



Teacher's Guide – 1-1 What is citizenship?

CEFR Level: B1

ELPA 21: Intermediate

CA ELD: Expanding

AZ: Int. - Low

WIDA Level: Developing

TELPAS: Intermediate

NY: Transitioning

Estimated Time: 65-75 minutes

Language Objectives

Use target vocabulary (citizen, nationality, legal rights, naturalization, allegiance, liberty, justice, opportunity) in spoken and written sentences. Read and complete short informational texts about citizenship and answer comprehension questions.

Explain in oral or written form what it means to be a citizen using correct simple present forms and modal vocabulary (can, must).

Materials Needed

- Lesson Slides (projected)
- Printed vocabulary matching worksheet (copies for students)

Optional

- audio file of the Star-Spangled Banner

Vocabulary

citizen, nationality, legal rights, allegiance, naturalization, opportunity, pledge, liberty, justice, obey, maintain, vote

Language Prerequisites

Ability to form simple present sentences (I am, I live, I have).

Basic question forms (Where are you from? What is your nationality?).

Knowledge of common verbs used in civics (vote, work, live, obey, pay).

Content Objectives

Define citizenship and identify rights and responsibilities of citizens.

Recognize major American symbols (flag, eagle, Statue of Liberty, Capitol, White House).

Explain the meaning of the Pledge of Allegiance and the Star-Spangled Banner.

Describe the symbolism of the American flag (13 stripes, 50 stars).

Related Lessons

Unit 1 Lesson 2: Rights and Responsibilities,
Unit 1 Lesson 3: Government and Community

Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Warm-up	Speaking / Listening	2-3 min	1	1. Show slide 1 say: "Today we will learn about citizenship. By the end of the lesson you can explain what it means to be a citizen." 3. Ask: "Where is your family from?" and wait for two volunteers to answer.	1. Provide a sentence frame on the board: 'I am from _____. I live in _____.'	1. Ask advanced students to list two reasons citizenship might be important in a short sentence.
Presentation / Oral practice	Speaking	3-4 min	2	1. Show slide 2 and ask the questions. 2. Model answers: Say: "I am from Lebanon. I live in Paris, France. I am British." 3. Ask students: "Turn to a partner and ask: 'Where are you from?'" and circulate to listen.	1. Provide a small card with sentence frames: 'I am from _____. I live in _____. My nationality is _____.' 2. Allow students to point to their country on a classroom map if they struggle to produce the name.	1. Ask higher-level students to give two-part answers: place of birth and current residence: 'I was born in X, but I live in Y.'
Presentation / Concept introduction	Listening / Speaking	3-4 min	3	1. Show slide 3 and read one example aloud. 2. Ask: "What does 'citizen' mean?" and wait for student answers. 3. Say: "A citizen is someone who legally belongs to a country," to confirm. 4. Ask: "Does anyone have a similar example to share?" and select one or two volunteers.	1. Provide the simple definition on the board: 'A citizen = a legal member of a country.' 2. Ask lower-level students to repeat the definition chorally before answering questions.	1. Ask advanced students to explain differences between 'citizen', 'resident', and 'green card' in one sentence.
Reading / Grammar	Reading / Grammar	3-4 min	4	1. Show slide 4 and introduce task. 2. Model the first sentence: Say: "A citizen (1) is a legal member of a country." 3. Ask students to complete the text individually or in pairs for 3 minutes. 4. Check answers aloud.	1. Give a word bank of verb forms on the board: 'be: am/is/are; do: do/does; have: have/has' to reduce cognitive load. 2. Provide sentence frames for	1. Ask advanced students to rewrite two sentences from the passage using different vocabulary (e.g., 'Citizens typically possess the right to

