## Take It Home

### Reading Assignment(s):

- *America's Story, Book Two* Chapters 1-3

### Writing Assignment(s):

- Answer this question: Is war the price for freedom?

## Citizenship Q & A

Answers in *WUSC* pp.158-160

**#68 Who was the president of the United States during the Civil War?**

**#69 What did the Emancipation Proclamation do?**

**#79 Which president freed the slaves?**

**#93 Who is the commander in chief of the United States military?**

## Person of the Day

**Harriet Beecher Stowe  
1811-1896**

Harriet Beecher Stowe was born in Litchfield, Connecticut. After hearing stories from fugitive slaves about the horrible realities of slavery, she wrote an anti-slavery novel. *Uncle Tom's Cabin* was a story about 2 slaves. One escapes from Kentucky and finds freedom, but the other suffers greatly and is killed. The installments of the story were published in the journal *National Era* from June 1851 to April 1852. This novel made people living in the northern part of the United States acutely aware of slavery. (<http://americancivilwar.com/women/hbs.html>)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



# ESL Civics

Curriculum developed by the Jefferson County Public Schools Adult and Continuing Education ESL Program

**Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact**  
**Located in Washington D.C., the Washington Monument is a 555 ft. obelisk that was completed in 1884. Similarly, the Jefferson Davis Monument, a 351 ft. obelisk completed in 1924, stands in Fairview, Kentucky .** (<http://encarta.msn.com>)  
 ([www.state.ky.us/agencies/parks/wkyframes/jefdav2-body.htm](http://www.state.ky.us/agencies/parks/wkyframes/jefdav2-body.htm))  
**Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact**



## 1 • Constructing Equality

**Resources:**

- *America's Story, Book Two*

1. Using Chapter 1, review the content of Amendments 13, 14, & 15.

2. These amendments attempted to create equality for African-Americans. Discuss what changes were made to the government and how these changes were implemented.

3. With the North and South reunited, America was a "new" country. Discuss the possible difficulties experienced by all-- Northerners, Southerners, and former slaves.



## 2 • States 49 and 50

**Resources:**

- *America's Story, Book Two*

1. Using Chapter 3, have students work in pairs to discover how Alaska and Hawaii became part of the United States.

2. Partners should compare and contrast the methods of acquisition and the reasons each area of land was desired.



## 3 • The Spanish-American War

**Resources:**

- *America's Story, Book Two*
- Spanish-American War handout from <http://encarta.msn.com/encnet/features/home.aspx>

1. Using Chapter 3 and the handout, explain the causes and effects of the Spanish-American War.



## 4 • Cause-and-Effect Relationships

**Resources:**

- *America's Story, Book Two*

1. The definitions of "cause" and "effect" are on p. 15. Use the "Think and Apply" exercise to make sure that the students understand the concepts.

2. Give students 15 minutes to find examples of Cause/Effect relationships from Chapters 1-3. For example, the Homestead Act caused people to move to the West.

3. Discuss the relationships they find.

## Take It Home

**Reading Assignment(s):**

- *America's Story, Book Two* Chapters 4-9

# Citizenship Q & A

Answers in *WUSC* pp.158-160

**#2 How many stars are there in our flag?**

**#4 What do the stars on the flag mean?**

**#8 How many states are there in the union?**

**#47 What are the 49th and 50th states of the Union?**

# Person of the Day

## The Carpetbagger

During the Reconstruction Period (1865-1870), many Northerners went to the South because there were many opportunities to acquire land cheaply or to gain political power. The outsiders were identified by their luggage (carpetbags) and called Carpetbaggers. Even though some people were honest, the term "carpetbagger" has a negative connotation. The word is used today to refer to a person who goes to a new location seeking power and position and does not consider the consequences of his/her actions.

(<http://thecarpetbagger.com/history.htm>)

# Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual





# ESL Civics

Curriculum developed by the  
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Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**In 1911, Cora Wilson Stewart began the first  
Adult Education Program in Rowan County,  
Kentucky.**

([www.womeninkentucky.com/site/education/c\\_stewart.html](http://www.womeninkentucky.com/site/education/c_stewart.html))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1•New Inventions

### Resources:

• *America's Story, Book Two*

1. Ask students to do the "Skill Builder" exercise on p. 28 together.
2. Ask students to choose one of the inventions listed in the chart and write a paragraph about its significance both personally and to the world.



