

Pre-Visit  
Lesson Plan

No. \_\_\_\_\_

In the Superior Court of the State of California,  
IN AND FOR THE  
COUNTY OF LOS ANGELES.

on. Lucien Shaw Judge.

In the matter of the Application of Kelly Roth  
AN ALIEN,  
to become a Citizen of the United States of America.

In open Court, Session,  
A. D. 188 6 day of Aug  
This 6 day of Aug  
A. D. 188 96, as yet of said Session.

It appearing to the satisfaction of this Court by the oaths of Kelly Roth  
E. S. Keen Max Roth  
Kungang citizens of the United States of America, witnesses for that  
purpose, first duly sworn and examined, that Kelly Roth a native of  
resided in the United States of America three years next preceding  
his arriving at the age of twenty-one years, and that he has continued to reside in the United States to the present time, and  
has resided within the limits and under the jurisdiction of the United States five years at least last past; and within the  
State of California for one year last past; and that during all of said five years' time he has behaved as a man of good  
moral character, attached to the principles of the Constitution of the United States, and well disposed to the good order and  
happiness of the same; and the said applicant has declared his intention to become a citizen of the United States; and  
having now here, before this Court, taken an oath that he will support the Constitution of the United States of America, and  
that he doth absolutely and entirely renounce and abjure all allegiance and fidelity to every foreign Prince, Potentate, State  
or Sovereignty whatever, and particularly to the Emperor of Austria and his Majesty the Emperor of Hungary  
It is THEREFORE ORDERED, ADJUDGED AND DECREED that the said Kelly Roth  
be, and he is hereby admitted and declared to be a  
**CITIZEN OF THE UNITED STATES OF AMERICA.**

Applicant. Kelly Roth Lucien Shaw JUDGE.  
E. S. Keen Clerk.

# Citizenship



Autry National Center

## **Introduction**

What does it mean to be a good citizen? What qualities and values are important in the United States? Are these values important in all democracies? This lesson introduces the concepts of civic values, rights, and responsibilities. Students will discuss and compare the requirements for citizenship in 1896 and today. In small groups students will create their own countries and use written and artistic representations to depict the qualities of a good citizen.

## **Objectives**

Students will:

- Consider and analyze the rights and responsibilities that come with citizenship
- Compare requirements for citizenship in 1896 and today
- Create their own country and determine its citizenship rules
- Work together to create written and artistic representations to depict the qualities of a good citizen

## **Learners**

This lesson is written for elementary students in the lower grades and focuses on the History-Social Science goal of democratic understanding and civic values. However, this lesson can easily be adapted for older students, especially twelfth-grade students studying the principles of American democracy. Adaptation suggestions are at the end of this lesson plan.

## **Materials**

- *Declaration of Intention*
- *Citizenship Certificate*
- *Naturalization Requirements*
- *Oath of Allegiance*
- Large pieces of paper
- Crayons, markers, etc.

## **Content Standards**

### **History-Social Science**

**K.1** — Students understand that being a good citizen involves acting in certain ways.

**1.1** — Students describe the rights and individual responsibilities of citizenship.

**1.3** — Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

**3.4** — Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

- Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
- Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

**12.2** — Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

## Procedure

Pass out copies of the Pledge of Allegiance. Read the pledge as a group, or have small groups of students work on the reading together. Talk about what it means.

- *Why do people stand and put their hand over their heart when they say the Pledge of Allegiance?*
- *Why do people look at the American flag while reciting the Pledge? What does that symbolize?*
- Talk about the language of the Pledge of Allegiance. It might help to break the pledge down into segments and analyze each one. This can be done as a class, or in groups, where each group looks at one segment of the pledge.

**I pledge allegiance**

I promise my loyalty

**to the flag**

the flag symbolizes the country

**of the United States of America**

all 50 states that joined to make the United States

**and to the Republic**

I also pledge my loyalty to the government, which is a Republic, a form of government where the people choose others to make laws for them

**for which it stands,**

again pledging loyalty to the flag which represents the government

**one nation under God,**

the 50 states are united under God

**indivisible,**

the 50 states can't be split into parts or separated

**with liberty**

the people have the freedom to pursue "life, liberty, and happiness"

**and justice**

each person has the right to be treated justly and fairly

**for all.**

these principles apply to every American, regardless of race, religion, color, creed, or

Segue into a broader discussion of citizenship.

