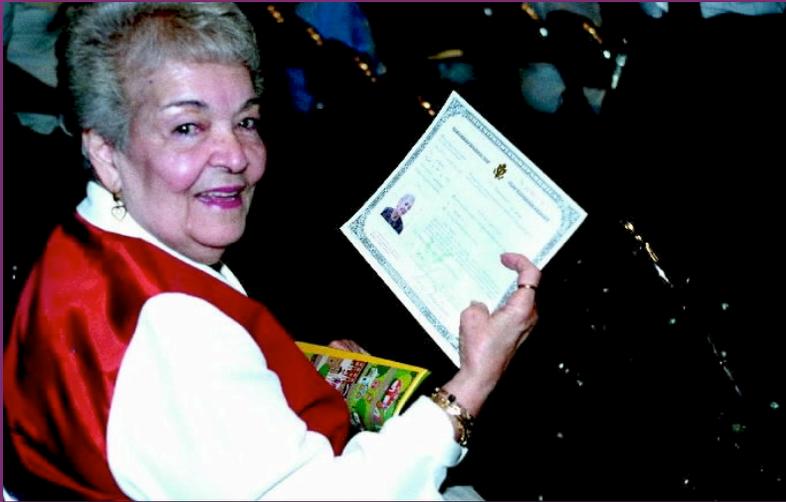


Citizenship for Elders: Issues & Options in Test Preparation



Produced by the Catholic Legal Immigration Network, Inc. (CLINIC)



415 Michigan Avenue, NE, Suite 200
Washington, DC 20017
Phone 202.635.2556
Fax 202.635.2649
www.cliniclegal.org

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Citizenship for Elders: Issues & Options in Test Preparation

This book is written in celebration of the extraordinary teachers who have worked tirelessly to prepare elders for the citizenship test.

WRITER Aliza Becker

EDITORS Judith Ross
 Jeff Chenoweth, CLINIC
 Laura Burdick, CLINIC
 Leya Speasmaker, CLINIC

READERS Peggy Dean, Adult Learning Resource Center
 Beth O'Grady, Coalition of Limited English Speaking Elders
 Janel Peters, Hebrew Immigrant Aid Society
 Heide Spruck Wrigley, Aguirre International
 Susan Wexler, Hebrew Immigrant Aid Society



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INTRODUCTION

Strengthening Citizenship Programs for Elders

Citizenship for Elders: Issues and Options in Test Preparation is a unique handbook for teachers and administrators on creating and managing a citizenship program for the older learner. This handbook brings together the observations and insights of teachers from across the country on older learners from a wide range of cultures. It is based on a nationwide survey of 200 programs. It identifies the issues in teaching elders and makes recommendations for instruction and program design. The recommendations are practice-based, with a focus on innovative and promising practices. The suggestions on learning activities, cultural considerations for the classroom, and strategies to address common health issues will be particularly helpful to teachers. CLINIC hopes this handbook will help service providers strengthen their programs, with the goal of assisting many more elders to secure their future in the U.S. by becoming citizens.

Background & History

This handbook originated in October of 1997, when the federal Office of Refugee Resettlement (ORR) awarded approximately \$9.5 million for services to refugee elders in 20 states. The goal of this initiative was to ameliorate some of the harsh effects of welfare reform on refugee elders by assisting them to become citizens and access mainstream aging programs such as home-delivered meals, senior centers, transportation, and foster grandparents. ORR awarded a three-year grant to CLINIC to support the project through technical assistance to the state and local grantees. This handbook was a product of CLINIC's technical assistance grant, and an effort to document and share promising practices across the country.

CLINIC contracted with Aliza Becker, a citizenship teacher, advocate, and author of the textbook, *Citizenship Now*, to write this handbook. Ms. Becker began with a written survey of 200 elderly citizenship programs that was sent to ESL and citizenship service providers across the country. She reviewed the surveys and contacted programs individually for extensive telephone interviews. She also visited several programs and observed them in person.

Over a decade after this handbook was produced, the legacy of welfare reform still stands. Refugee elders arriving in the U.S. on or after August 22, 1996 still face a strict, seven-year limit on Supplemental Security Income (SSI) and must naturalize in order to keep these crucial benefits. The citizenship test on English, history, and civics remains a major barrier for elders, and high-quality citizenship education programs geared for the older learner are still greatly needed. At the same time, much of this handbook's contents remain very timely and relevant today, not only for refugees, but also for immigrant elders. Therefore, CLINIC decided to release a second, online edition in 2012. Originally titled, *Citizenship for Refugee Elders*, the new edition is more appropriately titled, *Citizenship for Elders*.

Lessons Learned About Citizenship for Elders

Quality of Life

Citizenship classes improve the quality of life for elders by getting them out of the home and into a supportive environment where they can socialize with peers and share their concerns. Classes facilitate acculturation and a sense of belonging in elders. Classes can also provide referrals for other supportive services elders need.

Support

Citizenship programs for elders must be prepared to address other needs, such as transportation, nutrition, and medical, by providing information and referrals. This requires a considerable amount of networking in the community if programs are to create a smooth, effective link to services.

Flexibility

Elders often require non-traditional style classes and modifications in program design, curriculum, and instruction. Elders need broad, practical information about life in the U.S. and may see this as equally important in relation to the citizenship content of the class. Programs must listen to elders and have the flexibility and willingness to change as needed.

Advocacy

Elders often have many special needs in the naturalization process. Advocates should ensure that these needs are met and that USCIS recognizes elders' legal rights, particularly for the disabled in need of disability waivers and reasonable accommodations. It is important for advocates to stay informed of new developments in naturalization and to link into a support system for advice and strategies on challenging cases.

CHAPTER ONE

Issues Affecting Elders in Test Preparation

In this Chapter:

- Social Issues
- Learning Issues
- Health Issues

Elders have unique social, learning, and health needs. They must cope with change at a time in their lives when they want simply to enjoy the rewards of a life well spent. Strategies and suggestions on how to address elder needs are provided after each section in this chapter.

Social Issues

Elders come to the U.S. with a broad range of life experiences that have shaped their attitudes and values. Their ideas about family and social relationships tend to reflect their upbringing and native culture norms. It is a great challenge to adapt to life in a new country that is indifferent to their past and ignorant of their values. This is compounded by both the refugee experience and previous life traumas. Adjustment is often very difficult. Refugee elders are marginalized not only from the mainstream U.S. culture but sometimes from their own communities as well.

Several social concerns that may affect classroom instruction of elders are described in detail in this section: changing societal role and family dynamics, elder poverty, and gender issues.

Changing Societal Role and Family Dynamics

*The older [Hmong] men, in particular, tend to feel hopelessly displaced and as a result, suffer from bouts of depression. They have lost the special status they had in Laos but have failed to pick up new survival skills here...In the traditional Hmong culture, one can become an elder at 35 years of age when one becomes a grandparent. With grandparent status, these elder Hmong can retire and expect their children to take financial responsibility for the family.*¹

-Sanford Ungar

*Their authority and wisdom are questioned by the younger generation since they no longer are the teachers and advice givers.*²

-Elzbieta Godziak, Refugee Mental Health Program, DHHS

Most of the Russian Jewish elderly were respected professionals. Many would like to continue working, but they can't. Whatever they did before has no value here. They feel like next to nothing.

-Marina Tepperman, Jewish Vocational Service, New Jersey

In many cultures, elder relatives are cherished members in an extended family. The family counts on their knowledge for guidance in making critical life decisions as well as in day-to-day affairs. Their power may also come from ownership of resources they have accumulated over their lifetime, their occupation, or relationships with others in the community.

In the U.S., refugee elders experience a sharp role reversal as they must leave behind everything they know and enter a world in which little is familiar. Poor English language skills, little money, and limited mobility enforce their isolation. Elders often depend on others when they need to negotiate the world outside their home. With few resources themselves, families may rely on elders for childcare, cooking, cleaning, and other household services. In other cases, elders have a great deal of free time with nothing to do.

Elders may live away from their families in subsidized elder housing. Living with children may not be possible in housing units that were not built for extended families.³ Some older refugees have no family in the U.S.

“Many refugees lack the family system that supported them in their homeland and would have been expected to support them as they became less capable of caring for themselves...The

refugees have to struggle with the problem of aging in a new culture that they know little about.”⁴

Strategies to Address Changing Societal Role and Family Dynamics:

- Recruit family members of all ages as active allies in elders’ efforts to learn English and prepare for the test. Ask them to help with transportation, tutoring, encouragement, and in-class support.
- Conduct home visits during recruitment for classes.
- Help families develop alternative childcare and/or reduce other responsibilities assigned to elders so they can regularly attend class.
- Offer childcare for elders’ grandchildren.
- Develop a support network among learners in the classroom, especially for those without family. Encourage group problem-solving around issues brought up in class and set up cooperative learning activities. Design situations in which stronger learners help those with fewer skills.
- Take an active interest in what elders know or have done.
- Encourage learners to share about their present lives and past experiences in their native country.
- Develop learners’ English language skills to share their knowledge, culture, and areas of expertise with grandchildren and others.
- Teach a unit called, “I’m an expert in...” in which learners can share a subject or skill they know well such as baking, singing, carpentry, or engineering.
- Develop written materials in English that elders can use to share their knowledge with family and others.

Elder Poverty

Some need money badly and spend time collecting cans or making what little money they can...They feel a need to earn money. This influences the time they have to learn.

-Sister Leah Coutillion, SSND, Catholic Charities, Dallas

Many elderly are extremely anxious about surviving if they are not granted citizenship because they will lose their SSI. Those who are without families are especially frightened. Those with families are worried that they will be a big burden. Anger, resignation and fear best describe this population. From a culture which valued and respected elderly to the current conditions, they have moved more than miles from their origin.

-Thomas Robb, Bosnian and Herzogovinan Community Center, Chicago

Most refugee elders lose whatever resources they have accumulated over their lifetime: their land, personal property and savings. It is very difficult for them to find work to rebuild their resources in the U.S. Former professionals often cannot find similar work in the U.S. because of poor English. Even with strong English skills, there are few re-certification programs for older adults, and many employers are reluctant to hire them. Older refugees with little or no formal education in their native country have even fewer employment options. As a result, older refugees are among the poorest people in the U.S.

Many elder refugees are dependent on public benefits, such as Supplemental Security Income (SSI) or Medicaid, for their basic needs. They may receive SSI because they have little or no work history in the U.S. These benefits, however, do not cover many basic needs.

Many refugees have had difficulty accessing mainstream aging services because they do not know about them or do not have the language or skills to negotiate the bureaucracy. Some refugee groups have been more successful at accessing services than others. For example, many refugees from the former Soviet Union live in low-income senior housing while many older Cambodians live in substandard inner city housing. Others have been less successful. In addition, some social services lack cultural appropriateness. For example, meals from nutritional programs may not include food which is familiar and preferred.

Strategies to Address Elder Poverty Issues:

- Reimburse transportation costs or provide free van or bus service.
- Hold classes as close as possible to people's homes.
- Hold classes in housing complexes where many seniors live.
- Provide free textbooks, notebooks, pencils, and handouts, and do not expect learners to provide material resources as part of the class.
- Link learners to free services such as culturally appropriate meals, recreation, healthcare support, and energy subsidies. Provide public transportation reimbursement or private transportation.
- Address learners' concern to leave their homes unattended or walk in their neighborhood for fear of crime. Offer different class schedules so one person can remain at home, and provide instruction in self-defense.
- Listen to learners share what they do on the weekend. Regular trips to a local casino may indicate a desperate need for money and a gambling problem. Unfortunately, culturally competent gambling addiction counseling is rare.
- Recognize learners' anxiety about losing benefits and being homeless. Create a safe, trusting atmosphere for learners to talk about their lives. Incorporate humor to help learners release tension through laughter.
- Discourage learners from organizing events that require money or other resources they may not have.
- Involve learners as advocates in restoration of their needed benefits. Work with immigrant advocacy groups to write letters, attend protests, and call elected officials.