## 2•Child Labor Issues

### Resources:

• [www.historyplace.com/united states/child labor](http://www.historyplace.com/united states/child labor)

• [www.boondocksnet.com/labor/](http://www.boondocksnet.com/labor/)

1. In 1900, approximately 2 million children were working in factories and mines in the U.S.
2. Ask the class if they believe that children have any inherent rights. (For example, do children have the "right" to be free to play or to be sent to school? Are their parents alone responsible for these decisions? Do poor children have the same rights as affluent ones?)
3. Ask students to look at the photos on the website and write a description of one picture.



## 3•Labor Unions

### Resources:

• *The Way to U.S. Citizenship*

1. Have the students read Lessons 20 and 23 in class.
2. Divide the class into groups and ask each group to prepare

a list of problems that would be the subject of labor union negotiations.

3. Ask the students to use this list of problems to voice complaints. (For example, "I don't want to lose my job because I complain about conditions.")

4. Ask each group to share its list of complaints with the class.



## 4•Immigration

### Resources:

• *America's Story, Book Two*

• Handout from [web.uccs.edu/~history/fall200websites/hist153/immigrants.htm](http://web.uccs.edu/~history/fall200websites/hist153/immigrants.htm)

1. Ask students to review the information in the handout.
2. Discuss some of the problems that arise in times of rapid population increase. Some of these might include education, employment, language issues.
3. Some historians believe that the combination of rapid industrialization and the availability of cheap labor contributed to the abuse of immigrants, women and children. Discuss the validity of this belief with the class.

## Take It Home

### Reading Assignment(s):

• *America's Story, Book Two*  
Chapter 10

### Writing Assignment(s):

• Write a paragraph about one of the social reformers of this era.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#39 What is the Bill of Rights?**

**#64 Where does freedom of speech come from?**

**#80 In what year was the Constitution written?**

**#81 What are the first 10 amendments to the Constitution called?**

## Person of the Day

**Cora Wilson Stewart**  
**1875-1958**

Cora Wilson Stewart was born in Kentucky and attended what is now Morehead State University and the University of Kentucky. She established the "Moonlight Schools," the first adult education program in the U.S. in Rowan County. The program opened in 1911, and adults were taught at night in schools where children were educated during the day. The "moonlight" refers to the fact that, in the beginning, classes were held only on moonlit nights so that students could find their way in the dark.

([www.womeninkentucky.com/site/education/c\\_stewart.html](http://www.womeninkentucky.com/site/education/c_stewart.html))

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun

**The city of Louisville was chosen as a site for one of the fifteen major military training centers built in the U.S. Camp Taylor housed 50,000 soldiers during World War I.**

(www.cathedral-heritage.org/concisehistory/concisehistory.html)

Fun Fact • Fun wFact • Fun Fact • Fun Fact • Fun Fact • Fun



## 1• Theaters of War

**Resources:**

- Article about WWI from <http://encarta.msn.com/encnet>

1. Divide the students into three groups.
2. Assign each group one theater of war (land, naval, aerial) and ask them to summarize the information in the article and prepare to present this information to the class.
3. Present to the class.



## 2• The First World War

**Resources:**

*America's Story, Book Two*

1. Have students do the "Skill Builder" exercise on p. 69.
2. Ask if any of the students would like to share historical perspectives on the war from their own countries. (For example, many men from west African countries enlisted in the war to fight for the British. Many Arabs fought against the Turks in the Arabian peninsula. This is a good time to examine the many perspectives present in any war.)

Check out: Woodrow Wilson ([gi/grolier.com/presidents/ea/bios/28pwils.html](http://gi/grolier.com/presidents/ea/bios/28pwils.html))



## 3• Influenza Epidemic

**Resources:**

- Article "The Influenza Pandemic" from [www.stanford.edu/group/virus/uda](http://www.stanford.edu/group/virus/uda)

1. Have students read the article or share the information contained there with the class.
2. Ask the students to consider the effects of these two world-wide events on society.
3. Divide students into groups of three.
4. Ask them to list as many effects of both the influenza pandemic and the World War on society as a whole, and on young people in particular.
5. Can this great suffering be considered a direct cause to the following era of wild abandon in the twenties?
6. Can the effects of one era on the next be accurately predicted?

