

Naturalization and Citizenship in the United States, 1790–2024



Naturalization ceremony in Washington DC, June 2014 (National Archives)

Naturalization and Citizenship in the United States, 1790–2024

BY MISHA MATSUMOTO YEE

Misha Matsumoto Yee has taught middle school, high school, and Advanced Placement US History for the past eight years in Honolulu, Hawai'i. She was named the Gilder Lehrman Institute's 2022 National History Teacher of the Year.

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Five 45-minute class periods

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary and secondary source materials. These skills will enable students to understand, summarize, and evaluate documents and other resources of historical significance.

The five lessons in this unit explore the history of how citizenship has been defined in the United States, particularly regarding naturalization and citizenship status. It also looks at the evolution of the naturalization process and its impact on American immigration. Students will examine and assess primary sources, including the US Constitution, the Treaty of Guadalupe Hidalgo, the American Indian Act of 1924, and various Immigration Acts. They will learn from naturalized citizens from the past as well as the present. You will assess students' understanding through their participation in small-group and whole-class discussions and their written responses to the critical thinking questions and the essential questions.

Students will be able to

- Analyze primary source documents using close-reading strategies
- Draw logical inferences and summarize the essential message of primary sources
- Examine arguments about naturalization and immigration through discussions and written assessments
- Analyze historical change over time (e.g., immigration policy, the naturalization process)

ESSENTIAL QUESTIONS

- Who has been eligible for citizenship in different historical eras?
- How has the naturalization process changed over time?
- How have naturalized citizens described their experience with the process of naturalization?
- What are the current requirements for naturalization?

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade-level] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.9-10.1 and 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

C3 CIVICS STANDARDS

D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

MATERIALS

- Source 1: Historical Background: “Naturalization, Citizenship, and Opportunities in the United States” by Grace Peña Delgado, University of California, Santa Cruz
- Activity Sheet 1: Analyzing the Historical Background
- Source 2: The Treaty of Guadalupe Hidalgo, Articles VIII and IX, February 2, 1848, [Exchange copy], 2/2/1848; Perfected Treaties, 1778-1945; General Records of the United States Government, Record Group 11; National Archives Building, Washington, DC. Available online at *Milestone Documents*, National Archives, [archives.gov/milestone-documents/treaty-of-guadalupe-hidalgo](https://www.archives.gov/milestone-documents/treaty-of-guadalupe-hidalgo).
- Activity Sheet 2: The Treaty of Guadalupe Hidalgo
- Source 3: The Fourteenth Amendment to the US Constitution, Sections 1 and 5, 1868, in House Joint Resolution Proposing the 14th Amendment to the Constitution, June 16, 1866; Enrolled Acts and Resolutions of Congress, 1789-1999; General Records of the United States Government; Record Group 11; National Archives. Available online at Milestone Documents, National Archives, [archives.gov/milestone-documents/14th-amendment](https://www.archives.gov/milestone-documents/14th-amendment).
- Activity Sheet 3: The Fourteenth Amendment
- Source 4: Indian Citizenship Act (1924), Act of 2 June 1924, Public Law 68-175, 43 STAT 253, which authorized the Secretary of the Interior to issue certificates of citizenship to Indians.; 2 June 1924; Enrolled Acts and Resolutions of Congress, 1789-2011; General Records of the United States Government, Record Group 11; National Archives Building, Washington, DC, catalog.archives.gov/id/299828.
- Activity Sheet 4: The Indian Citizenship Act
- Gallery Walk
 - o Source 5: Naturalization Act of 1790, Chap. III—An Act to establish an uniform Rule of Naturalization. 1st Cong. II (1790), Library of Congress, [maint.loc.gov/law/help/statutes-at-large/1st-congress/session-2/c1s2ch3.pdf](https://www.maint.loc.gov/law/help/statutes-at-large/1st-congress/session-2/c1s2ch3.pdf).
 - o Source 6: Excerpts from the Naturalization Act of 1906, “An Act to Establish a Bureau of Immigration and Naturalization, and to Provide for a Uniform Rule for the Naturalization of Aliens throughout the United States,” 59th Congress, 1st sess., 34 Stat. 596, Library of Congress, [loc.gov/resource/lisalvol.lisal_034/?sp=626&st=image](https://www.loc.gov/resource/lisalvol.lisal_034/?sp=626&st=image)
 - o Source 7: Excerpts from the Expatriation Act (1907), “An Act In reference to the expatriation of citizens and their protection abroad,” Act of Mar. 2, 1907, 59th Cong, 2nd sess., 34 Stat. 1228, [govinfo.gov/content/pkg/STATUTE-34/pdf/STATUTE-34-Pg1228.pdf#page=1](https://www.govinfo.gov/content/pkg/STATUTE-34/pdf/STATUTE-34-Pg1228.pdf#page=1)
- Activity Sheet 5: Naturalization Legislation
- Source 8: Petition of Naturalization for Harriot Stanton Blatch and Transcript; 12/20/1911; Petition of Naturalization Petition #9114, U.S. District Court for the Southern District of New York; Petition of Naturalization; Petitions for Naturalization, 1824 - 1991 (NAI #575701); Records of District Courts of the United States, 1685-2009, Record Group 21; National Archives at New York, New York, NY.
- Activity Sheet 6: Petition for Naturalization for Harriot Stanton Blatch
- Access to computers and the internet for research
- Activity Sheet 7: Note Organizer

- Writing program like Word or Google Docs or a designing program like Canva to create a newspaper article
- Large, plain construction paper or plain white paper
- Basic art supplies (markers, crayons, color pencils, etc.)
- Source 9: Start the Naturalization Process via the New Americans Campaign website, newamericanscampaign.org/start-the-process/
- Source 10: Excerpts from Abwe Abedi, “I Can Help the Country as a Citizen,” The New Americans Campaign, May 2, 2024, newamericanscampaign.org/abwe-abedi-i-can-help-the-country-as-a-citizen/
- Activity Sheet 8: Abedi’s Experience of the Naturalization Process
- Discussion Rubric
- Activity Sheet 9: Discussion Exit Ticket

HISTORICAL BACKGROUND

NATURALIZATION, CITIZENSHIP, AND OPPORTUNITIES IN THE UNITED STATES

by Grace Peña Delgado, University of California, Santa Cruz

In the United States, the need for consistency and fairness drove a shift from state to federal control of naturalization. Immigrants in one state might face different requirements than those in another, resulting in a patchwork of naturalization laws. The Naturalization Act of 1790 was the first federal law to establish a single set of rules for all states. By the late 1800s and early 1900s, the federal government took over the naturalization process, aiming to create a more uniform system. This transition culminated with the Immigration and Nationality Act of 1952, also known as the McCarran-Walter Act, which gave complete control of naturalization to the federal government.

Immigrants have sought citizenship because it comes with special rights and protections, whether through naturalization or birthright. While the Constitution protects both citizens and non-citizens, citizens enjoy unique benefits. One of the most significant privileges of citizenship is the right to vote in federal, state, and local elections. This privilege allows citizens to influence decisions that affect their lives and communities. Only citizens can run for most public offices, representing their fellow citizens and shaping policies and laws. Citizens may get a US passport, which facilitates travel and provides US government protection while abroad. Many federal government jobs are only open to citizens, often offering benefits and job security. Citizens are also responsible for serving on a jury, which is an integral part of the judicial system, ensuring individuals have a fair trial. Citizens can sponsor family members for immigration, helping to bring their loved ones to the United States. These rights and protections make citizenship desirable, offering more significant opportunities and security and allowing citizens to participate fully in the democratic process.

Understanding the historical context of naturalization and citizenship gives us insight into the broader narrative of American identity and inclusion. The evolution of naturalization laws reflects American society's changing attitudes and values. As new immigrant groups arrive and integrate into the nation's fabric, naturalization laws and policies will continue to adapt. The stories of past immigrants, like Mexicans and Chinese, serve as a reminder of the challenges and triumphs that come with pursuing citizenship.

