

Lesson plan for

101 QUESTIONS

Introduction

Students will read and respond to the questions of the current USCIS Naturalization test. After taking the test, students will work in pairs to determine a hypothetical 101st question on the exam and display their final product in a classroom or online gallery walk.

Objectives

The students will be better able to

- Analyze the current USCIS Naturalization Test and explore other options for questions.
- Research additional topics in American civics.

Standards

National Center for History in the Schools

Historical Thinking Standards (Grades 5–12)

- 3A. Compare and contrast differing sets of ideas.
- 3B. Consider multiple perspectives.
- 4A. Formulate historical questions.
- 4B. Obtain historical data from a variety of sources.
- 4C. Interrogate historical data.

Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Comprehension and Collaboration (Grades 9–10)

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Comprehension and Collaboration (Grades 11–12)

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Time

60 or more minutes (depending on what elements are completed at home)

Procedure

1. Have students read or take the USCIS examination. All 100 questions and answers can be found at <http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf>. Consider these options for administering the exam:
 - a. If students have computer and Internet access from home, students can take the quiz on the Preparing for the Oath website.
 - b. If time is not an issue, students can answer all 100 test questions orally in small groups during class.
 - c. If you have access to a Scantron test system, students can complete a Scantron version of the exam. Afterwards, collect data from the exams and analyze student responses.
 - d. If you want to get a sense of student knowledge without singling out specific students, choose a selection of questions and students can use e-clickers or text-to-vote (such as PollEverywhere.com) to respond to the questions in class.
 - e. Divide the questions into smaller sections (such as 10 questions per section). Have students work in pairs to administer one section orally. Then have students look over all questions on paper.

2. Discuss possible suggestions for additional content on the exam with your students. You may want to brainstorm ideas with the whole class or in small groups. Consider all reasonable responses, but remind students that this exam is intended to reflect the essential elements of American society. You can have students use the attached rationale chart to catalog their main reasons and support. The questions are currently categorized according to the following headings and subheadings:
 - A. American Government
 - a. Principles of American Democracy
 - b. Systems of Government
 - c. Rights and Responsibilities
 - B. American History
 - a. Colonial Period and Independence
 - b. 1800s
 - c. 1900s
 - d. Recent American History and Other Important Historical Information
 - C. Integrated Civics
 - a. Geography
 - b. Symbols
 - c. Holidays

3. Students should be instructed to categorize their question according to the types of questions listed above.

4. Students should display their questions on a poster or digital presentation, including the following elements:
 - a. Category or proposed category
 - b. Question
 - c. Response
 - d. Rationale (why is this important or relevant?)
 - e. Additional resource for further research

5. Administer a gallery walk with the students, using the suggestions below.

Gallery Walk With Technology	Gallery Walk Without Technology
<p>If you would prefer to use an online medium, students can upload a PowerPoint slide or other digital media to www.wallwisher.com. Students should create a “wall” and post a link to their digital poster on the wall. Other students can comment on the wall by adding “stickies” around their product. An online format is particularly useful for students to access links to additional information. You may suggest that students begin their comments in some of the following ways:</p> <ul style="list-style-type: none">• I can infer that . . .• I would suggest . . .• Have you thought about . . .?• What are the implications of . . .?• It was interesting that . . .	<p>Students will display their posters around the room, and all students will be given sticky notes to comment on the content of the questions and their rationale. Students should disperse among the questions provided by other students (2 for each station). You may suggest that students begin their comments in some of the following ways:</p> <ul style="list-style-type: none">• I can infer that . . .• I would suggest . . .• Have you thought about . . .?• What are the implications of . . .?• It was interesting that . . .

6. After the gallery walk, students should reconvene as a large group and discuss the merits of each question. Then, students should vote on the most effective question for the exam.

Question

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Main Reason 1

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Facts or Examples

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Main Reason 2

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Facts or Examples

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Main Reason 3

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Facts or Examples

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Conclusion

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