Gender

*[Hmong men] feel embarrassed to be in a class with women or much younger students.*⁵
-Sanford Ungar

We try to separate husbands and wives because we have learned that married students learn best that way. Otherwise one partner tends to do more of the work and the other one is more passive and does not benefit as much from the class.
-Janel Peters, Hebrew Immigrant Aid Society, Chicago

Women can be passive and defer speaking to men.
-Larry Butler, Vietnamese-American Civic Association, Dorchester, Massachusetts

Older men often have more difficulty learning English because their pride gets in the way. They're afraid of losing face.

-San O, South East Asia Center, Chicago

Some elderly men have rigid expectations based on gender that are distinct from much of U.S. culture. In many cultures, once married, men and women have little social contact unless they are part of an extended family. Even within that context, their roles are severely circumscribed.

Some men resist letting their wives attend class for fear they will become intimately involved with another man or make the husband look bad. The husband may insist on checking in on the classroom or being in the same class as his wife. Once in class together, he may attempt to help answer questions for his wife or do her work so she does not appear to be smarter than him. Mixed gender classes may cause anxiety or discomfort for men and women from a gender separated society.

Strategies to Address Gender Issues:

- Place husbands and wives in different classes or seat them separately.
- Offer all female or all male classes.
- Discuss differences in gender relations in the U.S. with the learners.

Learning Issues

A number of factors influence the ability of elders to learn the English and civics required for the citizenship exam. Some elders have had negative experiences at school or think they are too old to learn in a school. Others struggle with memory problems. Many of these barriers can be overcome with specific strategies and explicit instruction on what makes a good learner.

These are some of the characteristics⁶ that researchers have identified in good language learners:

- Willing and accurate guessers;
- Strong drive to communicate, or to learn from communication and willing to do many things to get the message across;
- Willing to make mistakes in order to learn and to communicate;
- Comfortable with a certain amount of vagueness;
- Constantly looking for patterns in the language;
- Willing to practice;
- Constantly searching for meaning and knows that in order to understand the message, it is not sufficient to pay attention to the grammar of the language or the surface form of speech;
- Willing to use the language in real communication;
- Develops the target language as a separate reference system and learns to think in it;
- Takes advantage of potentially useful learning situations in real life, e.g. asks what a word means or attempts to speak English in unfamiliar situation;
- Demonstrates that language success is not as much attributable to an 'innate gift' as to a conscious effort and conscious involvement.

Impact of Aging on Learning

There is no evidence which suggests that older adults cannot succeed in learning merely because of age. Older adults who remain healthy do not show a decline in their ability to learn. In fact, in vocabulary and grammar of a new language, adults may have superior learning capabilities. “This is particularly true of adults with formal education who are used to framing new learning in terms of old learning.”⁷

Some adults, however, do show a decline in their mental abilities as they age. Health and physical and mental activity make a big difference in the rate of decline. In addition, sensory changes may begin in the 60s or 70s, affecting vision, hearing, taste, and smell. Because of their stressful experiences, aging and related sensory changes are often accelerated in refugees.

Some studies have shown that older adults become more cautious as they age. They may not answer a familiar question for fear of giving a wrong answer.

Many elderly have a tremendous fear of not remembering. If an older person makes a mistake, he or she is considered senile, whereas if a younger person does the same thing, it is just a mistake. In one research study, however, young people reported more memory lapses than older people because they were more impulsive and forgot their previous intentions.

Humans have three kinds of memory: Sensory, short-term and long-term. Sensory memory refers to the sights and sounds perceived but not stored for future recall. Short-term memory holds things remembered momentarily such as a new phone number. Long-term memory contains important information in one’s life that moves from short-term to long-term. The long-term memory is quite large for many elders and appears to have an unlimited capacity.

As people age, the short-term memory is less efficient, resulting in less information being transferred to long-term memory. Many older adults have difficulties encoding information or making it “stick” in their long-term memory in the first place. Also, recall or retrieval of information may be slower, but elders can recognize a fact and recall related facts once it is given to them.

Older adults can learn strategies to move information to long-term memory and increase their retrieval of information. Reaction time slows down, but elders can often compensate with other strategies.⁸

Strategies to Address the Effects of Aging on Learning:

- Have explicit discussions of learning and memory strategies with learners, preferably with a translator or in the native language.
- Teach elders to use their previous experience and knowledge to try to predict what is coming. Give them many opportunities to talk about their life experiences.
- Present information in a clear and well-organized manner with information grouped into meaningful categories.
- Contextualize information when first presented and then help learners use contextual knowledge for recall. Use the rich history of elders’ lives whenever possible.

- Present information using a variety of modalities: writing, visual, tactile, kinesthetic. This will appeal to learners with different learning styles and also help reinforce information.
- Use visual associations or imagery with new vocabulary and names.
- Have learners break down vocabulary words and names that are difficult to associate with a visual image into segments they can associate with words in English or their native language. For example, Washington might be remembered as “washing Tom.”⁹
- Use meaningful, concrete examples that elders can relate to.
- Repeat key points and repeat them in different contexts.
- Keep lesson segments short and focused.
- Encourage risk taking. Have learners repeat, “I love to make mistakes” and then encourage laughter and sharing of thoughts this statement causes.
- Help learners generate new learning strategies appropriate to their present situation rather than the past. Explain to them how aging affects memory and teach them memory strategies.

Previous Formal Education

I think there are some older illiterate Cambodians who will never pass the test as it's given now unless they wait until they can take it in their native language. One elderly student told me, 'You bring me all the way over here and then humiliate me because you know we will not be able to pass the test in five years. Then what will happen?'

-Lany Lang, State of Maryland Health Department

School to most Vietnamese and Russians often means rote learning. You have to push a little to get them to speak up and answer 'off the top of their heads.'

-Nikki Eberhardt, International Rescue Committee, Salt Lake City

Most of our elderly students have limited or no education. However, most are willing to work hard to achieve their goals, as long as they are motivated on a daily basis.

-Cung Pham, Saint Anselm's Cross-Cultural Community Center, Garden Grove, California

Older refugees may range from Russians with doctoral degrees to Southeast Asian farmers who have never attended school. Many older women in particular were not allowed to attend school. Previous educational experiences influence self-confidence, attitude toward learning, study skills and expectations in the classroom.

Elders who have previously been successful in a formal educational environment are likely to be more confident about reentering it as an older adult. Those for whom it was a difficult experience may be more reluctant.

Learning is much more difficult for elders with low literacy skills in their native language and poor oral English. They often feel embarrassed around more educated learners and fear exposing themselves.

Elderly with formal educational experience have other challenges in the U.S. classroom because they have pre-conceived expectations of how a classroom should operate. Often they expect teacher-centered lectures, rote learning, and success dependent on one's ability to recite facts. Preconceived notions impede elderly learners, who are disinclined to participate in unfamiliar

activities. Also, rote learning can lead to problems at the actual interview, as elders lack the flexibility to respond to questions not structured exactly as learned.

Strategies to Address Previous Formal Educational Experiences:

- Review classroom expectations. This may be a participatory activity in which learners create standards.
- Provide instruction in settings where older adults already gather.
- Review study skills in the classroom. This is helpful both for those with rigid ideas about how to study as well as those with little formal education. Include a recommended amount of study time, different ways to study such as listening to recordings and doing worksheets, and a good place to study.
- Give extra encouragement to those who lack self-confidence, taking care not to draw unwanted attention to their deficits.
- Slowly and respectfully introduce learners to diverse learning activities.
- When possible, offer separate classes for those with special literacy needs.
- In a mixed level class, discuss the importance of making test preparation a team effort in which everyone supports one another.
- Discuss how it feels to be back in school after so many years. Review what was good and difficult about previous experience and how it compares to the present.
- Incorporate strategies that are important to elder learners. They may be instrumental, e.g. learning to read a medicine label; or expressive, e.g. writing poetry.¹⁰

Previous Experience Learning English

Our students are willing to learn even though they have no or little English. It's important to be honest and show them that you do care.

-Pao Fang, Lao Family Community, Fresno, California

When refugees arrive in the U.S., they are generally referred to English classes as part of their resettlement. Among elders, these classes have had limited success.¹¹

Unfortunately, most adult education programs are structured to provide English for learners to obtain or improve their working situation; a topic of little relevance to many retired elders. These classes often do not provide the opportunity for elders to learn about what they want and need to know. There are also motivational problems among elders who are convinced that they are too old to learn English.

Once convinced they can actually learn, there are many reasons elders may want to learn English in addition to passing the citizenship test. They often want to understand English television programs. For those with health problems, English makes it possible to communicate with medical professionals and read prescription labels. Learning English helps in shopping and communicating with neighbors. It can even be used for writing stories or poetry.¹²

Elders often want to share their life story, knowledge, values, and traditions. Learning English helps them document and share their lives with their children and grandchildren. This is particularly important because many younger refugees abandon their native language and culture altogether, showing disrespect to elders.

Once in the classroom, another set of issues arises. The pace is often too fast for elders and they feel embarrassed when they cannot understand the teacher or keep up with younger classmates. They need a slower pace both because of memory loss associated with aging and because of social isolation that limits their contact with English speakers.

Pacing and appropriate pedagogy are particularly important for low-literate elders. Many programs do not have classes for seniors with little or no literacy in their native language or in a language that uses a non-Roman alphabet. When such courses are offered in a mixed age setting, younger learners tend to advance more quickly, leaving elders behind.

Attitudes about Aging and Learning

In Vietnam the retirement age is 55. By then people think that their learning ability has stopped. They may need help to change their way of thinking.

-Hong Le, International Institute, St. Louis

In general, the elderly are embarrassed about their limited knowledge of the English language, and they don't believe they can learn a new language. They stay within their family and community boundaries. However, if they start a class and feel comfortable, they show great motivation and discipline.

-Mary Lynn Kasunic, Area Agency on Aging, Region One, Maricopa Elder Refugee Program, Phoenix

When we first started recruiting students about a year ago, we had a lot of challenges. All of them told us that they weren't interested in classes because they were too old to learn. Now, most of them can answer at least 25 questions from the [USCIS] list of 100 questions in English.

-Jill Lind, World Relief, Chicago

It has been argued that the greatest obstacle to acquisition of language or literacy for elders is the set of negative attitudes and assumptions about aging that interfere with taking positive action.¹³ These attitudes are also sometimes held by those with whom they have intimate contact, their family, and teachers.

In many societies, formal classroom education is viewed as appropriate only for youth. Adults do not go to school, while continuing education is nominal if at all. Elders are valued for their wisdom acquired over a lifetime's experience, not for what is learned in the classroom.

The general devaluing of the elderly in the U.S. tends to lower the self-esteem of older refugees, including their ability to learn. In the U.S., people who are not gainfully employed are seen as drains on society. Elders tend to internalize these messages and lack faith in their own abilities.

Strategies to Address Attitudes About Aging and Learning:

- Have learners repeat: "I can learn," "I am smart," "I can," and "I will."
- Design exercises that assure success and provide regular praise.
- In every class, have learners repeat, "I will be an American citizen."
- Remind students that while studying is short-term, the benefits of citizenship are permanent.
- Post the benefits of citizenship and review them regularly.