Vocabulary practice	Reading / Speaking	3-4 min	5	1. Show slide 5 and introduce task. 2. Model one match: Say: "1. serve in the military = A." 3. Ask students to write their matches individually or in pairs for 2 minutes. 4. Check answers aloud.	each blank: e.g., 'A citizen (1) ___ a legal member...'. 1. Allow pair work with a higher-level partner to read and match aloud.	vote...'). 1. Ask advanced students to make one sentence for two of the vocabulary phrases: e.g., 'I have the right to vote in local elections.' 2. Challenge them to use one item in the past tense: 'I served in the military when I was 20.'
Reading comprehension / Discussion	Reading / Speaking	4-5 min	6	1. Show slide 6 and read task. 2. Model the first blank: Say: "Citizenship (1) gives people legal rights..." 3. Ask students to complete the remaining blanks in pairs for 2 minutes. 4. Ask: "Do you agree with these opinions? Why (not)?" and invite two students to explain.	1. Provide the correct verbs on small cards and let lower students place them in blanks physically or on copies. 2. Read the paragraph aloud slowly and have students point to the blank you read before they answer.	1. Ask advanced students to explain in one sentence how one responsibility helps maintain order (e.g., 'Paying taxes supports public services that maintain order'). 2. Invite an advanced student to lead a 30-second mini-discussion about an additional reason citizenship matters.
Discussion / Reading completion	Reading / Speaking	4-5 min	7	1. Show slide 7 and introduce task. 2. Model one: Say: "Citizenship gives people the right to participate in the political process." 3. Ask students to complete the text individually then compare with a partner. 4. Ask: "Do you agree with these opinions? Why (not)?" and collect two responses.	1. Provide an answer list beside the text and allow students to underline the matching word before writing it. 2. Use choral reading: teacher reads each completed sentence and students repeat.	1. Ask advanced students to give an example of a way citizens can 'participate' in their country (e.g., local council, petition). 2. Have them compare consular services in two countries in one or two sentences.
Vocabulary consolidation	Reading	4-5 min	8	1. Show slide 8 and introduce task. 2. Model one match: Say: "1. citizen = E." 3. Ask students to complete the matching	1. Provide a printed matching worksheet with lines to connect words and definitions.	1. Ask advanced students to write a short sentence using 'allegiance' correctly.

				individually for 2 minutes. 4. Check answers.	2. Allow students to work in pairs with one reading the definitions aloud while the other marks them.	2. Challenge them to create one additional definition for a related term (e.g., 'resident').
Visual recognition / Discussion	Speaking / Listening	3-4 min	9	1. Show slide 9 and say: "Name these symbols. What do you know about them?" 2. Ask pairs to take 1 minute to list one fact about any symbol. 3. Invite volunteers to share: Say: "What do they represent?" 4. Offer corrections or extra info as students respond.	1. Provide labels A-E so lower-level students can match pictures to simple labels (flag, eagle, statue, capitol, white house). 2. Allow one-minute think time before asking for answers.	1. Ask advanced students to explain why a particular symbol (e.g., the eagle) is used as a national symbol in two sentences. 2. Challenge them to compare one U.S. symbol with a symbol from their home country.
Reading / Matching	Reading / Speaking	4-5 min	10	1. Show slide 10 and introduce task. 2. Model one match: Say: "1 is the Star-Spangled Banner." 3. Ask students to complete matches in pairs for 2 minutes. 4. Ask: "Does your native country have similar buildings or statues?" and invite two students to answer.	1. Provide the answers on a separate teacher copy and allow a supported pair to check their matches. 2. Ask students to underline keywords in each description to simplify matching.	1. Ask advanced students to give a short explanation of why the Statue of Liberty was a gift from France. 2. Challenge them to explain how the Capitol and White House functions differ in one sentence each.
Presentation / Discussion	Speaking	3-4 min	11	1. Show slide 11 and introduce the pledge of allegiance. 2. Ask: "Does your native country have a pledge like this?" and prompt quick pair discussion. 3. Ask: "Do you know any words from the U.S. Pledge of Allegiance?" and invite volunteers to share. 4. Say: "We will look at some words from the pledge on the next slide."	1. Provide a translated equivalent or simple definition of 'pledge' and 'allegiance' on the board. 2. Encourage lower-level students to simply say 'Yes' or 'No' and one-word answers if needed.	1. Ask advanced students to comment on cultural differences between pledges and national oaths. 2. Challenge them to explain why some countries require oaths and others do not.
Vocabulary /	Reading /	4-5	12	1. Show slide 12 and read task.	1. Provide a handout where	1. Ask advanced students to