## Take It Home

**Reading Assignment(s):**

- *America's Story, Book Two* Chapter 11 and 12

Check out: BBC summary of WWI ([www.bbc.co.uk/history/war/wwone/summary\\_01.shtml](http://www.bbc.co.uk/history/war/wwone/summary_01.shtml))

# Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#5 How many stripes are there in the flag?**

**#7 What do the stripes on the flag mean?**

**#48 How many terms can a president serve?**

**#70 What special group advises the president?**

## Person of the Day

**Ernest Hemingway  
1899-1961**

Ernest Miller Hemingway was born in Illinois in 1899. In 1918, he volunteered to be an ambulance driver for the Red Cross. In Milan, he was injured while delivering chocolate and cigarettes to Italian soldiers in the trenches. He spend some months recovering in a hospital in Milan. He later used details of his experience, including his relationship with a nurse in the hospital, in his novel *A Farewell to Arms*.

([www.lostgeneration.com/ww1.htm](http://www.lostgeneration.com/ww1.htm))

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual





# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**Because the rate of smoking increased during the Depression, the Louisville area maintained a slightly better employment rate than most cities because of the tobacco industry.**

([www.cathedral-heritage.org/ccococoncihistory/concihistory.html](http://www.cathedral-heritage.org/ccococoncihistory/concihistory.html))

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1• The Roaring Twenties

**Resources:**

- “America in a New Age” (<http://encarta.msn.com>)
- 1. Ask students to read the article and to focus on the fads and fashions of the 1920’s.
- 2. In what ways can we trace the effects of the First World War on this time period?
- 3. Ask students to think about the effects of prosperity in the U.S. (For example: Was this prosperity experienced by everyone?)
- 4. Divide the students into small groups. Ask them to list the different groups mentioned in the article, and to explain how this era affected them. (For example: factory workers, big corporations, African Americans, young people)



## 2• The Stock Market Crash

**Resources:**

- *America’s Story, Book Two*
- 1. The Stock Market Crash of 1929 was the beginning of the Great Depression.
- 2. Why were Americans so confident of the market during the twenties?
- 3. How had investing changed?
- 4. What other economic problems contributed to the Depression?



## 3• The Dust Bowl and the Great Depression

**Resources:**

- *America’s Story, Book Two*
- “American Experience” ([www.pbs.org/wgbh/amex/dustbowl/peoplevents/pandeAMEX08.html](http://www.pbs.org/wgbh/amex/dustbowl/peoplevents/pandeAMEX08.html))
- 1. Give students the “American Experience” article and briefly explain the content.
- 2. As the numbers of refugees grew, more and more relief agencies, mostly in California, were taxed to the limits. Ask students to compare the situation of the farmers to the situation faced by the immigrants at the turn of the century. (For example, low wages were accepted by people who were desperate for any wages at all in both situations.)
- 3. Ask students to complete the “Journal Writing” exercise on p. 83 in class.
- 4. Each student can read their work to the class or share in groups.

### Take It Home

**Reading Assignment(s):**

- *America’s Story, Book Two*  
Chapters 13, 14

**Writing Assignment(s):**

- Choose a writer from the Harlem Renaissance, and write a paragraph about his/her life.

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#84 Whose rights are guaranteed by the Constitution and the Bill of Rights?**

**#85 What is the introduction to the Constitution called?**

**#86 Name one benefit of being a citizen of the U.S.**

**#87 What is the most important right granted to U.S. citizens?**

## Person of the Day

**John Steinbeck  
1902 - 1968**

John Steinbeck was born in Salinas, California. In his early years of writing, he worked as a laborer. His novel, *The Grapes of Wrath* (1939) about the migration of a dust bowl family created great public awareness of the plight of migrant workers in California. Some historians credit his novel with helping to put a human face on agricultural reform. He was awarded the Nobel Prize for Literature in 1962. He died of a heart attack in New York in 1968.

(<http://encarta.msn.com>)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**Kentucky native Robert Penn Warren,  
author of *All The King's Men*(1946),  
became the first American poet laureate.**

(Our Kentucky)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1• World War II

**Resources:**

- *America's Story, Book Two*
- WWII timeline from <http://www.fatherryan.org/hcompsci/t11.htm>

1. Ask students to look at the map on p. 85.
2. Then complete the "Skill Builder" exercise on p. 90.
3. Explain that political cartoons often reveal the political orientation of an era.
4. Read and discuss the questions on p. 88.
5. After this discussion, ask students to write a paragraph on the cartoon.



## 2• Hitler

**Resources:**

- *America's Story, Book Two*

1. Remind students that sometimes a powerful dictator produces disastrous conditions for a country and the world.
2. Ask the students to list the words that come to mind when they describe Hitler.
3. Put these words on the board.
4. Are there leaders today that share some of these characteristics?