- At the end of class ask, “What did you learn today?” Applaud each learner who responds.
- Have learners fill out a contract:
I _____, will be an American citizen.
I will do this because I want to: _____, _____, and _____.
To do this, I will study at least _____. I will study _____.
Signature _____.
- Send a corresponding letter to the learner’s family:
Dear _____,
Your relative, _____, will be an American citizen. S/he will do this because: _____,
_____, and _____. S/he will study at least _____. S/he needs your support and
encouragement. Please help him/her study and go to class.

When s/he is a citizen, the whole family will benefit. S/he can do it!¹⁴

Health Issues

As people get older, they may become vulnerable to more chronic illness. Chronic means the problems could last for the rest of one’s life without getting better. Illness, however, is not an inevitable part of aging.

Some refugees have had little or no professional medical care prior to coming to the U.S. and may be living with an untreated illness. The stress of adjusting to a new life and social isolation can exacerbate these problems and also create psychosomatic problems with no apparent physical basis. “Physical factors associated with aging may play a more critical role than cognitive factors in the ability of elders to benefit from literacy instruction.”¹⁵

A refugee who seeks care for a particular health problem may need to contend with an immense healthcare bureaucracy to get service. It may take perseverance to find out if a particular illness is covered by public benefits and the specific procedures required to obtain them. Most refugees have Medicaid. However, each state has its own rules and regulations as to what it will cover.

While all refugees in any particular locality may be eligible for the same healthcare services, ethnicity influences their usage of such benefits. It is not uncommon for older Russians to aggressively seek medical care while many Southeast Asians might hesitate even to have a routine check-up. The latter may rely instead on traditional herbs and other native healing treatments. There are few healthcare providers that combine traditional and western health care, and they are not usually covered by Medicaid.

Chronic illness common in older people and the medical treatments for such problems may affect learning. For example, certain medications cause drowsiness and subsequent problems in concentrating. Learners with visual problems may not be able to read small print textbooks. Teachers and program administrators may need to make adjustments in their classroom or program design to accommodate these problems. They may also want to refer learners for treatment and/or recommend that they look into the viability of applying for a disability waiver from the English language and civics requirements for citizenship. Teachers can also encourage social support, regular exercise and a balanced diet as these factors are critical to good health.

Alcoholism¹⁶

Alcoholism is more likely to go unnoticed among the elderly, although it can often begin later in life and lead to serious problems. In fact, widowers over age 75 have the highest rate of alcoholism in the U.S.

Alcoholism is closely connected to trauma in many refugee learners. People may develop drinking problems later in life in response to stressful situations, loss of friends or loved ones, loneliness, decreased standard of living, and decreasing health. Older alcoholics who suffer from depression are the highest risk group for committing suicide in the U.S.

Among some refugee groups, the elder, the community, and his or her family deny the problem's seriousness while in others excessive drinking is a social event. Heavy drinking may be seen as a normal reaction to loss or grief, "just the way he or she is," or an integral part of socializing. Because the older person is not always employed and may live alone or apart from family, it is easier to hide the extent of his or her drinking.

Heavy drinking can cause a number of problems for older adults. They can become intoxicated on a little alcohol because they have a lower body water content. This can cause physical damage as well as making elders more prone to accidents. It can also cause adverse side effects if it mixes with medications. Alcoholism leads to increased "mental aging" and may have long lasting cognitive effects.

Symptoms

Alcoholic students may have difficulty attending morning classes. Also, they may not attend class on Mondays due to binge drinking on the weekends. Learners who smell like alcohol or suffer from headaches due to excessive drinking may be alcoholics.

Treatment

Alcoholic treatment generally begins with a three to seven day detoxification followed by counseling and support groups. However, some refugees do not understand the concept of alcoholism and addictions in the same way. Counselors must get refugees to accept they have a problem and finally endeavor to find an appropriate treatment program. Mainstream treatment programs require that participants be fluent in English, effectively eliminating many refugees from participation. There are a small number of ethnic-based treatment programs, but they rarely meet the need. Most refugee communities lack expertise and trained people to work in alcoholism treatment.

Instructional Strategies to Address Alcoholism:

- Develop a policy about classroom attendance under the influence of alcohol or drugs and enforce it.
- Provide learners with explicit information on the effects of alcohol on the learning process.
- Provide referrals to appropriate alcohol treatment facilities.

Alzheimer's Disease/Dementia and Memory Loss¹⁷

Dementia is an impairment in short- and long-term memory. It usually involves impairment in abstract thinking, impaired judgment, and personality changes. About 50 disorders can cause dementia, including strokes, HIV, and medications. Alzheimer's is the most common form of dementia.

Alzheimer's is a physical disease which attacks brain cells where memory is stored along with brain nerves and transmitters which carry instructions around the brain. While the cause is unknown, the greatest risk factor is age. Three percent of people from age 65 to 74 have Alzheimer's. From age 75 to 84, the figure rises to 19%, and for those 85 and older, Alzheimer's afflicts 47%.

There is no medical test for Alzheimer's. A diagnosis is made by excluding other conditions that have similar symptoms. A general practitioner may need to refer a person to a specialist for a diagnosis. Current tests are about 90% accurate. It cannot be diagnosed with 100 percent accuracy until after the person's death when a brain autopsy reveals specific anatomical abnormalities.

Symptoms

Alzheimer's typically begins with mood swings, lapses of memory, or difficulty in finding the right words for everyday objects. Mild symptoms of this sort may be the natural effect of aging. It may be Alzheimer's if a pattern of problems emerges over six months or more.

As it progresses people may routinely forget recent events, appointments, and names and faces. They may have difficulty in understanding what is being said and easily become confused. They undergo personality changes, appearing no longer to care about those around them and becoming irritable, apathetic, or convinced that someone is trying to harm them.

In advanced cases people may also adopt strange behavior, like getting up in the middle of the night, or wandering away from their home and getting lost. They may lose their inhibitions and sense of acceptable behavior. Finally, the personality disintegrates and the person becomes totally dependent on others.

Treatment

There is no drug treatment to cure Alzheimer's or stop the deterioration of the brain, although some drugs may cause symptomatic relief. There are also therapeutic approaches which can help people retain their skills and abilities.

Instructional Strategies to Address Alzheimer's/Dementia and Memory Loss:

- When appropriate, encourage learners with diagnosed Alzheimer's disease or memory loss to apply for a disability waiver of the testing requirements.
- Be flexible and patient. Encourage people to remember what they can without pressure. People are often anxious about their memory loss in the early stages. Provide opportunities for them to restore their sense of confidence by asking about the distant past which they are more likely to remember clearly than events which occurred more recently.

- Keep new information simple and repeat it frequently.
- Break down new activities into small steps.
- Help people concentrate on one thing at a time.
- Maintain a regular routine with some variety. This will help people feel more secure and make it easier for them to remember what usually happens in class.
- Use memory aids such as pictures, lists, and clear written and verbal instructions.
- Get the learner's attention before starting to communicate.
- Make eye contact to help focus attention.
- Get close enough to learners so they can see mouth movements and gestures.
- Eliminate competing noises or activities such as private conversations. Speak slowly, clearly and calmly. Never shout or use a sharp tone as this can be distressing.
- Use short, simple sentences and allow time for learners to comprehend what was said.
- Ask questions one at a time. Too many questions at once is confusing.
- Repeat information slowly and emphasize the most important words.
- Use body movements such as pointing or demonstrating an action to help the learner understand. Encourage humor as it is a good safety valve. Laughing together over mistakes or misunderstandings can help relieve anxiety.
- If a learner is sad encourage him or her to express the feelings.
- Use learners' names in talking to them. This attracts their attention and helps them to retain a sense of identity.
- Fact and fantasy can become confused as the illness progresses. Disagree as tactfully as possible without making the learner feel foolish.
- Pain, discomfort, illness, or the side effects of medication can increase confusion and make communication more difficult. Check with the learner's family if such a situation is suspected.

Arthritis¹⁸

Arthritis refers to more than 100 different diseases that cause pain, swelling and limited movement in or around joints and connective tissue. It is usually chronic. The cause for most forms of the disease is unknown.

Symptoms

Arthritis usually causes stiffness, pain, and fatigue. Most people over 60 suffer from some degree of osteoarthritis or degenerative joint disease (DJD).

The severity of arthritis varies among individuals and even from day to day. It can affect range of motion and make it difficult to sit for a long time or to hold a pen for writing. Arthritis can also make it difficult to walk.

Treatment

Most of the treatments for arthritis involve diet changes, weight control, exercise, and adjustments in daily living including the use of certain self-help devices.

Instructional Strategies to Address Arthritis:

- Recognize the need for flexible attendance to allow for learners to stay home when arthritis flares up.
- Encourage learners to exercise and provide some simple physical exercises in the class. Exercise helps control joint swelling and pain associated with arthritis.
- Use books and print materials that lie flat on the table and do not need to be held open. Another option is book holders.
- Be sensitive to difficulties learners may have in grasping a pen or turning pages. Provide thicker pens and pencils which may be easier to hold.
- Be sensitive in structuring activities in which learners must move around. Allow extra time for learners to move or provide assistance to those who have difficulty.
- Allow sufficient time during breaks for learners to go to the bathroom or other places requiring movement.

Dental Problems¹⁹

Many older refugees and immigrants have had poor dental care. They may have infections that cause a general level of fatigue and other health problems. Also, elders are often not aware of basic dental hygiene. Elders with no teeth may not own dentures or may be unable to wear dentures due to gum damage.

Symptoms

Symptoms of dental decay may include bad breath, obviously rotting teeth, fatigue and other health problems. Sometimes ill-fitting dentures cause inflammation of the gums and soreness resulting in eating difficulties.

Treatment

Most dental problems are treatable. Dental care is most neglected in states where Medicaid does not pay for it. Also, elder refugees may not be aware of changes in their state law that have expanded Medicaid dental coverage.

Instructional Strategies to Address Dental Problems:

- Give special attention to learners who have pronunciation problems caused by dentures or missing teeth. Those with pronunciation problems can easily get discouraged about their ability to learn English when they cannot produce certain sounds or when others have difficulty understanding what they are saying.
- Be aware that some elderly learners with damaged teeth feel embarrassed to open their mouths and let others see their teeth. They may need special encouragement to participate in class.
- Provide referrals for learners who appear to have dental problems. Often dental schools have low-cost clinics.

Depression²⁰

Depression affects many older adults. It is not a normal part of aging and often occurs independent of age. The highest rate of suicide is among older adults suffering from depression. Refugees suffer depression at a higher rate as they encounter both age and adjustment-related difficulties.

Symptoms

Depression is most commonly characterized by a sense of helplessness and hopelessness, a loss of interest in preferred activities, lack of attention, and preoccupation with one's own thoughts. "For refugees it is often somaticized in such forms as loss of appetite, short attention span, nightmares, and inability to sleep."²¹ In the classroom, learners who are depressed may have difficulty concentrating. In addition, the side effects of some medications used to treat depression may cause drowsiness.

Treatment

Depression can be treated through more active community/family involvement, medications and/or therapy. Treatment may be relatively short-term for those suffering from situational depression or long-term in response to a particular traumatic event. Unfortunately, refugees are most often reluctant to seek mental health treatment. A referral to a culturally competent mental health service should be offered to learners who are known to be depressed.

Instructional Strategies to Address Depression:

- Incorporate exercises that help learners attend to the present environment such as kinesthetic activities, jokes, and games.
- Encourage laughter as it can help ease feelings of depression.
- Encourage learners to exercise and provide some physical exercise during class. Exercise reduces symptoms of anxiety and depression and fosters improvements in mood and feelings of well-being.
- Teach learners vocabulary about feelings and emotions so they can share how they feel. They are more likely to remember language that is of immediate use; e.g., "frustrated and depressed" or "I feel sad when..."
- Incorporate social activities into the classroom so learners have a sense of community.

