

## CITIZENSHIP IN THE U.S. CONSTITUTION

**SS.912.CG.2.1** Explain the constitutional provisions that establish and affect citizenship.

### TABLE OF CONTENTS

<b>Essential Teacher Content Background Information</b>	<b>2</b>
<b>Lesson Summary</b>	<b>5</b>
<b>Suggested Student Activity Sequence &amp; Pace</b>	<b>7</b>
<b>Government Content Vocabulary</b>	<b>11</b>
<b>Additional Resources, Answer Keys, and Sources</b>	<b>12</b>

### 2023 BENCHMARK UPDATES

- Updated from SS.912.C.2.1
  - Changed from “~~Evaluate~~ the constitutional provisions establishing citizenship, and ~~assess the criteria among citizens by birth, naturalized citizens, and non-citizens.~~” to “Explain the constitutional provisions that establish and affect citizenship.”
- Depth of Knowledge Changes within Benchmark
  - Changed from “Evaluate” and “Assess” to “Explain”
- Addition of Benchmark Clarifications
  - Benchmark clarifications are an addition to the 2023-2024 high school civics and government benchmarks. Benchmark clarifications are listed in the lesson summary below.

# Essential Teacher Content Background Information

*[Teacher Content Notes Not Appropriate For Student Use]*

**This section addresses the following topics:**

1. Definition of Citizenship
2. Citizenship in the U.S. Constitution
3. Constitutional Amendments That Have Changed the Definition of Citizenship
4. Permanent Residency
5. Comparison of the Rights of Native-Born Citizens, Naturalized Citizens, and Permanent Residents

## 1. Definition of Citizenship

A citizen is one who has specific rights and obligations within a political unit such as being a citizen of a country or a state. All countries have their own definitions and expectations of citizenship, although there are several similarities and differences across countries and types of government. For example, it is common for democracies to grant citizenship to all persons born within their jurisdictions although not all democracies have the same procedures for granting naturalization, nor do all democracies grant the same rights to naturalized citizens.

## 2. Citizenship in the U.S. Constitution

Though the U.S. Constitution does not explicitly define citizenship, it provides the framework for establishing citizenship through various provisions and subsequent amendments.

The Fourteenth Amendment (1868) states that "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." This principle, known as birthright citizenship, means that anyone born on U.S. soil, regardless of their parents' citizenship or immigration status, is automatically considered a U.S. citizen.

Article I of the Constitution also grants Congress the power to establish and enforce rules regarding immigration as well as naturalization, or the process by which people of foreign birth can attain citizenship. This authority includes determining who is eligible for citizenship, setting naturalization requirements, and regulating the process of immigration. The Immigration and Nationality Act (INA) outlines the requirements and procedures for foreign-born individuals to become naturalized U.S. citizens. Generally, it involves meeting residency, language, and civics requirements, passing background checks, and taking an oath of allegiance.

The Constitution guarantees certain rights and privileges to all citizens, such as the right to travel between states, access to the courts, and protection from discrimination. These privileges and immunities are intended to ensure equal treatment and opportunities for all citizens within the United States, whether native or foreign-born.

## 3. Constitutional Amendments That Have Changed the Definition of Citizenship

Four Constitutional amendments have significantly impacted the definition of citizenship in the United States:

- A. The Thirteenth Amendment (1865) began providing for the post-Civil War settlement by outlawing slavery and involuntary servitude in the United States and all places subject to her jurisdiction. While citizenship for former slaves would be established by the subsequent Fourteenth Amendment (see below), the Thirteenth Amendment was a major necessary milestone by forever ending slavery in the United States and discontinuing the practice of owning individuals as property.
- B. The Fourteenth Amendment (1868) established that “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.”, establishing the principle of birthright citizenship and ensuring that anyone born on U.S. soil is automatically considered a U.S. citizen, regardless of their parents' citizenship or immigration status.
- C. The Fifteenth Amendment (1870) built on the Thirteenth and Fourteenth Amendments by establishing that African American men would be given the right to vote and thus the full rights of citizenship, making them constitutionally equal citizens.
- D. The Nineteenth Amendment (1920) granted women the right to vote. While this amendment does not directly relate to the principle of citizenship, it extended the full rights of citizenship, including suffrage, to women. It was a significant step in recognizing and ensuring equal citizenship rights for women in the United States.