- *What is the definition of a citizen?*
- *What are some of the rights of a citizen?*
- *What are some of the responsibilities?*
- *How do you become a citizen?*
- *Why do you think a person would like to become a citizen of the United States?*

In the discussion, students will likely bring out issues dealing with personal rights/freedoms. For example: voting, holding public office, traveling with a U.S. passport, etc. Responsibilities might include being a moral person, helping and participating in the community, being loyal to the country, voting and participating in government, paying taxes, being willing to fight for your country in a time of war, etc. Spend time talking about these issues.

Hand out copies of Kelly Roth's *Declaration of Intention* and the *Citizenship Certificate*. Use these documents to take the discussion further. Read and discuss the language on the documents. You can also hand out the *Naturalization Requirements* and the *Oath of Allegiance* to further your discussion or use them to compare and contrast.

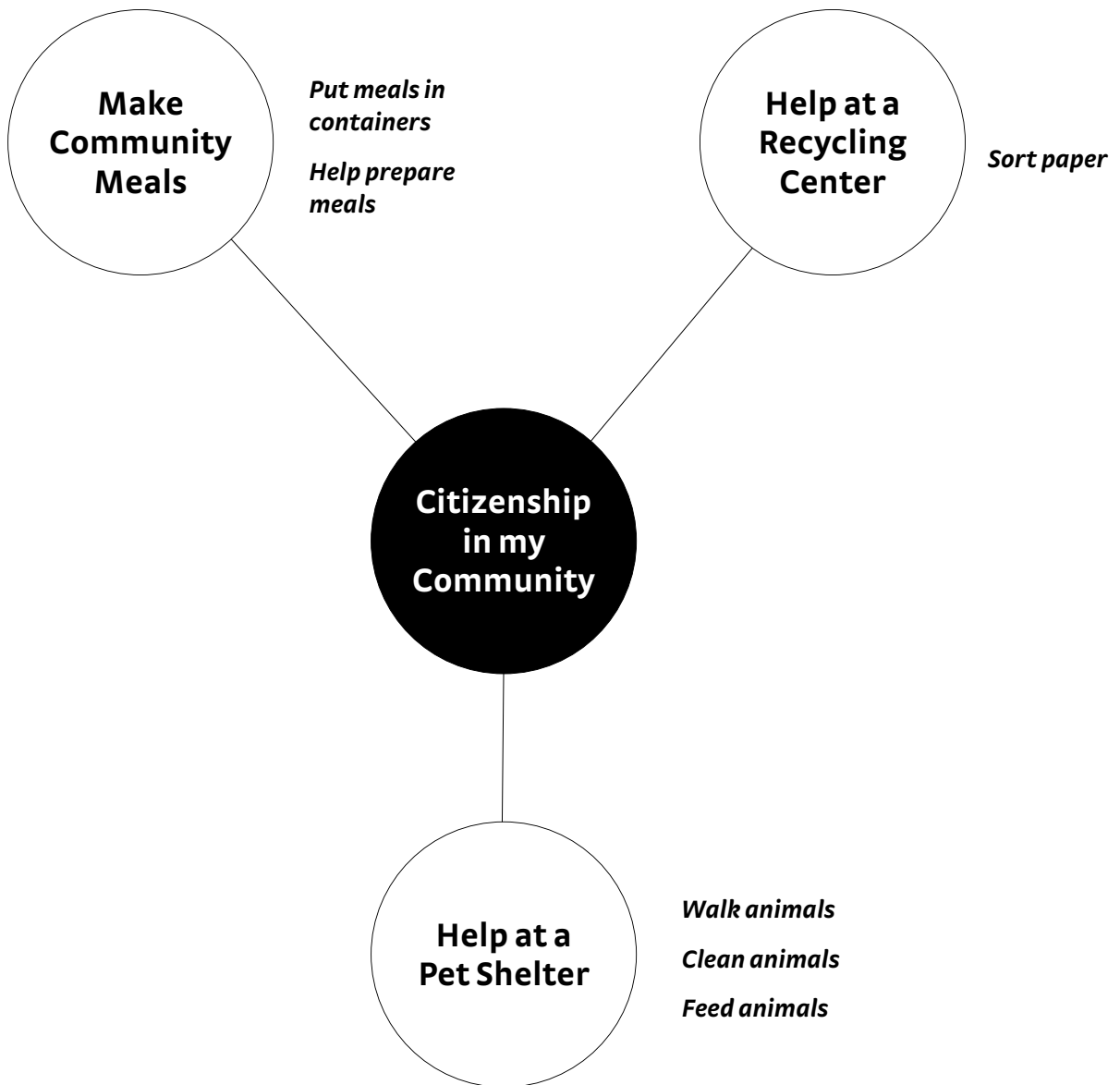
- *What was required of Kelly Roth when he applied to become a citizen?*
- *Are the requirements for becoming a citizen too extreme or strict? Too lenient?*
- *What about the Oath of Allegiance? Is the cost too high or is it worth it?*
- *How has the naturalization process changed since Kelly Roth's time?*
- *Can you suggest things you would like to add or change to the requirements or the Oath of Allegiance? Why would you want these items changed?*