Diabetes²²

Diabetes occurs when the body does not make enough insulin or cannot use its own insulin as well as it should. Insulin is a hormone made by beta cells in the pancreas, an organ near the stomach. During digestion, food gets converted to sugar, a usable energy for the body. Insulin allows sugar to be used by the cells. With diabetes, the level of sugars build up in the blood because the body lacks insulin. Diabetes can cause problems with the kidneys, legs, feet, eyes, heart, nerves, and blood flow. If left untreated, these problems can lead to kidney failure, gangrene and amputation, blindness, and stroke. Diabetes affects approximately 20% of older adults in the U.S. Most elders have type 2, which usually appears after the age of 40.

Symptoms

Type 2 diabetes often develops slowly. Most people who get it have increased thirst and an increased need to urinate. Many also feel edgy, tired, and sick to their stomach. Some people have an increased appetite but also lose weight. Older people may confuse these symptoms with general signs of aging.

Treatment

Type 2 diabetes can often be controlled with diet and exercise alone. Some people also need either diabetes pills or insulin shots.

Instructional Strategies to Address Diabetes:

- Encourage learners to exercise and provide some physical exercise during class or breaks. Exercise reduces the risk of developing diabetes and can help keep it under control.
- People with diabetes need to eat at regular times. If class ends close to a meal time, provide or allow learners to bring health appropriate snacks to class.

Hearing Impairment²³

Hearing problems often increase with age. About one-third of people between age 65 and 74 and about one-half of those age 85 and older in the U.S. have some form of hearing impairment.

Often hearing impairment develops slowly and subtly. People may not realize or be willing to admit to themselves that they have a problem. Hearing problems that are ignored and untreated can worsen. Older people who cannot hear well may become depressed or withdrawn from others to avoid the frustration or embarrassment of not understanding what is being said. They may become suspicious of others who they believe “don’t speak up” on purpose.

Hearing loss can be caused by exposure to very loud noises over a long period of time, viral or bacterial infections, heart conditions, stroke, head injuries, tumors, certain medicines, heredity, or changes in the ear associated with aging.

Symptoms

Common symptoms of hearing loss are finding certain sounds annoying or too loud, difficulty hearing over the telephone, the sense that others seem to mumble, problems hearing because of background noise, finding some words hard to understand, trouble following a conversation, or hearing a hissing or ringing sound in the background.

Common Types of Hearing Loss Among Older Adults

Presbycusis is the most common hearing problem in older people. It is an ongoing loss of hearing linked to changes in the inner ear that may cause people to have a hard time hearing what others are saying or be unable to tolerate loud noises.

Tinnitus is a symptom common among older people associated with a variety of hearing diseases and disorders. It causes ringing, roaring, or other sounds inside the ears. The sounds

can come and go or stop altogether. It may be caused by ear wax, an ear infection, a nerve disorder, or the use of too much aspirin or antibiotics.

Conductive hearing loss happens in older people when sounds carried from the ear drums to the inner ear are blocked. Ear wax in the ear canal, fluid in the middle ear, abnormal bone growth, or a middle ear infection can cause this loss.

Sensorineural hearing loss happens where there is damage to parts of the inner ear or auditory nerve. It may be caused by birth defects, head injury, tumors, prescription drugs, poor blood circulation, high blood pressure, or stroke.

Treatment

Treatment cannot necessarily restore hearing loss nor can it stop the progression of deafness. Special training, hearing aids, certain medicines, and surgery can help many people adjust to hearing problems, but they might not be paid for by Medicaid. Not all people can benefit from a hearing aid. Elders may find it uncomfortable or not helpful because it amplifies without discrimination. Also, they may forget to put the hearing aid in or have difficulties turning it on and adjusting it correctly.

Many general practitioners can make an initial diagnosis of hearing loss. The doctor may also refer patients to an otolaryngologist and/or an audiologist for more specific diagnosis and treatment.

Otolaryngologists have specialized training in ear, nose, and throat and other areas related to the head and neck.

Audiologists are trained in identifying and measuring hearing loss. They also help people select an appropriate hearing aid, provide instruction in usage, and help with needed adjustments.

Instructional Strategies to Address Hearing Impairment:

- Stand in good lighting with low background noise.
- Speak clearly and at a reasonable speed. Have your mouth in clear view. Do not talk and write on the board at the same time.
- Use facial expressions or gestures to give additional meaning clues.
- If language is not understood, repeat using the same words. If the listener still cannot hear, try rephrasing. Some sounds may be easier to hear than others.
- Make sure learners with hearing aids have them on and that they are functioning properly.
- Encourage learners to ask questions when they do not understand.
- Minimize background noise.
- Reinforce what is said orally with visuals, e.g. print, pictures, and objects.

Advocacy Strategies with USCIS:

- Request reasonable accommodations for the hearing loss. The applicant should complete Section I in Part 3 of the citizenship application, explaining that he or she has trouble hearing and will need accommodations such as having the officer speak slowly, clearly face the applicant, and/or use visual gestures. According to the USCIS website, the

applicant should also call the National Customer Service Center at 1-800-375-5283 to make the request and/or schedule an InfoPass appointment well in advance of the interview date in order to make the request verbally and in writing.

- Request an accommodation to bring a person along who can repeat what the officer says in a way the applicant can understand.
- If accommodations are not sufficient to help the applicant pass the citizenship test, encourage the applicant to submit a disability waiver requesting that the testing requirements be waived due to an inability to understand and speak English.
- Encourage applicants to let the officer know when they do not understand something and request that it be repeated, stated differently, or said louder. Asking for repetition and clarification shows that the applicant wants to understand. Pretending to understand can be much more problematic.
- Teach learners to confirm when they understood something or are uncertain, e.g. “Do you mean...?”

Heart Disease²⁴

There are many types of heart diseases. The most common heart disease among the elderly is coronary heart (or artery) disease. The risk of coronary heart disease is increased by old age, heredity and gender—men are at greater risk.

Coronary heart disease is caused by the gradual blockage of the coronary arteries. These arteries supply the heart with oxygen and nutrients necessary for the heart’s effective functioning. Thick patches of fatty tissue form on the inside of the walls of the coronary arteries. As the inside diameter of the arteries becomes increasingly narrowed, the heart gets less oxygen and nutrients from the blood, thereby increasing the risk of heart attack and sudden death.

Heart attacks occur when the blood flow to a part of the heart is severely reduced or blocked, often caused by a blood clot in a coronary artery. Muscle cells die if the blood supply is cut off severely or for a long time. Disability or death can result, depending on how much the heart muscle is damaged.

Symptoms

Symptoms include feelings of pain, pressure, or squeezing in the center of the chest that lasts more than a few minutes, pain that goes to the shoulders, neck or arms, and discomfort in the chest along with a light head, fainting, sweating, nausea, or shortness of breath.

Other Circulatory Diseases

Heart Failure means the heart is not pumping blood properly. It keeps working, but the body does not get needed blood and oxygen. Symptoms include swelling in feet, ankles and legs and fluid build-up in the lungs.

Stroke happens when a blood vessel feeding a specific part of the brain gets clogged or bursts. That part of the brain cannot work and neither can the part of the body it controls. There are a number of common symptoms: feeling weak in an arm, hand, or leg; inability to feel one side of the face or body; inability to see out of one eye; difficulty talking; feeling dizzy or losing balance; inability to understand what someone is saying; and a sudden, very bad headache.

Treatment

Treatment may range from diet and other lifestyle changes to medication and surgery.

Instructional Strategies to Address Heart or Circulatory Disease:

- Refer learners with heart disease symptoms to appropriate medical care.
- Offer short classes with frequent breaks and changes of activity to keep learners' attention and diminish the effects of fatigue.

Hypertension²⁵

Hypertension or high blood pressure is an abnormal increase of pressure in the arteries over a period of time. It is dangerous because it causes the heart to work extra hard. Over time it causes the heart to enlarge and weaken. This strain increases the risk of stroke or heart attacks, hardened arteries, kidney failure, and congestive heart failure. About 50% of all people over age 60 in the U.S. have hypertension.

Symptoms

There are no direct symptoms or warning signs for hypertension, making it extremely dangerous. It is usually identified when doctors do a blood pressure check as part of a routine check-up.

Treatment

Hypertension can be treated through behavior modification like changes in diet and increased exercise. Severe cases require medication, some of which may cause side effects including fatigue.

Instructional Strategies to Address Hypertension:

- Offer short classes with frequent breaks and changes of activity to keep learners' attention and diminish the effects of fatigue.

Mobility Challenges

There are a number of health problems that may limit a person's mobility and must be taken into consideration both in program design and classroom instruction.

Symptoms

Mobility difficulties may be caused by a temporary or permanent disability.

Treatment

Depending on the nature of the disability, treatment may include medication, physical therapy, surgery, or adaptive devices such as an electric wheelchair.

Instructional Strategies to Address Mobility Challenges:²⁶

- Offer classes in wheelchair accessible buildings and in buildings with an elevator when the class is not on the ground floor.
- Offer transportation to classes for those with mobility problems or help arrange appropriate transportation with other providers. When possible, offer classes in the building where learners live.
- Ensure that the classroom site has wheelchair accessible bathrooms.
- Provide comfortable classroom chairs that are large enough for heavier learners and padded for those who are very thin. Make sure there is adequate space for wheelchairs. Eliminate furniture or other obstacles in aisles and near doorways.
- Provide referrals for learners who may benefit from medical attention or other material resources.
- Adapt small group activities to the needs of those with mobility problems. For example, allow extra time for people to get in groups or have a small group gather around a person with a mobility challenge.
- Provide sufficient time during breaks for students with mobility challenges to go to the bathroom and take care of other personal needs.

Parkinson's Disease²⁷

Parkinson's disease is a chronic neurological condition. It is a slowly progressing disease affecting movements such as walking, talking, writing and swallowing. As it progresses, the shaking may worsen, muscles will tend to stiffen and balance and coordination will deteriorate. Depression and other mental health problems are common. The cause of the disease is unknown.

Parkinson's is most common in older people. It affects 1% of people over age 65 and 2% over the age of 80. While there is no cure, medication can treat its symptoms and allow many patients to maintain a high level of functioning and live long lives. It is not life-threatening nor is it contagious.

Symptoms

The main symptoms of Parkinson's disease are a tremor on one side of the body, stiff limbs, slowed movements, and a gait or balance problem. Not all of these symptoms are experienced. Additional symptoms are: small cramped handwriting; lack of arm swing on the affected side; decreased facial expression; lowered voice volume; slight foot drag on the affected side; increase in dandruff or oily skin; less frequent blinking and swallowing; feelings of depression or anxiety; and episodes of feeling "stuck in place" when initiating a step, called "freezing."

People with Parkinson's may also suffer from any of a long list of secondary symptoms including depression, difficulty sleeping, dizziness, stooped posture, constipation, dementia, and problems with speech, breathing, and swallowing.

Treatment

Parkinson's treatment may include medication, surgery, various kinds of therapy, exercise and diet control, all under medical supervision.

Parkinson's effects on learning depend on its severity. In its milder form, it may have little impact on the ability to learn, although the person may appear incapable of learning because of facial or other body changes. For example, the face of a person with Parkinson's may appear dull or expressionless but the mind may be perfectly functioning. It may be possible for some learners to learn history and civics, but not to write because of tremor. Some symptoms may make it difficult for learners to leave their homes to attend class, to attend regularly (especially if sleep deprived), to hold a pen or pencil or to pay attention in class. In addition, some of the commonly prescribed medications may have debilitating side effects.

While there is no definite lab test or brain scan to diagnose Parkinson's, a neurologist who specializes in movement disorders can provide a clinical diagnosis.