## 3• Pearl Harbor

**Resources:**

- *America's Story, Book Two*

1. How did the attack at Pearl Harbor affect the position of the U.S.?
2. Discuss with the class the reasons the United States may have hesitated to enter the war.



## 4• Hiroshima

**Resources:**

- Handout on The A-Bomb from <http://www.csi.ad.jp/ABOMB/>

1. Read the article together in the class.
2. Ask students to consider the changes that occurred since this time.
3. Ask them if they think a similar incident could/will happen in the future? Why or why not?
4. What steps can countries take to avoid this kind of death and destruction?

## Take It Home

**Reading Assignment(s):**

- *America's Story, Book Two*  
Chapters 16, 20

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#46 Which countries were our enemies during World War II?**

**#77 Who has the power to declare war?**

**#78 What kind of government does the United States have?**

**#82 Name one purpose of the United Nations.**

## Person of the Day

**Glenn Miller**

**1904 - 1944**

Glenn Miller was one of the most popular big-band leaders of the 1940's. He had 31 Top Ten hits in 1940, including "Careless," "When You Wish Upon A Star," and "In the Mood." He joined the air force in 1941, and organized a band to entertain the troops and raise money at war bond rallies. He went with his band to Great Britain in 1944. His plane went down over the English Channel, and was never found.

(<http://entertainment.msn.com/Artist/Default.aspx?artist=102123>)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



# ESL Civics

Curriculum developed by the Jefferson County Public Schools Adult and Continuing Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**A popular fad of the 1950's was the hula hoop. The toy was first manufactured by Wham-O in 1958 and sold almost one million hoops within a year.**

(www.findarticles.com/g1epc/tov/2419100609/p1/article.jhtml)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The 1950's

**Resources:**

- *America's Story, Book Two*

1. Have students do the "Read and Remember" exercise on p. 109.

2. Using Chapter 16, ask students to find additional information about these 6 people.

3. Give students an overview of trends and events from the 1950's (moving to the suburbs, the Red Scare, the Baby Boom).



## 2 • Segregation and Civil Rights

**Resources:**

- *America's Story, Book Two*

1. So students can understand the reality of segregation, have them read a personal account and answer the questions on p. 115.

2. Explain the different methods used to protest segregation (sit-ins, boycotts, marches).

3. Using Chapter 17, list the contributions made by Dr. Martin Luther King, Jr. to the Civil Rights Movement.



## 3 • Racial Discrimination

**Resources:**

- *The Way to U. S. Citizenship*

1. Have students read Lesson 24.

2. Divide students into groups of three and ask them to find and discuss examples of discrimination in the text.

3. Ask students to share any personal examples of discrimination that they have experienced.



## 4 • Fear and Prejudice

**Resources:**

- Martin Luther King, Jr. quotes taken from *Strength to Love* and *The Words of Martin Luther King, Jr.*

1. Still in groups, students should talk about possible solutions to prejudice.

2. Give students the handout.

3. Students should read the quotes and suggest ways to incorporate the ideas contained in these quotes into today's world.

### Take It Home

**Reading Assignment(s):**

- *America's Story, Book Two* Chapters 15, 18, 20

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#49 Who was Martin Luther King, Jr.?**

**#61 What is the basic belief expressed in the Declaration of Independence ?**

**#65 What is the minimum voting age in the United States?**

**#92 Name one right guaranteed by the first amendment.**

## Person of the Day

**Frank Leslie Stanley, Sr.**

**1906-1974**

Frank Stanley was a newspaper publisher , political activist, and civil rights advocate. He was born in Chicago, Illinois and moved to Louisville in 1912. He wrote for and became the editor-general manager of the *Louisville Defender* which became Kentucky's top black newspaper. In 1950, he wrote Senate Resolution No. 53 which integrated state colleges. In 1955, he raised money to support the Bus Boycott. In 1983, he became one of the first African Americans to be named to the Kentucky Journalism Hall of Fame.

(The Encyclopedia of Louisville)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual





# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**The footprint left on the moon by Neil Armstrong on July 1969 will remain intact for centuries because there is no wind, or “weather” there.**

(nssdc.gsfc.nasa.gov/planetary/lunar/apollo\_11\_30th.html)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1•An Era of Fear

**Resources:**

- *America’s Story, Book Two*
- [www.mtholyoke.edu/~kemarsh/mccarthy/senator.html](http://www.mtholyoke.edu/~kemarsh/mccarthy/senator.html)
- [www.txt.de/spress/beatland/scene/climate/1950’s/r\\_trial/info.htm](http://www.txt.de/spress/beatland/scene/climate/1950’s/r_trial/info.htm)

1. During the cold war, Senator McCarthy waged his own war of fear against communism in the U.S.
2. Give students a copy of the two articles.
3. How did the era of fear affect the trial of the Rosenbergs, who were Russian Jews?