Discuss the differences between people who are born into citizenship and those who have had to attain their citizenship.

- *How might each feel differently about living in this country?*
- *If students are U.S. citizens, how do they feel about their citizenship?*
- *Do they ever think about it?*

Have students work in small groups. Hand out one large piece of paper and crayons or markers to each group. Students can discuss as a class or as a group what characteristics make a "good" citizen. Have each group draw several of the qualities they feel makes a "good" citizen. Encourage your students to be creative. For example, if the class or group thinks that a citizen should be intelligent, they might choose to draw a person with a book. If being kind is important to the group, they might show one person helping another person. Students can make several small drawings or try to create a story involving several of the qualities.

Have students create a graphic organizer in groups or individually to pull together the ideas they wrote on the large paper. The graphic organizer helps students collect and organize information as well as connection main ideas and topics. The example below is taken from the SRA Skills Handbook: Using Social Studies.



Have students work in small groups to create a country. They should come up with a name for their country and the rights and responsibilities of its citizens. Have them create a list of Naturalization Requirements and write an Oath of Allegiance. Depending on time, have them design a flag and write a Pledge of Allegiance.

## **Evaluation**

When the groups are finished, have them present their ideas of what makes good citizen to the class. Discuss what qualities they chose and why. Discuss how these qualities make a person a good citizen.

## **Extensions**

- Conduct a mock ceremony where students are sworn in as new citizens
- Visit an actual swearing-in ceremony
- Visit the INS (Immigration and Naturalization Service) website and take the Naturalization Self-Test. How prepared are you to become a U.S. citizen?

## **Variations**

**K-2** — Discuss what citizenship is and the process of becoming a citizen. As a class, discuss characteristics of a “good” citizen. Working in small groups, have students imagine they are the president of a country. Have each group name their country and draw one or two of the characteristics of a “good” citizen.

**8-12** — Work in groups to come up your own requirements for immigration and for becoming a U.S. citizen. How would they be different than that of the INS?

## **Credits & References**

U.S. Citizen and Immigration Services  
[www.ins.usdoj.gov/graphics/exec/natz/natztest.asp](http://www.ins.usdoj.gov/graphics/exec/natz/natztest.asp)

Boehm, Richard G. and Brenda Webb.  
SRA Skills Handbook: Using Social Studies.  
Ohio: SRA Mc Graw Hill. 2002

## **Background**

At the age of 22, Kelly Roth became a citizen of the United States. At that time, there was a two-step process to becoming a citizen. After living in the United States for two years, one could make a "declaration of intention" at a court. After this, the person had to wait three years to make a "petition for naturalization." If the petition was granted, the person received a certificate of citizenship. The process took a minimum of five years.

There were, however, exceptions to the rule. It appears that Kelly Roth applied for naturalization under one of these exceptions. Because Kelly Roth had lived in the United States for five years and was under the age of 23, he was able to apply for and receive his citizenship on the same day. It seems likely, however, that he lied about the date he arrived in the United States. In his book, which detailed his immigration and life experiences, he reveals that he arrived in Baltimore in 1892 instead of 1890, the date he documented on his "declaration of intention." Without this "white lie," he may not have been able to become a citizen so quickly and easily.

Today, immigration and naturalization have become more complicated. There are quotas, lotteries, waiting lists, green cards, etc. Please read the information provided at the end of the lesson to learn about how the naturalization process works today.