Mexicans after 1848 and Chinese immigrants in the 1890s faced unique challenges and opportunities. The Treaty of Guadalupe Hidalgo, which ended the Mexican-American War in 1848, promised US citizenship to Mexicans living in the newly gained territories. However, despite these promises, many Mexicans faced significant discrimination and obstacles to full citizenship, encountering barriers to voting, land ownership, and employment, and often being treated as second-class citizens.

Chinese immigrants, arriving in significant numbers during the mid-nineteenth century, faced even more severe challenges. By the 1890s, the US had enacted several laws specifically targeting Chinese immigrants, most notably the Chinese Exclusion Act of 1882. This law prohibited the naturalization of Chinese immigrants, effectively barring them from becoming US citizens. Intense racial prejudice against Chinese immigrants, fueled by economic competition and cultural differences, marked this period. Chinese immigrants faced violent attacks and discriminatory laws as American workers often scapegoated them as causing economic hardships for others.

Mexicans and Chinese immigrants have highlighted the intense linkage between race, naturalization, and citizenship in American history. Although Mexicans theoretically had a path to citizenship, racial prejudice severely limited their opportunities. In contrast, the government explicitly denied Chinese immigrants the right to naturalize, reflecting the extreme racial hatred they faced. Despite these challenges, both groups showed remarkable resilience and contributed significantly to American society.

Naturalization and citizenship have always been more than just a legal process; they symbolize the American dream. They represent the promise of opportunity, equality, and the chance to build a better life. Becoming a citizen culminates years of hard work and perseverance for many immigrants. It is a recognition of their contributions to society and their commitment to the values of their new homeland.

Grace Peña Delgado is an associate professor of history at the University of California, Santa Cruz. She is the author of Making the Chinese Mexican: Global Migration, Localism, and Exclusion in the US-Mexico Borderlands and co-author of Latino Immigrants in the United States.

LESSON 1

EXTENDING CITIZENSHIP ELIGIBILITY, 1848–1924

BY MISHA MATSUMOTO YEE

OVERVIEW

In this lesson students will analyze primary sources pertaining to citizenship. Through a close reading of government documents and legislation, they will gain an understanding of how new groups of people have been invited to citizenship. Knowledge from these documents will be applied in future lessons. You will assess student learning through activity sheets.

MATERIALS

- Source 1: Historical Background: “Naturalization, Citizenship, and Opportunities in the United States” by Grace Peña Delgado, University of California, Santa Cruz
- Activity Sheet 1: Analyzing the Historical Background
- Source 2: The Treaty of Guadalupe Hidalgo, Articles VIII and IX, February 2, 1848, [Exchange copy], 2/2/1848; Perfected Treaties, 1778-1945; General Records of the United States Government, Record Group 11; National Archives Building, Washington, DC. Available online at *Milestone Documents*, National Archives, [archives.gov/milestone-documents/treaty-of-guadalupe-hidalgo](https://www.archives.gov/milestone-documents/treaty-of-guadalupe-hidalgo).
- Activity Sheet 2: The Treaty of Guadalupe Hidalgo
- Source 3: The Fourteenth Amendment to the US Constitution, Sections 1 and 5, 1868, in House Joint Resolution Proposing the 14th Amendment to the Constitution, June 16, 1866; Enrolled Acts and Resolutions of Congress, 1789-1999; General Records of the United States Government; Record Group 11; National Archives. Available online at *Milestone Documents*, National Archives, [archives.gov/milestone-documents/14th-amendment](https://www.archives.gov/milestone-documents/14th-amendment).
- Activity Sheet 3: The Fourteenth Amendment
- Source 4: Indian Citizenship Act (1924), Act of 2 June 1924, Public Law 68-175, 43 STAT 253, which authorized the Secretary of the Interior to issue certificates of citizenship to Indians.; 2 June 1924; Enrolled Acts and Resolutions of Congress, 1789-2011; General Records of the United States Government, Record Group 11; National Archives Building, Washington, DC, catalog.archives.gov/id/299828
- Activity Sheet 4: The Indian Citizenship Act

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Five 45-minute class periods

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary and secondary source materials. The five lessons in this unit explore the history of how citizenship has been defined in the United States, particularly regarding naturalization and citizenship status.

PROCEDURE

1. Distribute the Historical Background by Professor Grace Peña Delgado. This essay provides brief case studies of two groups of immigrants affected by US naturalization legislation and policy. You may have students read the Historical Background for themselves, read it in small groups, or if you believe that the text will prove challenging, you may decide to “share read” the text with your students. To share read, have the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading while you continue to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
2. Distribute Activity Sheet 1: Analyzing the Historical Background. You may choose to have students complete the activity individually or in a small group. In either case you should demonstrate how to select an important or informative phrase.
3. Distribute Source 2, the Treaty of Guadalupe Hidalgo, and Activity Sheet 2. You may have students read the excerpts from Treaty of Guadalupe Hidalgo for themselves. However, the text may prove challenging and you may choose to use the shared-reading technique described above.
4. Have students complete the Treaty of Guadalupe Hidalgo activity sheet individually. This will allow each student to understand the Treaty of Guadalupe Hidalgo before moving on to analyzing the other two documents.
5. Have the students share out and discuss their answers about the Treaty of Guadalupe Hidalgo.
6. Distribute Sources 3 and 4, the Fourteenth Amendment and the Indian Citizenship Act, and the activity sheets to the whole class. Divide the class in half and have each group work on the activity sheet for one of the texts. Depending on the size of your class and the time available, you may choose to divide each half of the class into small groups to work together on their document, although each student must complete their own activity sheet.
7. Have the class come back together to discuss their answers. Each half of the class should have time to read the document they did not work on. They should have time to ask questions in order to fully understand the document and complete the activity sheet, as they will need that knowledge later in the unit. You may choose to have each half of the class organize their presentation to ensure coverage of all parts of the activity sheet.
8. As time permits at the end of class, ask students to consider the following questions:
 - Who has been eligible for citizenship in different historical eras?
 - How would you find out more about the ways the policies in these three different documents affected immigration?

LESSON 2

DEFINING NATURALIZATION AND CITIZENSHIP, 1790–1911

BY MISHA MATSUMOTO YEE

OVERVIEW

This lesson will focus on the evolving expansion and restriction of naturalization and citizenship for immigrants and for women who lost their birthright citizenship as a consequence of marrying non-Americans. Students will learn how state and federal agencies have regulated naturalization, and what steps individuals pursuing naturalization have taken. This will provide students with the historical context required to understand the development of naturalization rights. You will assess their learning through completed activity sheets and class discussion.