Instructional Strategies to Address Parkinson's Disease:

- When appropriate, encourage learners with diagnosed Parkinson's disease to submit a disability waiver.
- Explain to other learners the nature of Parkinson's disease so that they understand the situation of their classmate.

Stress and Post-Traumatic Stress Disorder

Stress

Older refugees are a very emotional group. They feel left out and sometimes abandoned.

-Anh Nguyen, Vietnamese Community, Orange County, California

They are appreciative of what the government and Jewish agencies do for them, but deep down they are very afraid for their existence.

-Marina Tepperman, Jewish Vocational Service, East Orange, New Jersey

Classes are also therapy for learners as they are able to concentrate on subjects other than their loss or loneliness. Nearly every class includes short crying periods of one student or another.

-Thomas Robb, Bosnian and Herzogovinan Community Center, Chicago

Many older refugees have suffered a number of traumatic stressors in their lives. In their native country they may have experienced war, persecution, physical assault, rape, and torture. Refugees may have witnessed the death of loved ones, atrocities and/or mutilations. Some spent extended periods of time in forced labor or reeducation camps or were "patients" in so called Soviet psychiatric clinics for those who disagreed with government policy.

In their flight, refugees left behind their property as well as loved ones. They may have been forced to make a long journey to another country with little or nothing to eat. Some stayed in refugee camps for many years encountering poverty, disease and a pervasive hopelessness.

Once in the U.S., refugees face a huge language barrier, culture shock, poverty, inadequate housing, unemployment and/or underemployment. In addition, they lose their occupational identity and status.

Older refugees also experience tremendous homesickness for family and friends. Some dream of returning home, though it is highly unlikely. It's difficult for many to imagine dying and being

buried in the U.S. Others dream of becoming U.S. citizens before they die in order to have a homeland to be buried in.

All of these experiences are normal in the lives of most refugees. Older refugees are particularly vulnerable because stress can accelerate the aging process and lead to frequent illnesses. These include actual physical problems and symptoms related to stress, “survivor’s grief” and worries about the future. In some cases, refugees may suffer from Post-Traumatic Stress Disorder.

Stress Symptoms

Stress is tension caused by external or internal problems. Symptoms may manifest themselves psychologically as anxiety or impaired concentration or physically in the form of headaches, back pain, insomnia, or high blood pressure.

Stress Treatment

Stress treatment may include a range of options including meditation and other relaxation techniques, exercise, therapy, medication, and life changes such as moving to a new home or changing one’s daily routine.

Post-Traumatic Stress Disorder (PTSD)

Bosnian elderly have all experienced two wars, and some even three. The pain experienced by the elderly from Bosnia is acute and will not go away soon. They have seen family homes of over 500 years destroyed or were ejected from their homes by force. Fear and anxiety about citizenship to maintain SSI compounds the Post Traumatic Stress Syndrome (PTSS) felt by many. Most are very quiet about their past and are uncomfortable speaking about the recent war. They have lost children and grandchildren in brutal ways and cannot escape these memories. To many, the U.S. is a prison which cruelly contains them and in which they can only remember what they have lost.

-Thomas Robb, Bosnian and Herzogovinan Community Center, Chicago

When many Cambodians go to the [USCIS], it brings back memories of interrogation and torture under the Khmer Rouge. They freeze up and can’t remember anything. They are sent home, even though they have studied hard and know the material.

-Lany Lang, State of Maryland Health Department

PTSD Symptoms

Refugees with PTSD show an exaggerated response to specific stressors or an “exaggerated startled response” to things in the environment such as someone entering a room unexpectedly.

“Individuals with PTSD not only have anxiety about the past or adapting to a new culture but also experience intense fear or flashbacks when they are exposed to some stimulus which they identify, even subconsciously, with the abuse they suffered.”²⁸

Sometimes a survivor will show no outward sign of anxiety during the day, only to wake up with nightmares every night. A trauma survivor may appear to function normally most of the time and then suddenly panic after smelling a certain odor or seeing a specific type of vehicle drive by. Memories of traumatic events are stored differently in the brain than normal events, so the

fear generated during a flash-back is sudden, involuntary, intense and physical. Some may try to avoid sleeping so they don't have bad dreams. Trauma survivors may also have frequent headaches, stomach or joint pain, or other physical symptoms that have no obvious cause.²⁹

PTSD may also be associated with other problems such as depression, anxiety disorders, alcoholism, drug abuse, and other self-destructive behaviors.

PTSD Treatment

PTSD treatment includes techniques similar to those used to treat stress; however, the therapy provided is designed specifically for trauma survivors. Trauma therapy aims to give the person skills to cope with the memories and uncomfortable feelings. The memories usually do not go away. Medication is used to help reduce the symptoms of PTSD. There is no particular drug therapy for PTSD; it varies among individuals.

Instructional Strategies to Address Stress and PTSD:³⁰

- It is not possible to tell whether a person has PTSD from outward appearances or symptoms. If a learner appears to suffer from PTSD, try to get in touch with a resettlement organization. They can often make a referral to a mental health provider or offer advice on what to do. In addition, a learner with PTSD may be eligible for an USCIS disability waiver from the English language and/or civics requirements.
- Maintain small class size.
- Offer afternoon classes for those who suffer insomnia and nightmares. They may not be able to fall asleep until the early morning and will have difficulty concentrating in a 9:00 a.m. class.
- Ideally the classroom should have windows, natural light, minimal outside noise, live plants, and sufficient space to move freely. Paint, wallpaper, carpets, and lighting should provide a calm, warm, and soothing atmosphere.
- Set up a quiet corner with a table, sofa, and some instructional materials for learners who need a time-out. This can be used by those with migraines, concentration overload, or severe depression who want a safe place to be while maintaining contact with the learning environment. Learners can rejoin the class when ready.
- Try to set up the room so learners face the door and thus are less likely to suffer from fear and anxiety.
- Design exercises which learners can easily complete.
- Post a lot of visual reminders on the walls to aid in memory.
- Appreciate everything learners do well in class or in their homework.
- Appreciate learners for attending class, for trying to learn, for maintaining hope, for being good people, for being smart, for caring about others, for surviving, or anything else you can think of everyday. Also, encourage learners to appreciate one another.
- Be flexible about attendance. At the same time offer support for those who need extra motivation. Have another student give a reminder call or accompany those who struggle to come to class alone.
- Encourage learners to become involved in a religious or community organization. Besides a supportive family, it is the greatest predictor for successful rehabilitation from PTSD.
- When talking about family, initially “depersonalize” the theme as many learners have family members who have been killed or left behind. Do a lesson about a fictional family. Later learners may be willing to share information about their own families.

- Allow for learners who want to talk about their traumatic experiences or life in their native country, but do not require it. Some learners may prefer to be silent.
- Create community in your classroom. Find the strengths of each student and provide a forum for students to share what they do well. Organize field trips to promote closeness in a different environment.
- Teach learners vocabulary about feelings and emotions so that they share how they feel. They are more likely to remember language that is of immediate use, e.g. frustrated, mad, depressed, tired, anxious. For example, “I feel sad when...” or “I feel happy when...”
- Teach health terms so learners can talk about their physical health, e.g. vomit, nightmare, migraine.

Urinary Incontinence³¹

Urinary incontinence is the inability to control urine flow. It is most common among older adults. A person may involuntarily lose urine as soon as he or she feels the need to urinate, on the way to the bathroom, or after drinking a small amount of liquid. While a social problem, it can also be an important health issue. It may be associated with coughing, sneezing, exercising or laughing. It may also be influenced by stress. Urinary incontinence may cause embarrassment and/or discomfort.

Symptoms

Urinating involuntarily when coughing, laughing, or for no apparent reason.

Treatment

Urinary incontinence may be treatable with drugs, surgery, biofeedback, and other forms of behavioral therapy.

Instructional Strategies to Address Learners with Urinary Incontinence:

- Make sure learners know where the bathroom is and feel free to go whenever needed.
- Let those who need assistance to go to the bathroom feel free to interrupt when needed.
- If a learner is incontinent in class, handle it in a respectful manner.

Vision Problems³²

As people age, some vision problems begin, while existing problems worsen. Elders who wear glasses may be using an inappropriate prescription because they do not have regular eye exams or update their lenses. This can increase the risk of accidents from falling or driving. Some problems, if untreated, can cause severe impairment and even blindness. Unfortunately, Medicaid often does not cover eye exams or prescription glasses.

Symptoms

Symptoms may be difficult to identify. Because vision changes develop slowly and subtly, elders may not realize or be willing to admit to themselves that they have a problem.

Certain symptoms are most likely to indicate a cataract: cloudy or blurry vision; a problem with light, such as glare from lamps or the sun; faded colors; double or multiple vision; and/or frequent changes in glasses prescriptions.

Common Types of Visual Impairment among Older Adults

The most common causes of visual impairment in the elderly are cataracts, age-related macular degeneration (AMD), presbyopia, diabetic retinopathy, and glaucoma. The latter two are more common in older people with diabetes.

Cataract refers to a cloudy area in the eye's lens that can cause vision problems. The most common type is related to aging. More than half of all people age 65 and older have a cataract. It develops gradually without pain, slowly worsening vision. Many people develop cataracts in both eyes.

In the early stages, stronger lighting, different glasses, and magnifying glasses may lessen the vision problems caused by cataracts. At a certain point, however, surgery is needed to improve vision. A surgeon removes the cloudy lens and replaces it with a substitute lens.

Age-Related Macular Degeneration (AMD) is the most common cause of blindness and vision impairment among the elderly in the U.S. It occurs in 30% of people age 75 and older.

AMD damages the macula, a part of the retina responsible for seeing sharp details directly in the center of a field of vision interfering with a person's ability to see straight ahead and for fine, detailed vision. The disease may progress very slowly or rapidly.

Dry AMD is the most prevalent form of the disease. In a small number of cases it progresses to the "wet" form. New blood vessels grow beneath the macula and leak fluid and blood causing inflammation and scarring. If not stopped, it can cause blindness.

The most common early symptom of AMD is blurred vision. Often the blurred vision will go away in bright light. People with dry AMD may see a small but growing blank spot in the middle of their field of vision. Straight lines or edges appear crooked in the initial stages of wet AMD.

There is currently no treatment for dry AMD. Some patients with wet AMD can benefit from laser surgery.

Presbyopia more commonly begins in middle age in people over age 40. It makes it hard to see clearly, to read or do close work. The lens inside the eye gradually loses its flexibility and focusing ability with age.

The most common symptoms include a tendency to hold reading material at arm's length, difficulty reading in dim lighting, tired eyes or headaches after concentrating on close work, and/or blurred vision at the normal reading distance. Presbyopia can generally be treated with prescription lenses.

Glaucoma occurs when there is too much fluid pressure inside the eye, causing optic nerve damage and loss of vision, possibly blindness. It can be prevented if the disease is detected and treated in time. A person with diabetes is nearly twice as likely to get glaucoma as other adults.

Glaucoma seldom produces early symptoms. It can be treated with medication, laser, or other forms of surgery.

Diabetic retinopathy is damage to the blood vessel in the retina causing vision loss or blindness. It can affect anyone with diabetes. Nearly half of all people with diabetes will develop some degree of diabetic retinopathy during their life. It is the leading cause of blindness in adults in the U.S.

Typically, there are no symptoms in the early stages. It can often be treated with laser surgery. People with diabetes should have their eyes examined once a year to check for the disease.

Treatment

Two kinds of professionals provide treatment. Ophthalmologists are medical doctors who specialize in eye diseases. Optometrists are specialists in measuring vision loss and fitting people for glasses (not medical doctors).