## **Vocabulary**

### **Alien**

A person born in another country

### **Citizen**

A member of a particular country who has the right to live there

### **Citizens' rights**

Things to which a member of a nation is entitled; privileges of membership; that which citizens are allowed, and not allowed, to do

### **Green card**

A permanent resident card granted that allows an alien to live and work legally in the United States

### **Naturalization**

The process by which an alien becomes an American citizen



# Declaration of Intention

DECLARATION OF INTENTION	
UNITED STATES OF AMERICA	
State of California, ) ss. County of Los Angeles.	day of Aug A. D. 1896, personally
Be it Known, That on the 6th	appeared before the Superior Court of Los Angeles County, before the Clerk thereof
Kelly Cath	an alien, and reports himself for Naturalization, and
aged 27	being duly sworn, on oath declares that he is a native of Hungary
that he emigrated thence, embarked at Bremen	years, and owns allegiance to the Emperor of Austria & his Majesty the Apostolic King of Hungary
at Baltimore	and arrived
1890, and that it is Bona Fide his intention to reside in, and become a citizen	day of Aug
of the United States, and to renounce all allegiance and fidelity to every Foreign Prince, Potentate, State or Sovereign whatever, and particularly to	
The Emperor of Austria & his Majesty the Apostolic King of Hungary	
Kelly Cath	
Subscribed and sworn to before me, this 6th day	
of Aug 1896	
In Testimony Whereof, I, J. E. Menden	
Clerk of said Superior Court, hereunto set my hand and Official	
Seal, this 6th day of	
Aug. 1896	



# Citizenship Certificate

<p>No. _____</p> <p><b>In the Superior Court of the State of California,</b></p> <p>IN AND FOR THE</p> <p>COUNTY OF LOS ANGELES.</p>	
<p>Present: Hon. _____</p> <p><i>J. W. Shaw</i></p>	<p>Judge.</p>
<p>In the matter of the Application of _____</p> <p><i>Kelly Roth</i></p>	
<p>To become a Citizen of the United States of America.</p> <p><i>AN ALIEN.</i></p>	<p>In open Court, _____</p> <p>A. D. 188 _____</p> <p>This _____ day of _____</p> <p>A. D. 1889 _____, as yet of said Session.</p> <p><i>May 10th</i></p>
<p>It appears to the satisfaction of this Court by the oaths of _____ citizens of the United States of America, witnesses for that _____ a native of _____</p> <p>and _____</p> <p>purpose, first duly sworn and examined, that _____</p> <p>resided in the United States of America three years next preceding his arriving at the age of twenty-one years, and that he has continued to reside in the United States to the present time, and has resided within the limits and under the jurisdiction of the United States five years at least last past; and within the State of California for one year last past; and that during all of said five years' time he has behaved as a man of good moral character, attached to the principles of the Constitution of the United States, and well disposed to the good order and happiness of the same; and the said applicant has declared his intention to become a citizen of the United States; and having now here, before this Court, taken an oath that he will support the Constitution of the United States of America, and that he doth absolutely and entirely renounce and abjure all allegiance and fidelity to every foreign Prince, Potentate, State or Sovereignty whatever, and particularly to the Emperor of Austria, his Majesty the Emperor of Germany, _____</p> <p>IT IS THEREFORE ORDERED, ADJUDGED AND DECREED that the said _____ be, and he is hereby admitted and declared to be a</p> <p><i>Kelly Roth</i></p>	
<p>Applicant. _____</p> <p><i>Kelly Roth</i></p>	<p>JUDGE. _____</p> <p>Clerk. _____</p> <p><i>J. W. Shaw</i></p>

# Naturalization Requirements

## General requirements for naturalization in 1896

### A person must:

- Have lived in the United States for at least five years
- Have good moral character
- Give allegiance to the Constitution
- Submit a formal declaration of intention
- Have witnesses

## General requirements for naturalization today

### A person must:

- Be at least 18 years old
- Be a lawful permanent resident (have a “green card”) for five years
- Have good moral character
- Be able to speak, read, and write English at a basic level
- Be able to pass a test on U.S. history and government
- Not have left the U.S. for long periods of time in the last five years
- Swear that you are loyal to the United States

## The Oath of Allegiance

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the Armed Forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."