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MATERIALS

- Gallery Walk
 - o Source 5: Naturalization Act of 1790, Chap. III—An Act to establish an uniform Rule of Naturalization. 1st Cong. II (1790), Library of Congress, [maint.loc.gov/law/help/statutes-at-large/1st-congress/session-2/c1s2ch3.pdf](https://www.loc.gov/law/help/statutes-at-large/1st-congress/session-2/c1s2ch3.pdf).
 - o Source 6: Excerpts from the Naturalization Act of 1906, “An Act to Establish a Bureau of Immigration and Naturalization, and to Provide for a Uniform Rule for the Naturalization of Aliens throughout the United States,” 59th Congress, 1st sess., 34 Stat. 596, Library of Congress, [loc.gov/resource/lisalvol.lisal_034/?sp=626&st=image](https://www.loc.gov/resource/lisalvol.lisal_034/?sp=626&st=image)
 - o Source 7: Excerpts from the Expatriation Act (1907), “An Act In reference to the expatriation of citizens and their protection abroad,” Act of Mar. 2, 1907, 59th Cong, 2nd sess., 34 Stat. 1228, [govinfo.gov/content/pkg/STATUTE-34/pdf/STATUTE-34-Pg1228.pdf#page=1](https://www.govinfo.gov/content/pkg/STATUTE-34/pdf/STATUTE-34-Pg1228.pdf#page=1)
- Activity Sheet 5: Naturalization Legislation
- Source 8: Petition of Naturalization for Harriot Stanton Blatch and Transcript; 12/20/1911; Petition of Naturalization Petition #9114, U.S. District Court for the Southern District of New York; Petition of Naturalization; Petitions for Naturalization, 1824 - 1991 (NAI #575701); Records of District Courts of the United States, 1685-2009, Record Group 21; National Archives at New York, New York, NY.
- Activity Sheet 6: Petition for Naturalization for Harriot Stanton Blatch

PROCEDURE

1. Prep Work: Print and tape the provided Gallery Walk texts in various places around the classroom.
2. Before distributing Activity Sheet 5, informally poll students to see whether they believe naturalization and citizenship requirements were more often expanded or restricted throughout American history.
3. Inform students that they will be examining three major laws that expanded and restricted access to citizenship at different moments in US history. Explain to students that these are only a sampling of the laws addressing naturalization and citizenship, not a comprehensive collection of legislation. Make sure that students understand that immigration is a precondition for naturalization but does not guarantee naturalization.
4. Distribute the activity sheet to each student. Explain their task for the day: Students will use the posted excerpts to identify when different groups of immigrants could become naturalized citizens.
5. Give the students 15–30 minutes to walk around the room and record information in Part I. Once the time is up, have them return to their seats.
6. Discuss and model how to complete Part II of the activity sheet using the information they gathered.
7. Pair students up and have them either complete Part II together or have them complete Part II independently and then review their answers with each other. You may choose to distribute Sources 5–7 to the students for this collaboration or allow them to move around the room to examine the posted sources if they need to re-read the text to answer the questions in Part II. The questions in Part III can be used for class discussion or as a homework assignment.
8. Distribute a copy of Source 7, the Expatriation Act, and Source 8, Harriot Stanton Blatch's petition for naturalization, along with Activity Sheet 6. Bring students' attention to the fact that Blatch was born in New York City and, according to the Fourteenth Amendment, had birthright citizenship. This makes her naturalization petition a bit of a puzzle. Have students complete the activity sheet individually to advance their understanding of the Expatriation Act and Blatch's need to petition for naturalization. This can also be done as a homework activity.
9. Reconvene the class to discuss their responses.

LESSON 3

PROFILES OF NATURALIZED CITIZENS

BY MISHA MATSUMOTO YEE

OVERVIEW

Students will analyze case studies of naturalized citizens who have made major contributions to American society. After researching their assigned naturalized citizen, students will write a newspaper article documenting their citizen's contributions.

MATERIALS

- Access to computers and the internet for research
- Activity Sheet 7: Note Organizer
- Writing program like Word or Google Docs or art layout program like Canva to create a newspaper article

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PROCEDURE

1. Divide the class into six groups. Each group will research and write a newspaper article on one naturalized US citizen.
2. Decide on the appropriate sources for student research (i.e., trusted web resources, the school resource library/librarian, Who's Who books and encyclopedias, etc.).
3. Write or project the provided list of naturalized citizens (see Procedure 5 below) or develop your own list. You may assign groups to a particular person or allow them to choose their own.
4. Each student should have a specific leadership task for this activity: researcher, writer, or designer. The groups can choose these roles or you may assign them.

Group Role Descriptions/Recommendations:

- **Researcher:** The students in this role should be in charge of vetting the sources of information for credibility, maintaining a record of the sources, ensuring that the information provided in the organizer is useful and accurate, and signing off on the completed activity note organizer. This can include finding websites and documents and filling in the activity sheet. The researcher should also proof the final article to ensure all information about the naturalized citizen is accurate based on the sources they found.
- **Writer:** The students in this role should be responsible for assigning writing tasks. They will pull together the other students' ideas and written assignments to create the final product, editing as necessary. They will also proofread the final article, including grammar and spelling.

- Designer: The students in this role will ensure that all the elements of a newspaper article are included (headline, byline, and at least one photograph) and that the elements are properly entered into the final design, all text is visible and readable, and the article is printed and ready to be submitted/displayed. The designer is responsible for explaining their naturalized citizen's contributions if the projects are presented orally.
5. Suggested List of Naturalized Citizens:
 - Fernando Valenzuela, former Los Angeles Dodgers pitcher
 - Teresa Romer, President, United Farm Workers
 - Kalpana Chawla, NASA astronaut
 - The Honorable Sally Jewell, Secretary of the US Department of the Interior
 - Anna Zaibel Blau, Executive Director, International Women's House
 - Roy Choi, Chef and Television Host, *The Chef Show*
 6. Once groups have selected a naturalized citizen, allow in-class time for students to conduct research and complete the note organizer.
 7. Once they have collected their information, allow students time to begin writing and creating their news articles.
 - Articles should include all the information requested in the note organizer, a creative title, and a byline including each group member's name.
 - Encourage students to write between two to three paragraphs.
 - Include a photograph of the naturalized citizen.
 8. After the articles are finished, have students display their articles around the classroom for a gallery walk, read their article aloud in class, or distribute print-outs.

LESSON 4

VOICES OF NATURALIZED CITIZENS

BY MISHA MATSUMOTO YEE

OVERVIEW

Students will analyze an interview with a naturalized American citizen and focus on their reasons for choosing to become an American citizen as well as the results of their decision.

MATERIALS

- Large, plain construction paper or plain white paper
- Basic art supplies (markers, crayons, color pencils, etc.)
- Source 9: Start the Naturalization Process via the New Americans Campaign website, newamericanscampaign.org/start-the-process/
- Source 10: Excerpts from Abwe Abedi, “I Can Help the Country as a Citizen,” The New Americans Campaign, May 2, 2024, newamericanscampaign.org/abwe-abedi-i-can-help-the-country-as-a-citizen/
- Activity Sheet 8: Abedi’s Experience of the Naturalization Process

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PROCEDURE

1. Divide the class into five groups. Each group will be assigned a different step in the citizenship process. In their groups, they will create a poster that outlines the requirements for each step of the process.
2. Have students use the New Americans Campaign website to research their step and what it entails. Students may use the [“Start the Naturalization Process”](#) webpage as a starting point. Alternatively, if internet access is not available, a handout including basic information from the New Americans Campaign “Start the Naturalization Process” webpage is included that may be printed for each student. You may also choose to have students read the Oath of Allegiance that is taken by new American citizens.
3. Provide each group with a large piece of paper to outline and document their step of the process.
4. Each poster should include the following elements:
 - a. Number of the step and its name
 - b. Basic criteria/requirements to achieve that step
 - c. Additional resources to aid people through this part of the process (websites, additional study materials, etc.)

- d. Colorful, visually captivating, easy to read and understand, accurate information
 - e. Optional: Translations into other languages
5. Encourage students to be creative in developing these posters.
 6. Each group will hang up their poster in the front of the class and present their step to the class in order.
 7. After all posters are presented, distribute Abwe Abedi's "I can help the country as a citizen" story from New Americans.
 8. Share read the story as a class.
 9. Have students complete the activity sheet that compares Abedi's experience with the five-step process that was presented. You may choose to assign this activity sheet as an individual or group assignment. In order to answer the question in Step 5, students must look at the photographs on the following webpage: <https://www.newamericascampaign.org/abwe-abedi-i-can-help-the-country-as-a-citizen/>. You may want to have this page displayed on a screen in class, print them to handout, or allow the students to go to the page on their own.