## 2•The Space Race

**Resources:**

- *America’s Story, Book Two*
1. Explain to students that during the Cold War, a race for mastery of space, the “last frontier,” raged between the U.S. and the former Soviet Union.
  2. Tell students that the goals of the two programs differed. While the Soviet space program focused on scientific experiments, the American space program desperately sought to be first. President John Kennedy challenged the country to land a man on the moon and then return him to Earth by the end of the decade of the 60’s.

3. In light of the recent Columbia disaster, ask students to discuss what they think about the future of space exploration and research.



## 3•The Conflict in Vietnam

**Resources:**

- *America’s Story, Book Two*
  - <http://servercc.oakton.edu/~wittman/differ.htm>
  - War comparison worksheet
1. Divide the class into groups of three or four.
  2. Using the handout on Vietnam, and their own knowledge of the earlier wars studied in this class, ask the students to prepare a flow chart of information about three U.S. wars. (For example, there was no direct threat to the U.S. during the Vietnam War, or World War I, but there was an attack on the U.S. during WWII)
  3. Ask the groups to compare lists.
  4. Compile one list of ways in which this conflict differed from the earlier wars.

# Citizenship Q & A

Answers in *WUSC* pp. 158-160

- #37 What are the duties of the Supreme Court?**
- #38 What is the supreme law of the United States?**
- #43 Who is the chief justice of the Supreme Court?**
- #53 Who nominates the Supreme Court justices?**
- #54 How many Supreme Court justices are there?**

# Person of the Day

**Charles Schulz**

**1922 – 2000**

Charles Schulz was born in Minneapolis, Minnesota. He took a correspondence course in art, and then began to draw comics. He created Charlie Brown and the Peanuts Gang, which became the most popular cartoon in history. He wrote and drew the comic strip himself for 50 years. “A Charlie Brown Christmas” has been shown on TV every year since 1965. The comic strip was published in 75 countries and translated into 21 languages. Because of him, we all understand that “happiness is a warm puppy!”  
([encarta.msn.com/encnet/refpages/refarticle.aspx?refid=761579419](http://encarta.msn.com/encnet/refpages/refarticle.aspx?refid=761579419))

## Take It Home

**Reading Assignment(s):**

- *America’s Story, Book Two* Chapters 19, 21, 23

# Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**Yum! Brands, Inc. operates KFC, Pizza Hut, Taco Bell, Long John Silvers, and A & W restaurants. The company is based in Louisville, Kentucky and has more than 30,000 restaurants in over 100 countries and territories.**

(<http://www.tacobell.com/ourcompany/index.html>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Mexican Migrant Labor History

### Resources:

- *America's Story, Book Two*
- The Border articles  
(<http://www.pbs.org/kpbs/theborder/history/timeline/17.html>)  
(<http://www.pbs.org/kpbs/theborder/history/timeline/20.html>)

1. Mexican migrant workers have had a significant impact on the American labor force. Using the information from the articles and Chapter 19, present students with an overview of the labor history.

2. Specifically highlight the need/events that led to the change in "closed door" policies (e.g., railroads, WWII).



## 2 • Cesar Chavez Forms a Union

### Resources:

- *America's Story, Book Two*

1. Divide the class into groups of 3-4 students.

2. Each group should answer these 2 questions. Answers can be from Chapter 19 or from personal knowledge.

**Question #1** What challenges are faced by migrant workers?

**Question #2** What did Chavez do to help workers overcome these challenges?

3. Ask groups to share their responses with the class.



## 3 • Environmental Concerns

### Resources:

- *America's Story, Book Two*
  1. Fossil fuels have a great impact on the environment. Two effects are acid rain and global warming. Have students read pp. 142-143 and answer the questions and then read the first two paragraphs on p.154.
  2. As a class, examine the consequences of these 2 problems.
  3. Ask students to offer solutions, including alternative energy sources and environmental strategies from their own countries.