Instructional Strategies to Address Vision Problems:

- Provide adequate lighting in the classroom, avoiding bright, intense light that may cause glare, especially behind the instructor. If needed, add extra lamps and curtains or shades when light is bright.
- Seat learners with vision problems in the front of the class where they will have a clear and unobstructed view of the teacher.
- Bring extra reading glasses or magnifiers to class.
- Identify low-cost and/or free sources of eyeglasses in your community, such as the Lion's Club.
- Use materials that use dark print on a light background, preferably, black on white. The paper should be matte, non-glossy to avoid glare.
- Use large print materials, either enlarged on a photocopier or written in a large type face—14 point plus and write on the board in large letters. Avoid boldface or italic type for large amounts of text and don't combine many different type faces on the same page.
- Combine upper- and lower-case letters; it is easier to read than all capital letters.
- Use large, clear, high-contrast, and high definition graphic symbols and visuals to reinforce information.
- Avoid using wavy lines and dots; they create movement ("swimming") in print or design.
- Allow time for learners to adjust to light changes during videos, etc.
- Use print fonts with serifs. It is easier on the eyes when reading.

Advocacy Strategies with USCIS:

- Request reasonable accommodations for vision loss. The applicant should complete Section I in Part 3 of the citizenship application, explaining that he or she has trouble seeing and will need accommodations such as large print and special lighting for reading and/or a large easel for writing big letters. According to the USCIS website, the applicant should also call the National Customer Service Center at 1-800-375-5283 to make the request and/or schedule an InfoPass appointment well in advance of the interview date in order to make the request verbally and in writing.

- Encourage applicants with very limited vision to request to take the test orally as an accommodation.

CLINIC's online handbook, [*Strategies for Naturalizing the Most Vulnerable Applicants: A Guide to Helping Refugees and Immigrants Who Are Elderly, Disabled, Low-Income, Low-Literate, and Limited English Proficient*](#) has more information about disability waivers and reasonable accommodations. The handbook also discusses other topics of importance to elders, such as age-based English exemptions, due consideration on the citizenship test, oath waivers for disabled applicants, USCIS fee waivers, and expedited processing for applicants facing a loss of SSI benefits.

CHAPTER TWO

Program Design

In this Chapter:

- Citizenship Course Options
- Location and Schedule
- Classroom Demographics
- Recruiting and Retaining Learners
- Learner Intake and Assessment

This chapter explores some of the issues and options to consider in designing a citizenship education program for elders. Successful programs carefully assess targeted elders' needs to develop an appropriate instructional program design. The design itself may change over time as certain components are found to be less effective. The chapter highlights programs with components that uniquely respond to their constituency under "Case in Point."

Citizenship Course Options

What courses should citizenship programs offer?

These are some of the possible courses and tutorials available to assist elders in preparing for the citizenship test.

- ESL Literacy
- Native Language Literacy
- Beginning ESL
- Advanced Beginning/Intermediate/Advanced ESL
- Basic English for Citizenship
- Citizenship ESL and Native Language Citizenship
- ESL/Civics
- Citizenship Preparation
- Interview Preparation Crash Course

ESL Literacy

Description

This course is targeted to learners with little or no literacy in their native language or for those who are literate in a language that uses a non-Roman alphabet, e.g. Arabic or Chinese. It includes instruction in the English alphabet, numbers, months, basic reading instruction, and oral instruction.

Benefits

Learners focus on developing reading and writing skills in English, the language of the citizenship test. Many non-literate learners prefer to learn English literacy skills rather than first learning to read and write in their native language.

Challenges

It is easier to learn the cognitive skills for reading and writing in the learner's native language rather than a language in which one has limited skills. Learners in ESL Literacy may become stressed and frustrated.

Native Language Literacy

Description

This course, for learners with little or no literacy, focuses on reading and writing in the learner's native language. Linguistic research has shown that learners can more easily transfer the cognitive strategies used in reading from one language to another rather than learn them in a newly acquired language. It is most commonly taught in languages with a Roman alphabet such as Spanish. The course often includes oral English instruction as well.

Benefits

It is much easier to develop literacy skills in a language in which learners possess a meaningful oral base.

Challenges

This method may take longer because learners take ESL after developing proficiency in the native language. Also, some learners are not interested in learning to read and write in their native language.

Beginning ESL

Description

This course, for learners who can read and write the Roman alphabet but have low oral English skills, focuses on basic survival oral English, such as greetings, telling time and dates, interacting with family and in the workplace. It includes a limited amount of reading and writing and also may include U.S. culture and basic grammar. Basic ESL classes are often offered at community colleges, public schools, churches and community-based organizations.

Benefits

Learners develop basic communication and literacy skills for daily living and the necessary base for citizenship test preparation.

Challenges

Very little Beginning ESL course content is directly relevant to the English needed for citizenship. Also, the course may not include much language content relevant to elders.

Advanced Beginning/Intermediate/Advanced ESL

Description

These courses, commonly offered at the same locale as Beginning ESL, further develop the learners' oral and literacy skills. Some citizenship education programs recommend learners enroll concurrently in an ESL class at the appropriate level along with their citizenship class.

Benefits

Learners increase their overall communication skills, enhancing their ability to respond flexibly to questions at the citizenship interview.

Challenges

The citizenship test requires specific vocabulary and interview skills not necessarily covered in a generic class.

Basic English for Citizenship

Description

This course, generally for learners with little to no English, focuses on the English needed for the citizenship test and interview. Instead of learning the vocabulary for shopping, students learn vocabulary from the N-400. It is generally a prerequisite to entering an ESL/Civics or Citizenship Preparation course.

Benefits

The content focus is directed toward the learner's goal of passing the citizenship test.

Challenges

Citizenship in itself does not hold enough meaning to be the entire content focus of a beginning ESL class. Some programs address this by adding content or special programs of interest to elders.

Citizenship ESL and Native Language Citizenship

Description

These two courses are generally offered in conjunction. The instructor teaches the language for the interview and civics test in the native language in one course. The same content is reinforced in English in the Citizenship ESL course. Native Language Citizenship may be offered independently for those eligible to take the test in their native language.

Benefits

Learners can better understand the important concepts of history, civics and interviewing in their native language. This assures comprehension as learners can get any questions clarified in their native language. The class can also include discussion of cultural concerns.

Challenges

The ESL and civics classes must be coordinated to assure that concepts are taught at the same time as the language. Also, learners tend to master the content in their native language much more quickly than their ability to express it in English. This may lead to inadequate test preparation.

ESL/Civics

Description

This course combines ESL and civics so that the learners learn civics content and English language skills simultaneously. Classes are offered at levels ranging from beginning through advanced intermediate.

Benefits

This course most closely reflects the actual test, an English test with civics and N-400 content. It develops English skills through the content of the interview.

Challenges

Learners may only have a superficial understanding of the civics content because it is taught in English. Lack of English oral skills makes in-depth discussions difficult.

Citizenship Preparation

Description

This course focuses on the content of the interview and civics test. Since it focuses on content rather than language skills, learners must possess intermediate English oral and literacy skills. Learners in a citizenship preparation course are encouraged to simultaneously attend an ESL class.

Benefits

Learners who are self-motivated and have appropriate English skills become prepared for the citizenship test in a focused course.

Challenges

In spite of their higher English level, most learners require some ESL.

Interview Preparation Crash Course

Description

This is generally offered as a refresher workshop review class for learners just called for their interview. Since there is often a long gap between classes and the interview, the crash course offers a needed review.

Benefits

The Interview Preparation Crash Course offers a quick review and morale booster prior to the interview. Learners thus feel more prepared going into the interview.

Challenges

Some learners need more extensive preparation than is provided in the crash review. Since applicants are given brief notice prior to their interview, it is difficult to schedule courses to accommodate all learners.

Course Design Case in Point:

Sijelo Program, World Relief, Chicago

World Relief designed an innovative citizenship class for Bosnian refugee elders called Sijelo. In Bosnia, before the advent of TV, movies, and telephones the term “Sijelo” was commonly used to mean a social gathering. The term brings back wonderful memories for older Bosnians. In order to recruit elderly learners to the class, a pair of World Relief Bosnian and U.S. staff hand-delivered invitations to potential participants for Sijelo.

The teachers decorate a typical Bosnian living room by taking down the tables and chairs, then rolling out a big rug and setting up specially built Bosnian benches and low coffee tables in preparation for Sijelo.

Classes are designed to help the elderly Bosnian refugee acculturate and develop a social network. A social hour with Bosnian coffee and sweets is followed by instruction in U.S. culture, civics, and English. All of this is reinforced by civics-related arts and crafts activities that include laminated place mats with pictures of U.S. presidents and national monuments.

As they come to understand the importance of citizenship, the learners themselves request that more time be spent on citizenship preparation. Arts and crafts give way to more academic study.

Course Design Case in Point:

IRCO Citizenship Program, Portland, Oregon

This citizenship program was designed for the hard-to-serve refugee elders. The curriculum is based on six hours of instruction per week. Elders themselves decide when to meet and the length of each class. In several cases, Southeast Asian elders have asked to meet for six hours on Sunday. By not interfering with their weekday obligations and giving them an entire day to focus on citizenship, it was found that learners make the same rate of progress as in courses that meet several times a week.

Instruction is provided by both an ESL literacy expert and a bilingual teacher. The literacy teacher has specialized training in ESL and the Riggs Method of literacy instruction. Learners associate sounds with letters, then proceed to letter combinations and finally to words and sentences. The bilingual teacher is from the same ethnic group as the learners and fluent in their language.

Each week the six hours of instruction is divided into six sections. The ESL literacy instructor teaches an hour of literacy and an hour of English vocabulary. The bilingual instructor teaches an hour of history/civics, an hour of grammar, an hour on the 100 questions and N-400 questions, and an hour that can be used according to the needs and interests of the learners.

In response to learner requests, IRCO has regular guest speakers on topics suggested by the learners. Topics have included breast cancer, domestic violence, getting food stamps reinstated, and low-income elderly housing.

Citizenship classes are part of a complete package of services that IRCO maintains which are necessary to appropriately serve elder refugees. Their staff also includes a case manager who tracks individual cases and works with doctors to appropriately complete disability waivers. Teachers work with case workers to identify problems that may qualify learners for a disability waiver. They also have a Board of Immigration Appeals (BIA) Accredited Representative on staff who handles applications and accompanies the elderly to their interviews.

IRCO has made a number of adaptations to their program as it has developed. Most notably they have extended the hours of instruction. In the future, they hope to have a class that focuses exclusively on English literacy prior to actual citizenship instruction.

CLINIC's online toolkit, [Creating a Citizenship Preparation Program](#), contains program planning documents, examples of different program models, a sample citizenship course outline, and frequently asked questions. The toolkit is designed to help programs serve clients' legal and language needs for U.S. citizenship.

Location and Schedule

Where should classes be held?

Elders often prefer to attend a class in a location that is familiar and close to home. Ideal class locations include:

- Learners' neighborhood;
- Senior apartment complex;
- Senior center or senior meal site;
- Local religious institution;
- Buildings with adjacent parking lots and wheelchair accessibility.

What are key classroom design considerations?

A class for elderly learners should:

- Be well-lit with no glare;
- Have good acoustics;
- Have sufficient space for writing and classroom materials;
- Have sufficient space between desks and in the aisles to accommodate learners with wheelchairs, canes or walkers;
- Have adequate heat during cold weather, cooling during hot weather, and ventilation throughout the year;
- Not have stairs or be multi-leveled;
- Utilize non-slip surfaces and not have scatter rugs or other items that might pose a danger of falling or tripping;
- Contain comfortable chairs that fit easily at a table and provide firm back and arm support. Classroom chairs should either allow feet to touch the floor or come equipped with foot rests. Chairs should be sufficiently large so as to accommodate learners of all sizes.