LESSON 5

DISCUSSING CITIZENSHIP AND NATURALIZATION

BY MISHA MATSUMOTO YEE

OVERVIEW

For the final assessment and evaluation of this unit, students will engage in a Socratic Seminar that builds on the material from the previous lessons. They will discuss ideas surrounding the definition of citizenship and naturalization and utilize the experiences of naturalized immigrants to help make observations and support analysis. Alternatively, you may allow students to conduct an interview with a naturalized citizen with a focus on the content of Lesson 4. It is important for students to understand that protection under the Constitution applies to citizens and noncitizens alike.

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MATERIALS

- Discussion Rubric
- Activity Sheet 9: Discussion Exit Ticket

PROCEDURE

Preparation

1. A Socratic Seminar is a collaborative method that allows students to analyze ideas, texts, concepts, and themes by discussing open-ended questions. This is a student-centered approach to demonstrating and evaluating a student's understanding of material through encouraging students to not only verbally articulate their ideas and substantiate claims with evidence from materials but also engage in active listening and respectful discourse. As facilitator, you should observe and listen more than actively direct and instruct students.
2. Provide students with the list of questions to prepare for the discussion.
3. Allow students time to gather materials from previous lessons so they can easily access them as reference materials during the discussion. It is strongly encouraged that all materials used during the discussion be hard copies (rather than digital files) to allow students to be present during the discussion itself.

In Class

4. Divide the class into 3–4 groups. Provide students with 10 minutes to work in their groups to develop a discussion question they would like to ask during the discussion.

5. Have students form a large discussion circle or two or three smaller circles (depending on class size).
6. Select one question to begin the discussion. Alternatively, a student could be assigned as the discussion leader to open up the discussion and help lead the discussion.
7. As the discussion begins, remain an outside observer and maintain and facilitate discussion as needed.
8. Use the following strategies for the facilitation and maintenance of discussions:
 - Ask follow-up questions to develop an in-depth analysis.
 - Redirect focus when the discussion begins going off on a tangent or begins becoming disrespectful.
 - Have students rephrase others' ideas to check understanding.
 - Engage students who may not have had a chance to participate.
9. In the last ten minutes of class, have students begin to wrap up their discussion.
10. Conclude the discussion by distributing the exit ticket activity sheet to check for individual understanding of what was discussed. Have students summarize one of the main ideas that came up during the discussion and explain why that idea resonated with them.

Discussion Questions

- How did the Fourteenth Amendment support and expand citizenship rights to people born in the United States and naturalized American citizens?
- The Treaty of Guadalupe Hidalgo and the American Indian Act expanded citizenship. What insight do these documents provide into the challenges minority groups faced in their quest toward US citizenship?
- Why would additional legislation be needed to grant citizenship to groups beyond the Fourteenth Amendment's birthright citizenship and naturalization clause?
- How has naturalized citizenship contributed to the overall development of America?

Extension Activity

1. To begin, have students identify the person they will be interviewing and their relationship to the interviewee.
2. Students should ask the interviewee for permission to record and transcribe the interview before beginning. Once permission is received, then students should move forward in developing questions and scheduling the interview.
3. Have students use their knowledge from the lesson to develop questions to ask the interviewee about their experience. These questions should consider reasons for wanting to become a naturalized citizen, preparing documents and materials for the process, how they studied for the citizenship test, and emotions during and after the naturalization ceremony.
4. After the interview, students should transcribe the interview for posterity.
5. Once the interview has been conducted and transcribed, have students write a 2–3 page reflection that allows students to connect their experience in the interview and how that compares to what they learned throughout this unit.

Source 1: Historical Background Naturalization, Citizenship, and Opportunities in the United States

by Grace Peña Delgado, University of California, Santa Cruz

In the United States, the need for consistency and fairness drove a shift from state to federal control of naturalization. Immigrants in one state might face different requirements than those in another, resulting in a patchwork of naturalization laws. The Naturalization Act of 1790 was the first federal law to establish a single set of rules for all states. By the late 1800s and early 1900s, the federal government took over the naturalization process, aiming to create a more uniform system. This transition culminated with the Immigration and Nationality Act of 1952, also known as the McCarran-Walter Act, which gave complete control of naturalization to the federal government.

Immigrants have sought citizenship because it comes with special rights and protections, whether through naturalization or birthright. While the Constitution protects both citizens and non-citizens, citizens enjoy unique benefits. One of the most significant privileges of citizenship is the right to vote in federal, state, and local elections. This privilege allows citizens to influence decisions that affect their lives and communities. Only citizens can run for most public offices, representing their fellow citizens and shaping policies and laws. Citizens may get a US passport, which facilitates travel and provides US government protection while abroad. Many federal government jobs are only open to citizens, often offering benefits and job security. Citizens are also responsible for serving on a jury, which is an integral part of the judicial system, ensuring individuals have a fair trial. Citizens can sponsor family members for immigration, helping to bring their loved ones to the United States. These rights and protections make citizenship desirable, offering more significant opportunities and security and allowing citizens to participate fully in the democratic process.

Understanding the historical context of naturalization and citizenship gives us insight into the broader narrative of American identity and inclusion. The evolution of naturalization laws reflects American society's changing attitudes and values. As new immigrant groups arrive and integrate into the nation's fabric, naturalization laws and policies will continue to adapt. The stories of past immigrants, like Mexicans and Chinese, serve as a reminder of the challenges and triumphs that come with pursuing citizenship.

Mexicans after 1848 and Chinese immigrants in the 1890s faced unique challenges and opportunities. The Treaty of Guadalupe Hidalgo, which ended the Mexican-American War in 1848, promised US citizenship to Mexicans living in the newly gained territories. However, despite these promises, many Mexicans faced significant discrimination and obstacles to full citizenship, encountering barriers to voting, land ownership, and employment, and often being treated as second-class citizens.

Chinese immigrants, arriving in significant numbers during the mid-nineteenth century, faced even more severe challenges. By the 1890s, the US had enacted several laws specifically targeting Chinese immigrants, most notably the Chinese Exclusion Act of 1882. This law prohibited the naturalization of Chinese immigrants, effectively barring them from becoming US citizens. Intense racial prejudice against Chinese immigrants, fueled by economic competition and cultural differences, marked this period. Chinese immigrants faced violent attacks and discriminatory laws as American workers often scapegoated them as causing economic hardships for others.

Mexicans and Chinese immigrants have highlighted the intense linkage between race, naturalization, and citizenship in American history. Although Mexicans theoretically had a path to citizenship, racial prejudice severely limited their opportunities. In contrast, the government explicitly denied Chinese immigrants the right to naturalize, reflecting the extreme racial hatred they faced. Despite these challenges, both groups showed remarkable resilience and contributed significantly to American society.

Naturalization and citizenship have always been more than just a legal process; they symbolize the American dream. They represent the promise of opportunity, equality, and the chance to build a better life. Becoming a citizen culminates years of hard work and perseverance for many immigrants. It is a recognition of their contributions to society and their commitment to the values of their new homeland.

Grace Peña Delgado is an associate professor of history at the University of California, Santa Cruz. She is the author of Making the Chinese Mexican: Global Migration, Localism, and Exclusion in the US-Mexico Borderlands and co-author of Latino Immigrants in the United States.

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Activity Sheet 1: Analyzing the Historical Background

Important Phrases: Which are the most important or informative phrases or sentences in this essay? Choose 3 and explain why you chose each of them.

Phrase 1:

Why is this phrase or sentence important or informative?

Phrase 2:

Why is this phrase or sentence important or informative?

Phrase 3:

Why is this phrase or sentence important or informative?

Using your most important or informative phrases/sentences as evidence of the main ideas, summarize the essay:

Source 2: The Treaty of Guadalupe Hidalgo, Articles VIII and IX (1848)

ARTICLE VIII

Mexicans now established in territories previously belonging to Mexico, and which remain for the future within the limits of the United States, as defined by the present treaty, shall be free to continue where they now reside, or to remove at any time to the Mexican Republic, retaining the property which they possess in the said territories, or disposing thereof, and removing the proceeds wherever they please, without their being subjected, on this account, to any contribution, tax, or charge whatever.