## 4 • Technology & Communication

### Resources:

- *America's Story, Book Two*
  1. Begin the discussion by surveying the students. Ask students to raise their hands if they have any of the following items: computer with Internet access, email address, cell phone, fax machine.
  2. Have students share with a partner how often they use each of these items and why.
  3. As a class, discuss ways these items help/harm American society (e.g., cell phones & driving).

## Take It Home

### Reading Assignment:

- *America's Story, Book Two* Chapter 22

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#18 For how long do we elect the president?**

**#26 Who makes the laws in the United States?**

**#66 Who signs bills into laws?**

**#83 Where does Congress meet?**

**#99 What are the two major political parties in the United States today?**

## Person of the Day

**Harland David Sanders  
1890-1980**

During his life, Harland David Sanders had a variety of jobs including farmhand, streetcar conductor, steamboat ferry operator, railroad fireman, secretary, insurance salesman, tire salesman, and furniture store owner. In 1930, he moved to Corbin, Kentucky, and opened a service station with a lunchroom in the back. The lunchroom that seated 6 expanded into Sanders' Cafe which seated 142 and fried chicken became the most popular item because Harlan had found a unique combination of eleven herbs and spices. At age 66, he began to sell franchises based on his fried chicken recipe and under the Colonel Sanders trademark. In 1934, Sanders had been commissioned a Kentucky Colonel, an honorary title. The first franchise was begun in Salt Lake City, Utah. In 1964, Sanders sold the business, but was retained on salary as the spokesman for Kentucky Fried Chicken. (The Kentucky Encyclopedia)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual





# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**The presidential election of 1876, also held November 7, paralleled the 2000 Election in that Democrat Samuel J. Tilden won the popular vote, but Republican Rutherford B. Hayes won the electoral vote and became president.**

(<http://www.elections.harpreweek.com/9Controversy/PotentialParallels.htm>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • Two Candidates, Two Votes, One Winner

### Resources:

- *The Way to U.S. Citizenship*
- handouts of Bush ([http://www.edgate.com/elections/inactive/the\\_candidates/bush/](http://www.edgate.com/elections/inactive/the_candidates/bush/)), Gore ([http://www.edgate.com/elections/inactive/the\\_candidates/gore/](http://www.edgate.com/elections/inactive/the_candidates/gore/)), the Electoral College (<http://www.fec.gov/pages/ecworks.htm>)

1. As a class, discuss the 2000 Presidential Election and its controversy.
2. Use Lesson 26 and the Bush and Gore handouts to compare and contrast the candidates.
3. Review the election process and the role of the Electoral College.
4. Gore won the popular vote by a 540,000 vote margin. Bush received 271 electoral votes to Gore's 267. Ask students who they think should have won and why?



## 2 • Iraq: Then and Now

### Resources:

- *America's Story, Book Two*
- handouts on the Persian Gulf War (<http://encarta.msn.com>) and about Iraq (<http://usinfo.state.gov/products/pub/iraq>)

1. Give students the Persian Gulf War handout and ask them to quickly read the section on causes and the one on consequences.
2. Present an overview of the events of the war.
3. Using the Iraq handout, ask students to read and look for ways Hussein's actions may have led to the March 2003 military action in Iraq.



## 3 • Terrorism from Within

### Resources:

- handouts on the Oklahoma City bombing (<http://www.cnn.com/US/OKC/daily/9512/12-30/index.html>) and Timothy McVeigh (<http://usinfo.state.gov/topical/pol/terror/01061101.htm>)

1. Divide the class into groups of 3-4 students.
2. Each group needs to read the handouts and answer the basic journalistic questions: Who? What? Where? When? Why? How?
3. As a class, talk about the answers and the attack.



## 4 • Terrorism from Without

### Resources:

- handout about September 11 from <http://usinfo.state.gov/journals/itgic/0902/ijge/gjchron.htm>

1. List the chronology of the events of September 11 on the board.
2. As a class, discuss the facts of the day.
3. In pairs, share the fears and emotions of that day.
4. As a class, share concerns about possible future attacks and talk about some ways America has changed since the attack (e.g. Department of Homeland Security, immigration laws, treatment of immigrants)

## Take It Home

### Reading Assignment:

- *The Way to U.S. Citizenship*, Lessons 30, 34, 35, 36

# Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#14 Who is the president of the United States today?**

**#15 Who is the vice president of the United States today?**

**#16 Who elects the president of the United States?**

**#17 Who becomes president of the United States if the president should die?**

# Person of the Day

**Rudolph W. Giuliani**

**1944-**

Rudy Giuliani was born in Brooklyn, New York. He attended Manhattan College and New York University Law School. He practiced law in several different positions including six years as the U.S. attorney for the Southern district of New York. He aggressively prosecuted drug dealers, members of organized crime and white-collar criminals. In 1993, he became New York City's first Republican mayor in over 20 years. He continued his aggressive attack on crime saying "the era of fear has had a long enough reign." He served 2 terms as mayor and New York did become a safer city until September 11, 2001. After the terrorist attacks on the World Trade Center, his commanding leadership earned him the admiration and respect of the world.