These amendments have played central roles in shaping the definition and scope of citizenship in the country, ensuring that it encompasses individuals regardless of their gender and birth circumstances within U.S. jurisdiction.

#### **4. Permanent Residency**

People who are not citizens of the United States may also apply for permanent residency and receive their Green Card. A Green Card is the permanent residency card that provides information about the legal status of living and working in the United States.

There are many different situations that are approved by the U.S. Citizenship and Immigration Services (USCIS) for legal status applications. Some examples of applications are because family members are already citizens of the U.S., employment in the country, refugee or asylum status, human trafficking and other crime victims, victims of abuse, or other specific situations.

Once a person obtains permanent residency, they may continue to be a permanent resident to continue to live and work in the U.S. Although some Permanent Resident Cards, commonly known as Green Cards, have no expiration date, most are valid for 10 years. At that time they would need to be renewed. A person also has the right to apply for citizenship after being a permanent resident for five years or three years, if applying as a spouse of a citizen.

#### **5. Comparison of the Rights of Native-Born Citizens, Naturalized Citizens, and Permanent Residents**

In the United States, native-born (birthright) citizens, naturalized citizens, and permanent residents possess different rights and privileges.

Native-born citizens are individuals who are either born on U.S. soil or born to parents who are U.S. citizens, including those born in U.S. territories. They enjoy the most extensive rights and privileges, which are guaranteed by the U.S. Constitution and laws. These rights include the ability to vote, run for public office, and hold any/all government positions. Native-born citizens are also protected by the Bill of Rights, granting them freedoms of speech, religion, and assembly. They are eligible for U.S. passports and have unrestricted rights to live and work in the United States.

Naturalized citizens on the other hand are foreign-born individuals who have completed the process of becoming U.S. citizens through naturalization. They generally possess most of the same rights and privileges as native-born citizens. This includes the right to vote, hold public office (except for the Presidency and Vice Presidency), and enjoy constitutional protections. Naturalized citizens can obtain U.S. passports and have the same unrestricted rights to live and work in the United States. However, naturalized citizens may face potential deportation if they commit certain serious crimes after obtaining citizenship.

Permanent residents, also known as green card holders, are foreign nationals who have been granted the right to permanently reside and work in the United States. They possess various rights and protections, such as the right to work, attend public schools, and receive legal protection under U.S. laws. However, unlike citizens, permanent residents do not have the right to vote in national elections, although they may be eligible to vote in some local and state elections. They are required to carry their green cards as proof of their lawful status. Permanent residents are subject to certain restrictions, such as maintaining their residency and adhering to immigration laws, in order to avoid jeopardizing their status.

Lastly, it's important to note that the specific rights and privileges for each group above can be subject to changes in laws, regulations, and court interpretations.

## Lesson Summary

BENCHMARK		
SS.912.CG.2.1 Explain the constitutional provisions that establish and affect citizenship.		
BENCHMARK CLARIFICATIONS		
<ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>		
FLORIDA CIVIC LITERACY EXAM COMPETENCY CONNECTION		
<b>Competency 2:</b> Understanding of the United States Constitution and its application		
OVERVIEW		
In this lesson, students will explain how the U.S. Constitution establishes citizenship, and explore how citizenship has changed over time.		
ESSENTIAL QUESTION		
How does the United States Constitution establish citizenship?		
GOVERNMENT CONTENT VOCABULARY		
<ul style="list-style-type: none"> <li>13th Amendment, 14th Amendment, 15th Amendment, 19th Amendment, amendment, birthright citizenship, citizenship, constitution, native-born citizen, naturalization, permanent resident</li> </ul>		
INSTRUCTIONAL STRATEGIES		
Collaborative learning	Small group instruction	Student-led learning
MATERIALS		
<ul style="list-style-type: none"> <li>Student digital device</li> <li>Index cards or sticky notes</li> <li>Citizenship Overview slides</li> <li>Citizenship in the Constitution Graphic Organizer</li> <li>Constitutional Amendments and Citizenship reading</li> <li>Citizenship and Residency in the U.S. reading</li> <li>Citizenship Primary Source activity sheet</li> <li>National Archives website (external link)</li> <li>Library of Congress website (external link)</li> <li>Citizenship Primary Source Directions slides</li> </ul>		