Those who shall prefer to remain in the said territories may either retain the title and rights of Mexican citizens or acquire those of citizens of the United States. But they shall be under the obligation to make their election within one year from the date of the exchange of ratifications of this treaty; and those who shall remain in the said territories after the expiration of that year, without having declared their intention to retain the character of Mexicans, shall be considered to have elected to become citizens of the United States.

In the said territories, property of every kind, now belonging to Mexicans not established there, shall be inviolably respected. The present owners, the heirs of these, and all Mexicans who may hereafter acquire said property by contract shall enjoy with respect to it guarantees equally ample as if the same belonged to citizens of the United States.

ARTICLE IX

The Mexicans who, in the territories aforesaid, shall not preserve the character of citizens of the Mexican Republic, conformably with what is stipulated in the preceding article, shall be incorporated into the Union of the United States, and be admitted at the proper time (to be judged of by the Congress of the United States) to the enjoyment of all the rights of citizens of the United States, according to the principles of the Constitution; and in the meantime, shall be maintained and protected in the free enjoyment of their liberty and property, and secured in the free exercise of their religion without restriction.

From the Treaty of Guadalupe Hidalgo [Exchange copy]; 2/2/1848; Perfected Treaties, 1778-1945; General Records of the United States Government, Record Group 11; National Archives Building, Washington, DC, [archives.gov/milestone-documents/treaty-of-guadalupe-hidalgo](https://www.archives.gov/milestone-documents/treaty-of-guadalupe-hidalgo).

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Activity Sheet 2: The Treaty of Guadalupe Hidalgo

Article VIII	
Summarize the first paragraph of Article VIII in your own words:	
How long did Mexicans have to decide if they would remain Mexican citizens or acquire US citizenship?	If citizenship was not declared within the provided time frame, what would happen?

Article IX		
Were Mexicans who wanted to retain Mexican citizenship required leave the territories taken by the US and move to Mexico?	Yes	No
Would Mexicans who became US citizens receive all rights of US citizenship?	Yes	No
Were Mexicans who stayed on their property without declaring an intention to remain Mexican citizens going to be considered US citizens?	Yes	No

Source 3: The Fourteenth Amendment to the US Constitution, Sections 1 and 5 (1868)

Section 1:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 5:

The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

From the House Joint Resolution Proposing the 14th Amendment to the Constitution, June 16, 1866; Enrolled Acts and Resolutions of Congress, 1789-1999; General Records of the United States Government; Record Group 11; National Archives, [archives.gov/milestone-documents/14th-amendment](https://www.archives.gov/milestone-documents/14th-amendment).

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Activity Sheet 3: The Fourteenth Amendment

Section 1: Citizenship

What are two pathways to US citizenship?	<ol style="list-style-type: none"> 1. 2.
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The Fourteenth Amendment notes that citizens have “privileges or immunities” but does not name them. Then it lists rights that apply to “any person.” What are the Fourteenth Amendment rights to which “any person” on US soil—not only a US citizen—is entitled?	
Clause	Description of what this clause protects

Section 5 Enforcement

Who is allowed to enforce this amendment?	
Identify two powers provided to the legislative branch of the federal government under this section.	<ol style="list-style-type: none"> 1. 2.

Connection to the Treaty of Guadalupe Hidalgo

How does Article IX of the Treaty of Guadalupe Hidalgo relate to the Fourteenth Amendment of the US Constitution?	
---	--

Source 4: Indian Citizenship Act (1924)

Sixty-eighth Congress of the United States of America;
At the First Session,

Begun and held at the City of Washington on Monday, the third day of
December, one thousand nine hundred and twenty-three.

AN ACT

To authorize the Secretary of the Interior to issue certificates of
citizenship to Indians.

*Be it enacted by the Senate and House of Representatives of the
United States of America in Congress assembled, That all non-
citizen Indians born within the territorial limits of the United
States be, and they are hereby, declared to be citizens of the United
States: Provided, That the granting of such citizenship shall not
in any manner impair or otherwise affect the right of any Indian
to tribal or other property.*

W. G. Clegg

Speaker of the House of Representatives.

G. A. Clegg

Acting President pro tempore of the Senate.

An Act of 2 June 1924, Public Law 68-175, 43 STAT 253; Enrolled Acts and Resolutions of Congress, 1789-2011; General Records of the United States Government, Record Group 11; National Archives, catalog.archives.gov/id/299828.

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Activity Sheet 4: Indian Citizenship Act

Close Reading	
When was the Indian Citizenship Act approved?	
Who authorized this act before it went to President Coolidge?	
What specific language granted US citizenship to Indigenous people who were not yet citizens? (Provide the direct quote.)	
The Indian Citizenship Act provided an exception for the expansion of citizenship. What was this exception?	

Connection to the Fourteenth Amendment	
Before 1924, did the Fourteenth Amendment's birthright citizenship clause apply to American Indians? Explain your answer.	
How did the Indian Citizenship Act of 1924 expand and clarify the definition of birthright citizenship under the Fourteenth Amendment?	

Source 5: The Naturalization Act of 1790

Section 1. *Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That any alien, being a free white person, who shall have resided within the limits and under the jurisdiction of the United States for the term of two years, may be admitted to become a citizen thereof, on application to any common law court of record, in any one of the states wherein he shall have resided for the term of one year at least, and making proof to the satisfaction of such court, that he is a person of good character, and taking the oath or affirmation prescribed by law, to support the constitution of the United States, which oath or affirmation such court shall administer; and the clerk of such court shall record such application, and the proceedings thereon; and thereupon such person shall be considered as a citizen of the United States. And the children of such persons so naturalized, dwelling within the United States, being under the age of twenty-one years at the time of such naturalization, shall also be considered as citizens of the United States. And the children of citizens of the United States, that may be born beyond sea, or out of the limits of the United States, shall be considered as natural born citizens: *Provided*, That the right of citizenship shall not descend to persons whose fathers have never been resident in the United States: *Provided also*, That no person heretofore proscribed by any state, shall be admitted a citizen as aforesaid, except by an act of the legislature of the state in which such person was proscribed.

Approved, March 26, 1790.

From "An Act to establish an uniform Rule of Naturalization," 1st Cong. II (1790), maint.loc.gov/law/help/statutes-at-large/1st-congress/session-2/c1s2ch3.pdf.

Source 6: Excerpts from the Naturalization Act of 1906

Sec. 4. That an alien may be admitted to become a citizen of the United States in the following manner and not otherwise:

First. He shall declare on oath . . . two years at least prior to his admission, and after he has reached the age of eighteen years, that is is bona fide his intention to become a citizen of the United States, and to renounce forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly, by name, to the prince, potentate, state, or sovereignty of which the alien may be at the time a citizen or subject. . . .

Second. Not less than two years nor more than seven years after he has made such declaration of intention he shall . . . state his full name, his palace of residence (by street and number, if possible), his occupation, and, if possible, the date and place of his birth; the place from which he emigrated, and the date and place of his arrival in the United States . . . the time when and the place and name of the court where he declared his intention to become a citizen of the United States; if he is married he shall state the name of his wife and, if possible, the country of her nativity and her place of residence at the time of filing his petition; and if he has children, the name, date, and place of birth and place of residence of each child living at the time of the filing of his petition. . . .

Third. He shall . . . declare on oath in open court that he will support the Constitution of the United States, and that he absolutely and entirely renounces and abjures all allegiance and fidelity to any foreign prince, potentate, state or sovereignty. . . .

Fourth. It shall be made to appear to the satisfaction of the court admitting any alien to citizenship that immediately preceding the date of his application he has resided continuously within the United States five years at least, and within the State or Territory where such court is at the time held one year at least, and that during that time he has behaved as a man of good moral character, attached to the principles of the Constitution of the United States. . . .