([http://search.biography.com/print\\_record.pl?id=15158](http://search.biography.com/print_record.pl?id=15158))

# Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



# ESL Civics

Curriculum developed by the Jefferson County Public Schools Adult and Continuing Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**The INS (Immigration and Naturalization Service) no longer exists. Now we have the Bureau of Citizenship and Immigration Services (BCIS) which is within the Department of Homeland Security (DHS).**

(<http://www.immigration.gov/graphics/aboutus/index.htm>)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1 • The Pledge of Allegiance

### Resources:

- *The Way to U.S. Citizenship*
- handout about the pledge from <http://www.flagday.org/Pages/StoryofPledge.html>

1. Ask students to define “pledge” and “allegiance.”
2. Discuss the significance of these words and the purpose of the Pledge of Allegiance.
3. Ask students to think about their own “pledges” if they have one and how the words are similar or different to America’s.
4. Ask a few students to compare/contrast the American Pledge with their own country’s.



## 2 • Visas & Immigrants

### Resources:

- *The Way to U.S. Citizenship*
  - handout from *ABC’s of Employment Visas*
1. It is likely that each student in the class has a different immigration status. Using Lesson 34 and the handout, briefly describe visas’ time limits and possible other restrictions such as employment.



## 3 • Citizenship Requirements

### Resources:

- *The Way to U.S. Citizenship*
  - Application for Naturalization (<http://www.immigration.gov/graphics/formsfee/forms/n-400.htm>)
  - General requirements (<http://www.immigration.gov/graphics/services/natz/general.htm>)
1. On the board, list the general naturalization requirements given in Lesson 35 and from website.
  2. Use the questions on the application to clarify the requirements



## 4 • The Responsibilities

### Resources:

- *The Way to U.S. Citizenship*
  - The Oath of Allegiance
1. On the last page of the Application for Naturalization is the Oath of Allegiance. Ask one student to read the oath aloud.
  2. Based on this oath and the information in Lesson 36, have students discuss in pairs the rights and responsibilities of being an American citizen and if they plan to become one.
  3. Also discuss these questions: Does a change in citizenship affect one’s identity? Why or why not?



## 5 • The Test

### Resources:

- *The Way to U.S. Citizenship*
  - [Citizenship: Passing the Test](#)
  - [http://www.immigration.gov/graphics/publicaffairs/newsrels/citizentest\\_031303.htm](http://www.immigration.gov/graphics/publicaffairs/newsrels/citizentest_031303.htm)
1. The citizenship test will be changing in the near future. For now, applicants need to take a 20 question multiple-choice test, write some sentences, and have an oral interview. Appendices 13-16 give samples of spelling words and questions involved in this process.
  2. Ask students to use Appendix 14 to interview each other
  3. Use pp. 162-164 from [Citizenship: Passing the Test](#) to review some key information needed for the test.

## Take It Home

### Reading Assignment:

- *The Way to U.S. Citizenship*, Citizenship questions pp. 155-160

## Citizenship Q & A

Answers in *WUSC* pp. 158-160

### #27 What is Congress?

### #28 What are the duties of Congress?

### #29 Who elects the members of Congress?

### #72 What Immigration and Naturalization Service form is used to apply to become a naturalized U.S. citizen ?

## Person of the Day

**Jerry Edwin Abramson**  
1946-

Elected in 2002 as the first mayor of the Louisville Metro government, Abramson previously served as mayor of the city of Louisville from 1985-1998. He is the only person to have served 3 terms as the city’s mayor. During his tenure, he created Operation Brightside to clean and beautify the city and led the initiatives to expand the airport and develop the Waterfront Park. In 1987, *U.S. News & World Report* named him one of the Top 20 Mayors in America and in 1996, *Newsweek* named him as one of the Top 25 Most Dynamic Mayors in America.