In addition, classrooms for the elderly should be situated close to bathrooms and buildings should have accessible bathrooms with grab/hand rails. Bathrooms should be located near the building entrance or elevator (not at the end of a long hallway) and on the ground level.

What time of day should classes be offered?

Many elders prefer morning classes. However, sleep disturbances and insomnia often make it difficult to arrive as early as 9:00 a.m. Some programs offer a package that includes class, lunch and other social activities. Other considerations include transportation availability and elder responsibilities at home.

How frequently should classes meet?

Citizenship classes can be offered anywhere from one to five times per week. Meeting on consecutive days helps build language skills and also aids memory retention. However, attending class more than one time a week is difficult for busy learners or for those who have to travel a great distance.

For how long should each class meet?

Most programs offer classes of about two hours. Longer classes are physically more difficult for elders. However, learners with busy schedules or transportation difficulties may prefer a longer class with frequent breaks.

For how many hours should a given course last?

The length of courses varies. Refresher courses may meet only once, whereas beginning citizenship courses may meet more than 200 hours. Some programs require sequential courses to prepare learners for the citizenship test. Others offer only one class which learners repeat until they are adequately prepared. The latter model may be discouraging for slower learners as they see other learners surpass them. Also, the course may not offer sufficient attention for those with lower levels of English oral and/or written proficiency.

How much time is required to be test ready?

Elder preparation time varies from two months to five years depending upon the individual's educational background, physical and psychological health. Some refugee programs start preparing elders for citizenship from the time they arrive in the U.S. There are educators who believe that some elders will not be able to learn sufficient English to successfully pass the citizenship test, no matter how long they study or in what manner instruction is conducted. This may be the result of undiagnosed learning disabilities, traumatic experiences or physical problems for which there is not a sufficient basis to diagnose a qualifying disability for a waiver. At the present time there is no research to support this contention.

Class Location Case in Point:

Buddhist Temple, Silver Spring, Maryland

The Buddhist Temple provides an excellent setting for citizenship classes catering to elderly Cambodian, Vietnamese and Chinese refugees. The refugees relax and learn well in this setting because it brings back pleasant memories of life in their home country. Many class members get rejuvenated through prayer during class breaks.

Classroom Demographics

What kind of class composition is preferable?

Citizenship class demography varies tremendously. Some classes include learners in all age groups; others only the elderly. Some classes are composed of elderly students from the same ethnic background; others serve learners from diverse backgrounds.

There are pros and cons to each composition. Classes comprised of differing ethnic groups enable learners to practice English more readily in order to communicate with each other. But these classes cannot use bilingual instruction as a teaching tool.

Some elders prefer taking a class with other elders because the class can focus on the elders' concerns and problems learning English and civics. Others are more comfortable learning in an age-diverse setting where they do not feel segregated because of their age.

Instructors in classes with learners from diverse backgrounds often find it helpful to have their learners share experiences from the native country, their journey to the U.S., and their life in the U.S. This helps the class bond together while dispelling stereotypes.

In multi-ethnic classes where one linguistic/ethnic group is in the majority, learners can develop guidelines to make all class members feel welcome. Suggestions include limiting the time and place the dominant native language is spoken.

When all learners speak the same language, the teachers need to create realistic situations for learners to practice English. English speaking volunteers provide many possibilities for practice.

How many learners should be in a class?

Ideally classes are limited to 10-15 learners to enable the teacher to cater to the learners' individual needs. However, one program reported success with a large multilevel class in which advanced learners served as mentors for beginners, building self-confidence and inspiring a sense of camaraderie.

Recruiting and Retaining Learners

How should potential learners be recruited?

There are many possible recruitment strategies that can be used depending on the specific characteristics of the targeted population.

- Advertise in ethnic media: radio, newspaper, and television.
- Post announcements in places elders and their families gather, e.g. senior centers, religious institutions, food banks, grocery stores, video stores, banks, apartment complexes, social service offices, laundry services.
- Go to the places elders and their families gather. Network and develop personal relationships with potential learners.

- Announce classes during religious services, at church, synagogue, temple or mosque meetings. Place class announcements in congregations' bulletins.
- Work with refugee sponsoring agencies to establish personal contact with their refugee clients. This is a time consuming process, but it helps build rapport and trust.
- Hold a forum and sign up session for citizenship classes at the homes and/or apartment buildings where a large concentration of seniors from the targeted group live.
- Encourage current and previous learners to tell others about your program.
- Develop relationships with other service providers where targeted constituents may seek services and ask them to make referrals, e.g. mental health, social services, and physician's offices.
- Get referrals from agencies that fill out naturalization applications.
- Network with ethnic community leaders and ask them to help recruit learners.
- Advertise support services that make the citizenship learning process easier, such as free transportation to classes, application assistance, and free lunches.
- Post notices in the public libraries.
- Gain support from ethnic community leaders to make referrals.

USCIS' [Citizenship Public Education and Awareness Initiative](#) offers free citizenship outreach materials, including posters, flyers, radio advertisements, and a video public service announcement.

List your classes in [America's Literacy Directory](#), an online, searchable, national database of ESL and citizenship classes.

Recruitment Case in Point:

IRCO Citizenship Program, Portland, Oregon

At IRCO, professional outreach workers from ethnic constituencies target potential clients in their communities. These outreach workers know that it takes months to convince refugee elders to enroll in classes. Nevertheless, they persist, regularly contacting potential students and listening to their concerns. But persistence pays off as most elderly agree to enroll in citizenship classes.

To further cement the learners' commitment, small groups of four to five students are recruited for each class. A staff person from IRCO gets them to agree on a time and location for class. IRCO helps the elders negotiate among themselves. Making choices is often scary, but in this process students learn to make commitments to the program and each other.

What helps retain learners in a citizenship program?

Because it takes many elders a long time to become test ready, they are easily discouraged by their slow progress. External demands and poor self-confidence can easily distract them from continuing their studies. One of the most important retention factors is the quality of the instruction. The teacher needs to make class fun and interesting and keep learners motivated and hopeful. Social activities and support services, described later in detail, also make a critical

difference. In addition, there are a number of techniques that help keep students engaged in the learning process.

- Make follow-up phone calls when learners miss class.
- Be flexible in attendance requirements, especially with learners who have physical or mental problems.
- Include learners' interests and life stories as part of the English class content. Also, let learners talk about issues and concerns in their lives for a short period of each class.
- Provide bilingual support in-class.
- Provide formal recognition for achievements.
- Develop relationships with family members and get them to help support and motivate the learner.
- Provide a sequence of classes to which learners can be promoted.
- Encourage learners to stay in class even after they have successfully completed their interview. This provides motivation to those still studying and an in-class expert on the process. It also encourages learners to see citizenship as the first step in the ongoing process of learning.

Retention Case in Point:

Bosnian and Herzegovinian America Community Center, Chicago

Teachers keep English class exercises interesting by incorporating information about each learner's life and interests into the exercises. This information is obtained from the new learners' bilingual caseworkers. The refugees actually learn English by using personal examples from their lives. The result: studying English becomes more interesting and relevant.

Retention Case in Point:

Little Havana Activities & Nutrition Centers, Miami

This largely Cuban program employs a culturally appropriate incentive plan that includes rewards, gifts, raffles and parties to motivate students.

What social activities enhance learner satisfaction?

Citizenship classes give many elders their only opportunity to socialize outside the home. Social contact, in fact, is the prime reason many elders come to class. It is not uncommon for elderly students to arrive an hour early or leave two hours after class has concluded. Social time is an effective way for learners to build strong relationships among one another for mutual support. Recognizing this, many citizenship programs offer additional educational, cultural and social services for senior learners. These may include field trips, holiday celebrations, dances, lectures, and games. Topics may be citizenship-related as well as special interests of the elderly learners that have no direct relationship to citizenship.

What support services enhance learner success?

Effective elderly citizenship classes provide in-kind goods and support services or network with related agencies to provide such services:

- Free transportation and/or reimbursement of transportation costs;
- Free course materials, such as textbooks, pencils, and notebooks;
- Free culturally appropriate lunches, suitable for elderly learners who are on low salt, low fat, or low sugar diets;
- Bilingual caseworker support;
- Childcare for grandchildren and other children for whom elders have responsibility;
- Legal assistance with the N-400 Application for Naturalization, N-648 Medical Certification for Disability Exceptions, change of address form, or petitions for family members;
- Transportation and escort for fingerprinting and the USCIS interview;
- Advocacy with USCIS on application problems, e.g. long delays;
- Financial assistance in paying USCIS fees or applying for a fee waiver;
- Counseling and advice on how to obtain public benefits;
- Aging and health services;
- Mental health services and/or support groups;
- Other classes and workshops of interest to elders in subjects such as arts and crafts and stretching.

Learner Intake and Assessment

What should the learner intake include?

Potential learners should be screened for English ability through a bilingual intake interview. The purpose of the intake interview is to determine if the potential learner is eligible for citizenship and has the English skills necessary to participate in the agency's citizenship preparation program. It helps to match the future citizen with the most appropriate class. The intake interview also identifies and resolves barriers which could impede the new learner in successful test preparation.

Information collected depends on funders' requirements, internal agency policies, confidentiality issues, and information needed for classroom instruction.

Intake interview information often includes the following:

- Name, address and phone number;
- Date of arrival in the U.S.;
- Name of resettlement agency;
- Emergency contact;
- Familial relationships;
- Chronic medical/psychological problems;
- Medications;
- Level of education in native country;
- Previous ESL classes;
- First language literacy;
- English proficiency;
- Other languages;
- N-400 completion;
- Reason for naturalization;

- Transportation needs;
- Public benefits received.

How should English proficiency be assessed?

Learner English assessment often takes place during the intake interview. Determining the elder's English reading, writing, listening and speaking levels enables the teacher to assign the learner to appropriate classes. Knowing individual learners' proficiency levels also helps in planning classes, monitoring learner progress, and assigning learners to pairs or small group work.

Assessment Instruments for Placement in Appropriate Class Level

Some programs use standardized or custom-designed tests, while others employ a professional ESL teacher to conduct an informal evaluation of the learners' oral and written skills. A formal test provides more detailed information about a learner's reading, writing, listening and speaking skills.

BEST Literacy and BEST PLUS Tests

The Basic English Skills Test (BEST) Literacy test measures learners' ability to read and write English in the context of various life-skill situations. BEST Literacy can be given in a group setting or one-on-one. The Best Plus test assesses basic listening and speaking and students are tested in one-on-one interviews. The scores for the Oral and Literacy tests correlate to Student Performance Levels (SPL) of English proficiency. Test materials are available for a fee from:

Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC
(202) 429-9292
Fax: (202) 659-5641
<http://www.cal.org/aea/>

Comprehensive Adult Student Assessment Systems (CASAS) Test

CASAS is a non-profit organization based in California that designs assessments for both children and adults. CASAS assessments are used in federal and state government agencies as well as in education programs and non-profits around the country. CASAS products assess language and skill competencies and can be administered as a paper-based, computer-based, or Internet-based test. Among their many testing options, CASAS offers three citizenship test specific assessments in speaking, reading, and history/government for citizenship, and measures student performance on a standardized scale. Test materials are available for a fee from:

CASAS
5151 Murphy Canyon Rd., Suite 220
San Diego, CA 92123-4339
1-800-255-1036
www.casas.org

Native Language Literacy Screening Device (NLLSD)

The New York State Education Department offers a Native Language Literacy Screening Device (NLLSD) to help practitioners assess the native language literacy level of learners. Information gleaned can assist with placement and instructional design to meet learners' needs. The NLLSD contains 27 language versions of the screening device. An administrative protocol that offers suggestions both for using the device and interpreting its results is also included. Testing materials are offered in CD form, which includes a user guide, testing protocols, and the assessment in 27 languages. To order, call: (518) 587-8830. For additional information, please go to http://www.hudrivctr.org/products_el.htm.