<b>B.E.S.T. STANDARDS</b>
<p>The grade in which this lesson is taught will determine the specific B.E.S.T. standards correlation. Thematically, this lesson aligns to:</p> <ul style="list-style-type: none"><li>• ELA.V.1.1 Academic Vocabulary</li><li>• ELA.V.1.3 Context and Connotation</li></ul>

## Suggested Student Activity Sequence & Pace

DAY	ACTIVITY SEQUENCE
DAY 1	<ol style="list-style-type: none"> <li>1. Begin class by asking students: What does it mean to be a citizen of a nation? Have them record responses either in their notebooks or on looseleaf paper.</li> <li>2. While students write their responses, circulate the classroom to monitor for engagement.</li> <li>3. Ask for responses. Responses may vary, but lead students to the understanding that citizenship is the state of being a member of a particular country and having the rights, obligations, and responsibilities that come with it.  <b>Teacher Note:</b> If desired, project the first slide of the “Citizenship Overview” slides and have students copy the common definition into their notes.</li> <li>4. Continue the discussion by asking the students: How does somebody become a citizen of a country?, again asking them to write down their thoughts.</li> <li>5. Again ask for responses. Responses again may vary, but lead students to the understanding that citizens can either be born members of a country or can achieve citizenship later in life through the legal process of becoming a citizen.</li> <li>6. Project slide 2 of the “Citizenship Overview” slides, listing the rights and responsibilities of citizenship.</li> <li>7. Review both lists with the class, then ask students to brainstorm on their paper/notes answers to the following question: Can you be a citizen without the full rights of citizenship? giving them a few moments to write down what they think and expand on the how/why.</li> <li>8. Once again take responses. Responses could be very different, but you are leading them to the understanding that though some groups (e.g., women) were always considered ‘citizens’, they did not enjoy the full legal rights of citizenship (i.e. suffrage) until much later.</li> <li>9. Continue the discussion by asking students the following question: Has the concept of citizenship and who is considered a citizen been the same since our founding/the writing of the U.S. Constitution?</li> <li>10. Ask for responses. Responses may vary, but lead students to the understanding that the list of individuals and groups entitled to the rights and protections of U.S. citizenship has expanded over time through the addition of constitutional amendments.</li> <li>11. Explain to students that in this lesson they will learn about how the concept of citizenship has changed over the course of U.S. history as well as learn different ways in which one becomes a citizen or legal permanent resident of the United States.</li> <li>12. Assign students to pairs or small groups.</li> <li>13. Pass out the “Citizenship in the Constitution Graphic Organizer” to each student. Explain to students that in the first part of the lesson they will be on the amendments side of the organizer.</li> <li>14. Pass out the “Constitutional Amendments and Citizenship” reading to each student.</li> <li>15. In pairs/small groups, students should read the text of each amendment and fill in the corresponding part of the organizer, filling in the year (column 2), purpose (column 3), and in their own words explaining how the amendment expanded citizenship (column 4).</li> <li>16. While pairs/small groups work, circulate the classroom to monitor for engagement, meeting briefly with each group to check their understanding.  <b>Teacher Note:</b> You could set a timer for this portion of the lesson.</li> <li>17. Once the groups have finished filling in the columns on the amendments, review student responses, calling on different pairs for each box. As students share out, encourage pairs to</li> </ol>