From "An Act to Establish a Bureau of Immigration and Naturalization, and to Provide for a Uniform Rule for the Naturalization of Aliens throughout the United States," 34 Stat. 596, loc.gov/resource/llsalvol.llsal_034/?sp=626&st=image.

Source 7: Excerpts from the Expatriation Act of 1907

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled . . .

Sec. 2. That any American citizen shall be deemed to have expatriated himself when he has been naturalized in any foreign state in conformity with its laws, or when he has taken an oath of allegiance to any foreign state.

When any naturalized citizen shall have resided for two years in the foreign state from which he came, or for five years in any other foreign state it shall be presumed that he has ceased to be an American citizen, and the place of his general abode shall be deemed his place of residence during said years. . . . *And provided also*, That no American citizen shall be allowed to expatriate himself when this country is at war.

Sec. 3. That any American woman who marries a foreigner shall take the nationality of her husband. At the termination of the marital relation she may resume her American citizenship, if abroad, by registering as an American citizen within one year with a consul of the United States, or by returning to reside in the United States, or, if residing in the United States at the termination of the marital relation, by continuing to reside therein.

Sec. 4. That any foreign woman who acquires American citizenship by marriage to an American shall be assumed to retain the same after the termination of the marital relation if she continue to reside in the United States. . . .

Sec. 5. That a child born without the United States of alien parents shall be deemed a citizen of the United States by virtue of the naturalization of or resumption of American citizenship by the parent: *Provided*, . . . That the citizenship of such minor child shall begin at the time such minor child begins to reside permanently in the United States.

Sec. 6. That all children born outside the limits of the United States who are citizens thereof . . . who continue to reside outside the United States shall, in order to receive the protection of this Government, be required upon reaching the age of eighteen years to record at an American consulate their intention to become residents and remain citizens of the United States and shall be further required to take the oath of allegiance to the United States upon attaining their majority.

Approved, March 2, 1907.

From "An Act In reference to the expatriation of citizens and their protection abroad," Act of Mar. 2, 1907. 59th Cong, 2nd sess., 34 Stat. 1228, govinfo.gov/content/pkg/STATUTE-34/pdf/STATUTE-34-Pg1228.pdf#page=1.

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Activity Sheet 5: Naturalization Legislation

PART I: Identify the group(s) each law impacted and whether the law restricted or expanded the right to naturalization.

Legislation	Demographic Impacted	Expansion/Restriction of Naturalization
Naturalization Act of 1790		
Naturalization Act of 1906		
Expatriation Act (1907)		

PART II: Describe how each piece of legislation affected US naturalization policies.

Legislation	Effects on Naturalization Policies
Naturalization Act of 1790	
Naturalization Act of 1906	
Expatriation Act (1907)	

PART III: When did legislation make it easier to enter, live in, and work in the United States legally? When did legislation make it harder? Use the content and effects of at least two laws in your answer.

Source 8: Petition of Naturalization for Harriot Stanton Blatch

ORIGINAL

UNITED STATES OF AMERICA

PETITION FOR NATURALIZATION

The Honorable the District Court of United States of America Southern District of New York

The petition of Harriot Stanton Blatch hereby filed, respectfully sheweth:

First. My place of residence is 15 W 91st St New York

Second. My occupation is Housewife

Third. I was born on the 22 day of Jan anno Domini 1853 at Seneca Falls, New York, U.S.A.

Fourth. I was married to Wm. Stanton on or about the 15 day of Sept anno Domini 1852 to Wm. Stanton of Seneca Falls, New York, U.S.A.

Fifth. I declared my intention to become a citizen of the United States on the 10th day of December anno Domini 1909

Six. I am single married. My maiden name is Harriot Stanton Blatch and was born in England and now resides at 15 W 91st St New York

and the name, date and place of birth, and place of residence of one child is as follows:

Nora Stanton Blatch born Basingstoke England Sept 1880-1883
Residing 15 W 91st St New York

Seventh. I am not a disbeliever in or opposed to organized government or a member of or affiliated with any organization or body of persons touching disbelief in or opposed to organized government. I am not a polygamist nor a believer in the practice of polygamy. I am attached to the principles of the Constitution of the United States, and it is my intention to become a citizen of the United States and to renounce absolutely and forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to GEORGE V. King of Great Britain and Ireland of whom at this time I am a subject, and it is my intention to reside permanently in the United States.

Eighth. I am able to speak the English language.

Ninth. I have resided continuously in the United States of America for the term of five years at least, immediately preceding the date of this petition, to wit, since the 20th day of Jan anno Domini 1886 and the State of New York continuously next preceding the date of this petition, since the 20th day of Jan anno Domini 1886 having a residence within this State of at least one year next preceding the date of this petition.

Tenth. I have not heretofore made petition for citizenship to any court. (I made petition for citizenship to the Court of Seneca Falls, New York on the 10th day of Jan anno Domini 1886 and the same was denied by the said Court for the following reasons and causes, to wit: and the copies of such denial has since been cured or removed.)

attached hereto and made a part of this petition is my declaration of intention to become a citizen of the United States and the certificate from the Department of Commerce together with my affidavit and the affidavits of the two verifying witnesses thereto, required by law. Wherefore your petitioner prays that he may be admitted a citizen of the United States of America.

Harriot Stanton Blatch
(Complete and true signature of petitioner.)

Declaration of Intention and Certificate of Landing from Department of Commerce and Labor filed this 20th day of December, 1911.

AFFIDAVITS OF PETITIONER AND WITNESSES.

United States of America,
Southern District of New York. } ss:

The aforesaid petitioner being duly sworn, deposes and says that he is the petitioner in the above-entitled proceedings; that he has read the foregoing petition and knows the contents thereof; that the said petition is signed with his full, true name; that the same is true of his own knowledge except as to matters therein stated to be alleged upon information and belief, and that as to those matters he believes it to be true.

Harriot Stanton Blatch
(Complete and true signature of petitioner.)

James P. McLaughlin Attorney, residing at 442 W 57th St New York

Wm. Stanton Blatch residing at 411 W 102nd St New York

Wm. Stanton Blatch the petitioner above mentioned, to have resided in the United States continuously immediately preceding the date of filing his petition, since the 15th day of Jan anno Domini 1886 and in the State in which the above-entitled petition is made continuously since the 15th day of Jan anno Domini 1886 and that he has personal knowledge that the said petitioner is a person of good moral character, attached to the principles of the Constitution of the United States, and that the petitioner is in every way qualified, in his opinion, to be admitted a citizen of the United States.

James P. McLaughlin
(Signature of witness.)

Wm. Stanton Blatch
(Signature of witness.)

Subscribed and sworn to before me by the above-named petitioner and witnesses this 20th day of December anno Domini 1911.

THOS. ALEXANDER, Clerk.

Charles W. Brown Deputy Clerk.

Records of District Courts of the United States, 1685-2009, Record Group 21; National Archives.

Source 8: Transcript of Petition of Naturalization for Harriot Stanton Blatch (1911)

No [7114]

ORIGINAL

UNITED STATES OF AMERICA

PETITION FOR NATURALIZATION

To the Honorable the District. Court of United States of America. Southern District of New York. The petition of Harriet Stanton Blatch hereby filed, respectfully showeth:

First. My place of residence is 15 W. 91st St NY City New York (Give number, street, city or town, and State.)