(<http://www.loukymetro.org/mayor/biography/asp>)

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual



# ESL Civics

Curriculum developed by the  
Jefferson County Public  
Schools Adult and Continuing  
Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**As of May 1, 2003, Habitat for Humanity in  
Louisville has built 166 homes, housing  
185 adults and 367 children.**

(www.hfhloouisville.org/)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1• Domestic Violence

**Resources:**

- Handout on domestic violence from *Know Your Rights*

1. Ask the students to read the handout, or read it together as a class.
2. Explain that American culture expects both women and children to be given specific rights within the home (the right to feel safe, to attend school, and to be free of physical and psychological abuse).



## 2• Community Services

**Resources:**

- *Louisville Community Services Guide*
- Student handout

1. Give each student a copy of the *Louisville Community Services Guide* and the handout.
2. Give the students time to study the guide, and to work in pairs to find resources for each of the situations given.
3. More than one answer may be possible. Verify that students have viable answers by discussing, as a class, the possibilities.



## 3• Know Your Rights

**Resources:**

- Handout based on *Know your Rights*

1. Give this handout to the students and briefly discuss each point.
2. Ask students if this knowledge is new, or if they were already aware of these rights.



## 4• Volunteer!

**Resources:**

- www.hfhloouisville.org/
1. Talk about the phenomena of “Volunteering” in the U.S. (There may be volunteers in the classroom, or students may know some volunteers from their regular ESL class.)
  2. Ask students what they think motivates people to volunteer.
  3. Give the students the information on Habitat for Humanity. Encourage them to volunteer for an organization or group they support.

# Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#42 Who becomes president of the United States if the president and the vice president should die?**

**#51 According to the Constitution, a person must meet certain requirements in order to be eligible to become president. Name one of these requirements.**

**#52 Why are there 100 senators in the Senate?**

**#67 What is the highest court in the United States?**

## Person of the Day

### Tori Murden McClure

Tori Murden McClure was the first woman to row across an ocean alone. Her journey lasted 85 days, and she traveled almost 3,000 miles in 1999. The Louisville native is also known as an accomplished climber. She became the first American woman to cross-country ski to the South Pole and the first woman to climb Antarctica’s Lewis Nunatak mountain. She is currently the development director of the Muhammad Ali Center in Louisville.  
(www.nationwidespeakers.com/speakers/torimcclure.htm)

## Take It Home

**You have the right be free of homework on this day!**

## Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual





# ESL Civics

Curriculum developed by the Jefferson County Public Schools Adult and Continuing Education ESL Program

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact

**During the 2002-2003 Program Year, the Jefferson County Public Schools Adult and Continuing Education English as a Second Language Program served students from 85 different countries.** (JCPS Adult Ed ESL Enrollment Forms)

Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact • Fun Fact



## 1• The Survey

**Resources:**

- Civics Survey

1. Distribute the surveys to the students.
2. Tell students that their opinions are valued and to answer the questions thoughtfully.
3. Read the questions aloud and make sure that everyone understands them.
4. Give students 15-20 minutes to complete the survey.
5. While students are taking the survey, collect and inventory all books.



## 2• The Test

**Resources:**

- Government and History for Citizenship, CASAS Form 964
  - Answer sheets & key
1. This test uses the same answer sheets as the Reading CASAS. Distribute the answer sheets and make sure students write their names on the sheets.
  2. Distribute the booklets and go over the practice questions and how to mark answers on the sheets.
  3. Tell students NOT to mark or write in the test booklets and that they have 45 minutes to answer 30 questions.

4. Start the test.
5. After 45 minutes, ask students to stop and collect all the materials.
6. Grade tests after class.



## 3• The Certificates

**Resources:**

- Certificates

1. Present each student who attended 12 or more classes with a certificate.



## 4• The Graduation Party

**Resources:**

- Snacks

1. Encourage students to reflect on what they learned in the Civics and History course and discuss with other students.
2. In social conversations, answer any “burning questions” that individual students may still have.
3. Eat and Enjoy!

# Citizenship Q & A

Answers in *WUSC* pp. 158-160

**#31 Can you name the two senators from your state?**

**#59 Who was the main writer of the Declaration of Independence?**

**#76 Name three rights, or freedoms, guaranteed by the Bill of Rights.**

**#90 Where is the White House located ?**

# Person of the Day

## The Teacher

Tell students about your life history and specific historical events that significantly impacted your life.



## Take It Home

**Be a good citizen of your community and your world!**

# Legend



= Reading/ Book Work



= Discussion



= Audio/ Visual