	<p>revise/add to their answers in response to their changing understanding.</p> <p><b>Teacher Note:</b> Use the answer key below to help guide the discussion.</p> <ol style="list-style-type: none"> <li>18. Now have students flip their organizers over.</li> <li>19. Explain to students that now that they have learned about citizenship in the Constitution, next they will learn about different types of citizenship and residency in the U.S.</li> <li>20. Pass out the “Citizenship and Residency in the U.S.” reading.</li> <li>21. As before, pairs/small groups will read the handout and fill out the two rows (Who qualifies for this status? and What rights does this status confer?) under each heading: Native-Born Citizen, Naturalized Citizen, and Permanent Resident.</li> <li>22. Once pairs/small groups complete the two rows, review students’ responses as you did with the first side of the handout, taking a small number of responses as you guide students to the correct understandings. Continue encouraging students to revise their answers in response to their growing understanding of the topic.</li> <li>23. Either collect handouts or have students keep, but note that they will use their “Citizenship in the Constitution Graphic Organizer” in the next part of the lesson.</li> <li>24. End class by displaying slide 3 of the “Citizenship Overview” slides, listing a short description of a naturalized U.S. citizen.</li> <li>25. Have the students read the short bio, then ask the students to review what they’ve learned today by asking them the following brief questions: <ul style="list-style-type: none"> <li>■ Is this person a natural born citizen of the United States? (No)</li> <li>■ Could this person become a permanent resident of the United States? (Yes)</li> <li>■ Could this person become a naturalized U.S. citizen? (Yes; share that they did in 2002)</li> <li>■ Could this person serve as governor of Florida? (Yes)</li> <li>■ Could this person serve as a U.S. Senator? (Yes)</li> <li>■ Could this person serve as President? (No)</li> </ul> </li> <li>26. Ask students if they have any guesses who they are reading about. You could share hints that this person is a native South African and a well known inventor, before revealing that the bio is of businessman Elon Musk.</li> </ol>
--	--

DAY 2	<p><b>Planning Note:</b> The below activity sequence for Day 2 assumes the availability of student electronic devices/computers. If that is not an option, the activity would require the teacher to locate, pre-select, and print a collection of primary sources for the students to choose from. Additionally, you will need to decide if the “Citizenship Primary Source” activity sheet used on Day 2 &amp; 3 will be printed, or filled out electronically and submitted to the teacher via Google Classroom, email or similar.</p> <ol style="list-style-type: none"> <li>1. Begin class by asking students to brainstorm/activate prior knowledge and write to explain the differences between a primary source and a secondary source, either in their notebooks or on looseleaf paper.</li> <li>2. While students write, circulate the room to monitor for engagement and understanding.</li> <li>3. Ask for responses. Guide students to the understanding that a <i>primary source</i> is a first hand account (like a witness) or raw information (like a photograph or data set) while a <i>secondary source</i> is a second hand account (for instance, by someone who has studied it or heard it from someone else but wasn’t present for an event).</li> <li>4. Pose the following question to students: Why are primary and secondary sources useful tools when studying history, civics, and government? What insight might they provide on</li> </ol>
-------	---



	<p>civics/government topics? Solicit a few responses.</p> <ol style="list-style-type: none"> <li>5. Explain to students that today, they will be using their knowledge of citizenship to make connections to primary sources.</li> <li>6. Have students return to the same pairs or small groups from the previous day. Ensure each pair/group has access to technology or there is a pre-printed set of primary source options (see planning note above).</li> <li>7. Have students take out their completed “Citizenship in the Constitution Graphic Organizer.”</li> <li>8. Tell students that their task today will be for their pair/small group to locate one primary source each. They must be able to connect this primary source to the concept of birthright citizenship/native-born citizens, naturalization/naturalized citizens, or permanent residency/permanent resident.</li> </ol> <p><b>Teacher Note:</b> Ensure students understand that the connection opportunities are endless! The source they choose does not have to be a direct reflection of the definition of the term but instead they must be able to make a connection to the term.</p> <ol style="list-style-type: none"> <li>9. Provide each pair/group a “Citizenship Primary Source” activity sheet.</li> <li>10. On the classroom projector or smartboard, project the websites for the “<a href="#">Library of Congress</a>” and the “<a href="#">National Archives</a>”, explaining to students that these are the databases they will use to complete this activity. Model how to use the search bars at the top right of both pages.</li> <li>11. Project the “Citizenship Primary Source Directions” slides and review slide 1: Primary Source Search Instructions to help students with suggested search terms.</li> <li>12. Remind students that a primary source could include a photograph, recording, document, or first-hand account.</li> <li>13. Review with students slide 2: Primary Source Information To Present. Explain to students that once they locate and select their primary source, they need to gather the information shown on the slide to share with the rest of the class. In preparation for this short presentation, they should record the answers to these questions on their “Citizenship Primary Source” activity sheet.</li> </ol> <p><b>Teacher Note:</b> It is suggested that you give them a set amount of time to locate their source (e.g. 15 minutes), and then move them along to answering the questions/preparing for their short presentation (e.g. 15 minutes). It also helps to give them appropriate warnings (e.g. ‘10 minutes remaining’, ‘5 minutes remaining’, and/or ‘2 minutes remaining’) as work time elapses.</p> <ol style="list-style-type: none"> <li>14. Instruct students to begin.</li> <li>15. As students work, continually circulate the classroom, monitoring for engagement and understanding and checking in with each group to answer their questions, redirecting them to the projected instructions if any of them run into trouble or feel stuck in their search, and, if appropriate, briefly questioning them on their choices for primary sources to check their understanding.</li> <li>16. End class by collecting all materials in a manner appropriate to how you plan to run presentations the following day.</li> </ol>
--	--