Second. My occupation is House Wife

Third. I was born on the 30 day of Jan, Anno Domini 1856, at Senaca Falls NY, U.S.A-and married William Henry Blatch a British subject Nov 13-1882 to whom I am still married and with whom I am still living

Fourth. I emigrated to the United States from _____, on or about the ____ day of _____ anno Domini 1_____, and arrived in the United States, at the port of _____, on the _____ day of _____ anno Domini 1_____, on the vessel _____ (If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

Fifth. I declared my intention to become a citizen of the United States on the 10th day of December, anno Domini 1909 at NY, Bor of Manhattan in the U.S. Dist of NY

Sixth. I am married. My Husband's name is William Henry Blatch. He was born in England, and now resides at 15 W. 91st St NY. I have one child and the name, date and place of birth, and place of residence of said child is as follows: Nora Stanton Blatch born Basingstoke England Sept 30 - 1883 Residing 15 W. 91st St NY

Seventh. I am not a disbeliever in or opposed to organized government or a member of or affiliated with any organization or body of persons teaching disbelief in or opposed to organized government. I am not a polygamist nor a believer in the practice of polygamy. I am attached to the principles of the Constitution of the United States, and it is my intention to become a citizen of the United States and to renounce absolutely and forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to GEORGE V, King of Great Britain and Ireland of whom at this time I am a subject, and it is my intention to reside permanently in the United States.

Eighth. I am able to speak the English language.

Ninth, I have resided continuously in the United States of America for the term of five years at least, immediately preceding the date of this petition, to wit, since the 20th day of Jan, anno Domini 1856, and in the State of NY, continuously next preceding the date of this petition, since the 20th day of Jan, anno Domini 1856, being a residence within the State of at least one year next preceding the date of this petition.

Tenth. I have not heretofore made petition for citizenship to any court. (~~I made petition for citizenship to the [blank] Court of [blank] at [blank], on the [blank] day of [blank], anno Domini 1[blank], and the said petition was denied by the said Court for the following reasons and causes, to wit, [blank], and the cause of such denial has since been cured or removed.~~

Attached hereto and made a part of this petition is my declaration of intention to become a citizen of the United States and the certificate from the ~~Department of Commerce and Labor~~ together with my affidavit and the affidavits of the two verifying witnesses thereto, required by law. Wherefore your petitioner prays that he may be admitted a citizen of the United States of America.

Harriot Stanton Blatch

(Complete and true signature of petitioner.)

Declaration of Intention and ~~Certificate of Landing from Department of Commerce and Labor~~ filed this 20th day of December, 1911

AFFIDAVITS OF PETITIONER AND WITNESSES.

United States of America.

Southern District of New York. } ss:

The aforesaid petitioner being duly sworn, deposes and says that he is the petitioner in the above-entitled proceedings; that he has read the foregoing petition and knows the contents thereof; that the said petition is signed with his full, true name; that the same is true of his own knowledge except as to matters therein stated to be alleged upon information and belief, and that as to those matters he believes it to be true.

Harriot Stanton Blatch

(Complete and true signature of petitioner.)

James P. McGovern Occupation Atty, residing at 440 W 57th St NY and R. Delany Whiting Occupation Atty, residing at 411 W 19th St NY each being severally, duly, and respectively sworn, deposes and says that he is a citizen of the United States of America; that he has personally known Harriot Stanton Blatch, the petitioner above mentioned, to have resided in the United States continuously immediately preceding the date of filing his petition, since the 15th day of Jan, anno Domini 1903; and in the State in which the above entitled petition is made continuously since the 15th day of Jan, anno Domin1903; and that he has personal knowledge that the said petitioner is a person of good moral character, attached to the principles of the Constitution of the United States, and that the petitioner is in every way qualified, in his opinion, to be admitted a citizen of the United States.

James P McGovern (Signature of Witness.)

R. Delany Whiting [Signature of witness.] [SEAL.]

Subscribed and sworn to before me by the above-named petitioner and witnesses this 20th day of December anno Domini 1911

THOS. ALEXANDER, Clerk.

By Charles Welles, Deputy Clerk. [OVER.]

From the Petition of Naturalization for Harriot Stanton Blatch and Transcript; 12/20/1911; Petition of Naturalization Petition #9114, U.S. District Court for the Southern District of New York; Petition of Naturalization; Petitions for Naturalization, 1824 - 1991 (NAI #575701); Records of District Courts of the United States, 1685-2009, Record Group 21; National Archives at New York, New York, NY.

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Activity Sheet 6: Petition for Naturalization for Harriot Stanton Blatch

Harriot Stanton Blatch was the daughter of suffragist Elizabeth Cady Stanton. Using the Petition of Naturalization for Harriot Stanton Blatch and the Expatriation Act (1907), answer the questions below.

What year did Harriot Stanton Blatch complete her naturalization petition?	
At the time of Blatch's petition, was the Expatriation Act enacted and enforced?	

Question 1: Where was Harriot Stanton Blatch born? Did her place of birth make her an American citizen?

Question 2: Why did Blatch need to petition for naturalization? Connect your answer to the Expatriation Act.

Question 3: On the document, some of the text has been crossed out. Assess why Blatch crossed out some text and rewrote portions of the form. Provide an example from the form to support your answer.

Question 4: How did the Expatriation Act more broadly impact women's citizenship status in America as opposed to men's citizenship status? Explain.

Question 5: Did the Expatriation Act allow for dual citizenship?

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Activity Sheet 7: Note Organizer

Person's Name:

Country of Birth:

Age When Immigrated to America:

Year Immigrated to America:

Year of Naturalization:

Educational Background:

Most Known for:

What did this person say led them to immigrate to the United States?

What were their first impressions, experiences, jobs, etc. in the United States?

Are they involved in any community service, civic organizations, or activism?

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Have they taken on leadership positions or meaningfully contributed to elevating their ethnic or immigrant community?

Have they spoken out about immigration reform in America? If yes, what is their stance and why?

Find at least two direct quotes from them about their immigration and/or naturalization experience.

Source 9: “Start the Naturalization Process” via New Americans Campaign

The Path to Citizenship:

Step 1: Start the process - Find out if you are eligible

The basic requirements are:

You must be at least 18 years old.

You must have continuous residence in the U.S. for at least five years (or three years, if married to a United States citizen) and be physically present in the U.S. for at least half that time.

You must be a person of “good moral character.”

You must be able to read, write and speak basic English, and have knowledge and understanding of the fundamentals of U.S. history and government.

You must have been a resident of the state where you plan to apply for citizenship for at least three months.

You must take a loyalty oath to the United States and support the Constitution and form of government of the United States.

Step 2: Fill out your application

To apply for citizenship, you must complete a legal form called Form N-400, Application for Naturalization. The Form N-400 is a long complex form, so it is important to carefully read the instructions and gather all of the required documentation. You can access the N-400 for free by visiting the United States Citizenship and Immigration Services (USCIS) website.

The application asks for personal information about you, your parents, your spouse, and your children. You must share information about any arrests, where you worked and lived, and where/when you traveled outside of the United States over the last 5 years.

Step 3: Submit your application and payment online or by mail

Once you or your legal representative complete the naturalization application, it's time to submit it with your payment. You can mail in your application and fees or you can submit online. If you file online, you must create a USCIS online account. If you complete the form on paper, please check carefully where to mail the application.

The application fee is \$710 for those who file online or \$760 for those who file on paper by mail. You may be eligible for a reduced fee or complete fee waiver based on your income.

Step 4: Complete your interview and test

Once you submit your application, there are a few more things you need to do:

You will be scheduled for a biometrics appointment (if applicable). At this appointment, you will have your fingerprints and your photograph taken.

You must prepare for and complete your naturalization interview and English and civics tests (unless an exemption applies to you). The interview is conducted by an immigration officer at a USCIS office and you will be asked about your eligibility for citizenship and your knowledge of U.S. history and government.

Step 5: Take the oath!

After your interview, USCIS will make a determination about your case. If your application is approved, you will be scheduled to take the Oath of Allegiance to the United States.

The Oath of Allegiance is a formal ceremony in which you pledge your allegiance to the United States. After you take the Oath of Allegiance, you will be U.S. citizen.