Reading	Vocabulary	min		2. Model one replacement: Say: "'pledge' = 2. promise." 3. Ask students to complete the matching individually for 2 minutes. 4. Check answers aloud.	the underlined words are highlighted with the numbered definitions directly beside them. 2. Allow pair-checking so students can confirm answers together.	write one sentence explaining why 'indivisible' might be important in a pledge. 2. Challenge them to compare the idea of 'allegiance' with loyalty to other entities (e.g., family, sports team).
Discussion	Speaking / Critical thinking	4-5 min	13	1. Show slide 13 and say: "Read the statements about the American dream." 2. Ask: "Do you agree with each statement? Why or why not?" and have students pair-discuss one statement. 3. Ask one student from each pair to report one opinion: Say: "My partner said..."	1. Provide sentence starters: 'I agree because ___.' or 'I disagree because ___.' 2. Allow answers in simple phrases rather than full sentences.	1. Ask advanced students to critique the American dream in one paragraph or provide an alternative concept of 'dream' in their country. 2. Challenge them to support their view with one specific example or statistic if they know one.
Reading / Optional listening	Reading / Listening	5 min	14	1. Show slide 14 and read information about the Star-Spangled Banner. 2. Ask: "Have you ever heard the Star-Spangled Banner? Where and when?" and take two quick responses. 3. If audio is available, Say: "We will listen to a short excerpt now," and play a brief clip (optional). 4. Ask: "What does this song celebrate?" and elicit one-sentence answers.	1. Pre-teach the word 'anthem' with a simple definition: 'a country's special song.' 2. Provide a printed copy of the short lyric excerpt for students to read while you play audio.	1. Ask advanced students to identify the historical event mentioned (War of 1812) and summarize its relevance in one sentence. 2. Challenge them to analyze one line of the lyric and explain its meaning.
Visual Q&A	Speaking / Reading	3-4 min	15	1. Show slide 15 and ask the questions. 2. Ask volunteers to answer: Say: "There are 50 stars for 50 states and 13 stripes for the original 13 colonies." 3. Ask: "What do the colors represent?"	1. Provide the numbers (50 stars / 13 stripes) on a sticky note for lower-level students to match to the questions. 2. Use gestures (hold up 5 fingers + 0) to reinforce the	1. Ask advanced students to explain the symbolic meaning of the colors in one sentence (red = valor, white = purity, blue = vigilance). 2. Challenge students to

					number 50 if needed.	compare their own flag's design and meaning in one sentence.
Reading comprehension / Short answer	Reading / Writing	4-5 min	16	1. Show slide 16 and introduce task. 2. Ask students to write brief answers individually. 3. Ask pairs to compare answers. 4. Check answers aloud.	1. Allow lower-level students to answer orally to the teacher rather than write if writing is difficult. 2. Provide the answers in scrambled order on cards and ask students to place them beside the correct question.	1. Ask advanced students to describe the flag of their native country in two sentences, including color meaning. 2. Challenge them to explain any historical change to the flag (if known) in one sentence.
Wrap-up / Speaking assessment	Speaking / Critical thinking	6-8 min	17	1. Show slide 17 and Say: "Discuss these questions in small groups. Choose one question to answer as a group." 2. Assign different questions to three groups and instruct: "Prepare a 1-minute response to share." 3. Ask each group to present their answer to the class. 4. Conclude: Say: "Today we learned what citizenship means. Tell me one new thing you learned." and collect quick oral responses.	1. Give lower-level groups one question only and provide key vocabulary on a card (e.g., 'Independence Day = July 4, fireworks'). 2. Allow lower-level students to draw or list two words if speaking is difficult.	1. Ask advanced groups to include a short comparison to their country's traditions in the 1-minute presentation. 2. Challenge at least one advanced student to lead the group's presentation and answer a follow-up question from the teacher.

Assessment ideas

Formative Assessment

1. Quick oral check: personal background

Summative Assessment

1. Written short quiz: define and explain



When: After Slide 2 (During pair practice)

How: Listen to two partner exchanges. Select two students to repeat their partner's sentence aloud: 'My partner said: I am from _____. I live in _____.'

2. Vocabulary matching check

When: After Slide 5 (Vocabulary practice)

How: Collect quick cards or ask students to hold up a number (1–6) that corresponds to their match for one pictured item; correct whole class together.

3. Gap-fill reading check

When: After Slides 4 / 6 / 7 (Reading activities)

How: Ask students to swap papers with a partner and check the filled verbs; then elicit the correct answers and ask two students to justify one choice in a sentence.

4. Group presentation

When: Slide 17 (Wrap-up)

How: Assess group responses for correct use of target vocabulary and accurate content (e.g., flag facts, pledge meaning); give immediate feedback.

When: End of lesson or next class

How: Students write a short paragraph (4–6 sentences) answering: 'What does it mean to be a citizen? Give two rights and two responsibilities.' Use target vocabulary.

2. Vocabulary quiz: match and use

When: End of lesson or next class

How: Paper quiz with two parts: 1) match five vocabulary words to definitions; 2) write one sentence using any two of the vocabulary words correctly.