DAY 3	<p><b>Planning Note:</b> This third day of the sequence entails students sharing with the class the primary source they located and allowing for whole-class deepening of knowledge surrounding this benchmark. This could entail each pair/small group sharing the source they found, or highlighting just a few. Additionally, you will need to plan for how you will project the digital sources to the class, whether they are accessed by you or the students from Google Classroom or similar, or</p>
-------	---

*directly searched for again on the National Archives/LOC websites.*

1. Begin class by having students reassemble in their pairs/small groups. Be sure to adjust and balance pairs/groups for any absences or returned students.
2. Through whole-class review, ask students to explain the types of citizenship and residency in the U.S.: birthright citizenship, naturalization, and permanent residency.
3. Ask students: How have the constitutional provisions of citizenship changed over time?, taking 2-3 responses and reminding students that citizenship, and the rights that accompany it, has expanded over the course of U.S. history to include various groups regardless of race and gender.
4. Explain to students that citizenship has been a topic of conversation from our nation's first beginnings all the way to current events today. They will have the opportunity to see that as today they will present their "Citizenship Primary Source."
5. Give pairs/small groups a few minutes to review their activity sheets and decide who will be responsible for sharing what.
6. While students prepare to present, organize your teacher digital station to be able to pull up and project the sources one after another.
7. Then have pairs/small groups take turns presenting.
8. End the overall lesson by passing out index cards or sticky notes and have students complete an exit ticket responding to the prompt: Which constitutional provision had the largest affect on citizenship? Why?

## Government Content Vocabulary

Word/Term	Definition
<b>13th Amendment</b>	(1865) ended slavery in the United States
<b>14th Amendment</b>	(1868) established that all people born in the United States are citizens entitled to the same privileges and immunities as other citizens, due process of law, and equal protection of the law
<b>15th Amendment</b>	(1870) legally granted African American men the right to vote by prohibiting the denial of voting rights on account of race
<b>19th Amendment</b>	(1920) legally guaranteed women the right to vote by prohibiting the denial of voting rights on account of gender
<b>amendment</b>	an article changed in or added to the U.S. Constitution
<b>birthright citizenship</b>	citizenship gained by virtue of either being born on U.S. soil or to parents who are U.S. citizens
<b>citizenship</b>	being a member of a particular country and having the rights, obligations, and responsibilities that come with it
<b>constitution</b>	the written set of laws that lays out the basic structure and functions of the government
<b>native-born citizen</b>	the status conferred by birthright citizenship
<b>naturalization</b>	the process to become a U.S. citizen if you were born outside of the United States
<b>permanent resident</b>	non-citizens who are lawfully authorized to live permanently within the United States

### ADDITIONAL RESOURCES

[Florida Department of Education: Florida Civic Literacy Exam Homepage](#)

Florida Department of Education's Civic Literacy Reading List

- N/A

### ANSWER KEYS

Sample Answers: Citizenship in the Constitution Graphic Organizer

Sample Answers: Citizenship Primary Source activity sheet

### SOURCES

The Citizenship Resource Center from U.S. Citizenship and Immigration Services:

<https://www.uscis.gov/citizenship>

The Constitution of the United States from the National Archives:

<https://www.archives.gov/founding-docs/constitution>

Primary Sources from the Library of Congress: <https://www.loc.gov/>

Primary Sources from the National Archives: <https://www.archives.gov/>

Elon Musk biography: <https://www.britannica.com/biography/Elon-Musk>