*From “Start the Naturalization Process,” New Americans Campaign, *The New Americans Campaign*, 2024.*

Source 10: Abwe Abedi, “I can help the country as a citizen,” 2024

My name is Abwe Abedi and I was born in the Democratic Republic of Congo. We moved to the United States on May 8th, 2018. I have my wife and seven kids here—three boys and four girls. I always say that it was like a resurrection, because if you compare the life in the refugee camp in Africa to life here, it is like you are raised from the dead.

The Democratic Republic of Congo is a country at war since 1994. When we left our country, I went to Kigoma, Tanzania, where we were refugees in the camp for more than 22 years. I had my kids, my cousin, and my mother and father with me. Life was very hard. We had a ration of 560 grams of rice (1.24 lbs) per day for each of us. The kids went to the school, but it was not a quality school. We were in the bush and there were many illnesses like pneumonia and malaria. I had two kids with sickle cell anemia.

In the camp, there was a program to help people having difficulty. My daughter had a sickle cell anemia crisis, and she was transfused every month, maybe two times per month. The resettlement program said that in the camp we don't have a good facility for her problem. They referred her to a hospital in the USA—Arkansas Children's Northwest in Springdale, Arkansas. That hospital is now taking care of my two children with sickle cell disease.

When we first arrived in Arkansas, we lived in an apartment that was very small—we were seven people in three rooms and one bathroom. That was very difficult for us. After a year in the apartment, we moved to a house. I am very thankful to Canopy Northwest Arkansas and the Grace Church who co-sponsored us. The community is a good community, a generous community. We were family to them. One week after we arrived in the United States, Canopy sent us to adult education, to the English program. I am still a student there.

Life was very difficult when the pandemic started. I was working at Chick-fil-A restaurant. I had been working 36 hours and my hours were reduced to 18 hours. It was very hard to have our life. But, one day, because I know how to sew, Khalid Ahmadzai from Canopy (Senior Director of Economic and Community Development) came to my house and asked whether I could help sew some masks. He brought me the material and I started sewing masks. Khalid drove me to the Interform Company (a nonprofit fashion company), and I started to work with them sewing masks eight hours every day. I recovered my hours. I was paid more. For me it was a blessing I can't forget.

I had learned how to sew, at the young age of 12, because my life was difficult, and I needed to take care of myself. I was helping a tailor, and then I became his apprentice. After two years I started my own business. I had a dream to help to teach people to sew. I thought maybe in the future some of them could get a chance like the one I got. I shared my dream at Interform, and it was accepted by our CEO, Robin Atkinson. We started teaching sewing to immigrants. Now we have immigrants from Congo, from the Marshall Islands, from Brazil.

The English language is hard, it is a big barrier to citizenship. The fee is also expensive but, because of my situation Canopy NWA applied for a waiver for me and I didn't pay anything. Thank you so much to Lemine M'Bareck who helped me to work on that! Lemine drove me to the center for the [citizenship] test. I was very nervous. He continually advised me to be confident. Not to panic. Not to be nervous. The immigration officer was very kind. He was talking very slowly and everything went well. I answered all the questions, one to six, and I passed. After leaving the office, I was calling people: “I passed! I passed my test! I passed my test!” My supervisor and our boss asked me to come to the office. It was 1 hour and 10 minutes to drive there after the test. They prepared a little party for me, the same day.

I tell other people that to become a citizen is very, very important, but it is very hard. Many people didn't have basic education like elementary school. That is a very big barrier for them. Becoming a citizen gives

me a feeling that I am free— I have all my rights. I can help the country as a citizen. Working in the company, paying taxes, this is the way we are helping the government. I am trying to be an inspiration for other people.

From Abwe Abedi, "I Can Help the Country as a Citizen," The New Americans Campaign, May 2, 2024, newamericascampaign.org/abwe-abedi-i-can-help-the-country-as-a-citizen/.

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Activity Sheet 8: Abwe Abedi's Experience of the Naturalization Process

Step 1: Eligibility

Based on the fact Abwe Abedi became a naturalized US Citizen, identify at least 4 things we can assume about Abedi's eligibility to become a citizen.

- 1.
- 2.
- 3.
- 4.
- 5.

Step 2: Application

According to the New Americans Campaign, the Form N-400 is a complex, long form. How did Abedi's experience of coming to America with his co-sponsors help him to navigate the application process?

Step 3: Submitting the Application

- How did Abedi pay the application fee?
- What is it about being an immigrant or refugee that might make it especially challenging to pay this fee?

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Step 4: Interview and Test

- How does Abedi's recollection of the interview demonstrate some of the emotions those applying for citizenship may have about the interview?

- Explain how knowing English plays a main role in the acquisition of citizenship and how that is a potential barrier to citizenship.

Step 5: The Oath

- Using the photographs illustrating Abedi's story, what can you observe about the Oath Ceremony?

- What emotions did he experience during the ceremony?

- Do you think all naturalized citizens feel the same as Abedi during their oath ceremony? Why do you think some may feel differently?

DISCUSSION RUBRIC

Criteria	4-Points	3-Points	2-Points	1-Point
Accuracy of Content and Information	Demonstrates a thorough understanding of the topic. Provides accurate and relevant information. Uses sources to substantiate points of information.	Shows a good understanding of the topic with mostly accurate information. Most points are substantiated with evidence from sources.	Provides some information relevant to the topic, but the accuracy and credibility of the information is questionable. Does not substantiate information with source information.	Offers inaccurate or irrelevant information. Does not substantiate claims with evidence from sources.
Participation	Actively engages in the discussion, consistently contributes insightful and thoughtful points; responds and elaborates on classmates' ideas. Begins to lead the discussion and asks questions to further the discussion.	Actively participates in the discussion; contributes insights and actively engages in discussion and responds to classmates' points and elaborates on their ideas.	Participates in the discussion but with limited engagement. Struggles to contribute to discussion.	Rarely or does not contribute to the discussion. Seems disengaged from discussion or makes little effort to participate.
Active Listening	Engages with classmates' ideas, asks follow-up questions, and elaborates or supports others' contributions to the discussion.	Actively engages with others' ideas and occasionally elaborates on others' ideas and provides other points.	Occasionally engages with others' ideas but does not actively demonstrate engagement with others' ideas.	Fails to engage with others' ideas and contributions. Often interrupts discussion or takes the discussion on a tangent.

DISCUSSION RUBRIC

<p>Preparedness and Understanding</p>	<p>Is thoroughly prepared for discussion with notes, a clear understanding of the topic, and supporting evidence. Thorough understanding of materials and the topic's nuances assigned for discussion.</p>	<p>Generally well-prepared with notes and a good understanding of the topic and uses some evidence. Has a solid grasp of materials read for discussion.</p>	<p>Somewhat prepared for discussion. Occasional misunderstanding of discussion readings. Some difficulty in conveying the topic's nuances.</p>	<p>Poorly prepared and struggles to convey a clear understanding of discussion materials and/or discussion topics.</p>
<p>Contribution to the Discussion</p>	<p>Consistently contributes to the discussion. Introduces new ideas, perspectives, and insights. Arguments well-reasoned and substantiated. Finds the balance between contributing to and dominating discussion.</p>	<p>Makes meaningful contributions throughout the discussion. Offers valuable insights and reasonable arguments.</p>	<p>Occasionally contributes to the discussion but does not contribute to the depth of the discussion.</p>	<p>Rarely contributes to the discussion; interrupts or takes discussion off-topic. Disrupts flow of discussion.</p>

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Activity Sheet 9: Discussion Exit Ticket

In three to four sentences, identify a main idea that was discussed during today's discussion.

Why did this particular idea resonate with you? Briefly explain in three to four sentences.

On a scale of 1–5 (with 1 being the least and 5 being the most), how well do you feel you understand the information from today's discussion (circle number below):

1 2 3 4 5

Explain why you selected that number.