Customized Tests

Many organizations develop customized assessment instruments that specifically assess information needed for citizenship. These tests usually reflect the curriculum content and design of the organization offering the course. The assessment often mirrors the content on the citizenship test and includes speaking, reading, and writing opportunities surrounding material on the citizenship test.

How should learner progress be evaluated?

A pre-test and post-test of English and citizenship give the teacher and program important data on how much the learner progressed during the class. This can be the same test used at intake or a different instrument. The post-test also gives information as to the learner's test readiness. For many elderly learners one course is insufficient in preparing them adequately for the test.

During the course, instructors need to monitor learner progress closely to make certain the learner understands the material. Means of monitoring include assessing classroom performance and classroom activities, periodic quizzes, and conferences with learners to get their feedback on how they believe they are progressing.

Learner progress evaluation is important because it allows the instructor to develop an appropriate teaching style tailored to the classes' needs and identifies learners who would benefit from additional tutoring or classes. A mock interview can be used to determine if the learner has the skills to complete the USCIS interview at the end of the course. Maintaining contact with aspiring citizens allows program personnel to measure their program's effectiveness, and learn what transpired at the USCIS interview.

Several sample progress measurement tools are provided at the end of this chapter.

What input should teachers request from learners during the course and upon completion?

Instructors should solicit learner feedback throughout the duration of the course to improve the quality of instruction in the current and future classes. The process of giving feedback also helps learners to reflect more consciously about their own learning. Information can be obtained through formal surveys, classroom discussion, and one-on-one conferences.

Sample open-ended questions:

- What did you like most about today’s class? What did you find most difficult?
- What do you like about the citizenship textbook?
- Would you recommend this class to your friends? Why or why not?

Sample Survey Questions

What class activities are most helpful?

	1 = a little helpful	2 = helpful	3 =very helpful
Pair work	1	2	3
Repetition	1	2	3
Reading	1	2	3
Group work	1	2	3
Grammar	1	2	3
Writing	1	2	3

How many hours per week do you speak English?

At home	_____
With friend or neighbor	_____
With family	_____
In class	_____

I feel prepared for the USCIS interview.	Yes	No	A little
I feel prepared for the history and government test.	Yes	No	A little
I feel prepared for the dictation.	Yes	No	A little
The teacher helped me when I needed it.	Yes	No	A little
I liked the textbook.	Yes	No	A little
The class was held in a good location.	Yes	No	A little
I liked the time the class was offered.	Yes	No	A little

USCIS' handbook, [Expanding ESL, Civics, and Citizenship Education in Your Community: A Start-Up Guide](#), contains a sample student survey, intake form, needs assessment, and many other helpful resources.

Practice Interview Evaluation

Student's Name: _____

Did the applicant...

	Needs to improve	Good	GREAT
-smile?			
-have good eye contact?			
-appear neat and clean?			
-answer questions well?			
-answer questions clearly?			
-answer questions promptly?			
-use appropriate body language to indicate understanding?			
-ask for clarifications if needed?			
-ask for repetition if needed?			
-state when didn't understand?			

OVERALL COMMENTS: _____

Teacher-created materials developed from multiple sources. Reprinted with permission of YWCA, Elgin, Illinois, (847) 742-7930

Language Development Profile

Citizenship Preparatory Class

Name: _____ Date: _____

Teacher's Name: _____

Rating Scale:

1 = Accomplished

2 = Needs reinforcement

3 = Not able

Listening and Speaking Skills

Rating

_____ Makes an effort to understand and speak	_____
_____ Understands simple words or phrases in familiar	_____
_____ Listens for specific information	_____
_____ Asks for clarification, repetition, or assistance	_____
_____ Answers simple personal questions with short phrases (application)	_____
_____ Attends class regularly	_____
_____ Can understand and use "question" words	_____
_____ Names and writes letters of the alphabet	_____
_____ Uses world map to point out country and present location	_____
_____ Ability to handle short sentences of dictation	_____
_____ Fills in simple personal information forms	_____
_____ Writes simple sentences about self	_____
_____ Demonstrates understanding of U.S. history and civics	_____

Teacher's Comments: _____

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CHAPTER THREE

Curriculum

In this Chapter:

- Curriculum Competencies
- Course Outline
- Lesson Plans

A curriculum provides critical direction for instruction. This chapter addresses core curriculum components: curriculum competencies, course outline topics, and lesson plans. Two other elements of a curriculum, 1) assessment and evaluation instruments and 2) instructional materials, are covered in Chapter Two and in Attachment E to this chapter, respectively.

Curriculum Competencies

Curriculum Definition

The term curriculum has many definitions. In citizenship education it refers to a document listing competencies that learners will be able to do upon completion of the course; the course content; the order in which the content is to be taught; key resources such as textbooks; assessment/evaluation instruments; and sample lesson plans.

The scope of the content covered must take into consideration the English proficiency and citizenship-related knowledge that learners possess prior to taking the class. The curriculum for a course targeted at learners who know little English will emphasize language skills development.

The sequence of the content should build on previously presented information. Citizenship content and English language skills are regularly reviewed in different contexts.

The teacher transfers the curriculum into daily lesson plans. If learners are having difficulty with a particular topic, the teacher often temporarily departs from the curriculum to help learners master the area of difficulty.

Chapter 5 of CLINIC's online guide, [Citizenship for Us: A Handbook on Naturalization & Citizenship](#), contains 13 study units on U.S. history and civics with historic photos, timelines, maps, and discussion questions. This handbook also contains extensive information about the naturalization process, including the N-400 application, the citizenship test, the interview, and the oath ceremony. Chapter 11 discusses civic participation and provides classroom learning activities.

What Does the Citizenship Test Entail?

English Reading: The applicant is given up to three sentences and must be able to read at least one sentence. The English reading sentences are all *history/civics related sentences* based on a [vocabulary list](#) on the USCIS website.

English Writing: The applicant is given up to three sentences to write and must be able to write at least one sentence. The English writing sentences are all *history/civics related sentences* based on a [vocabulary list](#) available on the USCIS website.

English Speaking: The applicant must be able to answer questions about the citizenship application (N-400) and follow directions during the interview. USCIS officers receive training with suggestions for re-wording difficult questions on the N-400.

U.S. History & Civics: The applicant is given up to 10 questions from a list of 100 and must answer at least six questions correctly. This is an oral test. The history/civics questions are drawn from a list of [100 study questions](#) available on the USCIS website.

The [scoring guidelines](#) for the citizenship test are posted on the USCIS website.

Refer to CLINIC’s online handbook, [*Strategies for Naturalizing the Most Vulnerable Applicants: A Guide to Helping Refugees and Immigrants Who Are Elderly, Disabled, Low-Income, Low-Literate, and Limited English Proficient*](#) for information about exemptions, waivers, and other special testing rules.

Citizenship Competencies

The following section lists the competencies that learners must achieve in order to pass the citizenship test. A course targeted to learners with little or no English would include additional English and literacy competencies. English competencies can be included in a citizenship class. The CASAS website has a complete list of English [competencies](#) that may be included in the citizenship class curriculum.

- Follow basic instructions, such as “come with me, stand up, raise your right hand, sit down.”
- Understand and be able to respond to the truth oath. “Do you promise to tell the truth?” “Yes, I do.”
- Respond appropriately to questions related to the oath and its implications, e.g. “An oath is a promise to tell the truth.”
- Respond appropriately to questions about identification, e.g. “Here is my green card, my driver’s license, and my passport.”
- Use appropriate strategies to ask that the officer comply with requested reasonable accommodations for a disability, e.g. “I cannot hear well. Please speak loudly.”
- Request due consideration in how the interview questions are phrased with formal letter of request, e.g. “Please read my letter. I went to school only two years in my country, and I am 70 years old.”
- Respond appropriately to questions about everyday life such as questions concerning travel, weather, sports, clothing, and health.
- Respond appropriately to questions about the aspiring citizen’s reason for naturalization and the purpose of the USCIS interview.
- Respond appropriately to “who, what, where, how, when, why” questions from the N-400.
- Respond appropriately to yes/no questions from the N-400.
- Respond appropriately to tag questions from the N-400, e.g. “You’re married, right?”
- Use appropriate strategies when something is not understood, e.g. “Can you repeat that please?” or “Can you repeat that in different words?”
- Use appropriate strategies when time is needed to think about the answer, e.g. “I think I know the answer. Let me think...”
- Respond appropriately to the USCIS 100 questions for naturalization.
- Write one dictated sentence about U.S. history and government.
- Read one sentence about U.S. history and government.
- Sign name and date on oath of allegiance when asked.
- Sign name in margins of photo when asked.
- Respond appropriately to information about testing results.
- Request assistance from a USCIS supervisor when appropriate, e.g. “May I speak with a supervisor, please? I have a question.”

Course Outline

A course outline lists the content and the sequence of presentations to a given class. The outline should take into consideration the amount of time allotted for the course, the English proficiency of the learners, and any other special considerations. Sample course outlines can be found at the end of this chapter.

Grammar Content

Learners should be familiar with the following points of grammar:

“wh” questions ... Who? What? Where? Why? How? How many? How long?

Tag questions ... you still live at 54 Main Street, right?

Singular/plural nouns ... 100 senators, 50 states, three children

Articles ... the president, the Constitution, the U.S.

Prepositions ... The president lives in the White House.

“to be” present tense ... What is your name? My name is Cho.

“to be” past tense ... George Washington was the first president.

Simple present tense ... How many children do you have? I have two.

Simple past tense ... Where did you go? I went to Canada.

Object pronouns ... Show me your identification.

Possessive adjectives ... What is your address? 54 Main Street.

Imperatives ... Sit down.

Modal verbs ... Do you speak English?

Present perfect tense ... Have you ever been arrested?

Basic Literacy

Sight word recognition ... White House

Basic phonics ... name, number, New York

Cardinal numbers ... first amendment, July 4th

Ordinal numbers ... area code 773-448-9893

Dates ... July 4, 1776

Signature ... Sign your name here.

Initials ... Initial here.

Printed name ... Print your name here.

General Citizenship Information

Eligibility requirements ... You must be at least 18 years old.

Citizenship process ... USCIS will mail you an interview notice.

Benefits of citizenship ... You can vote in all elections.

Interview Strategies

Requesting repetition ... Can you repeat that more slowly?

Requesting rephrasing ... Can you say that again in different words?

Expressing lack of understanding ... I'm sorry. I didn't understand.

Buying time ... I know the answer. Let me think for a minute.

Small Talk

Weather ... How's the weather? Is it still raining?

Transportation ... How did you get here today?

Health ... How are you feeling?

Food ... What did you eat for dinner last night?

Colors ... What color is your dress?

Personal ID Questions

Can I see some personal identification? A driver's license or state ID, passport, refugee travel document, green card or permanent resident card.

Reading (content varies)

Read this sentence. Read from this page.

Dictation (content varies)

Write the following sentence.

Citizenship for Elders

N-400 Questions

Personal information: name, address, telephone number, date of birth

Family members

Work

Immigration status

Good moral character

Criminal record

Allegiance to the U.S.

Topics from the 100 Questions

Constitution

Amendments

Bill of Rights

Declaration of Independence

Federal government: executive/legislative/judicial branch

Revolutionary war/independence

George Washington

Lincoln and the Civil War

World War II

Martin Luther King, Jr.

September 11

American Indian tribes

U.S. geography, symbols, and holidays

Rights and responsibilities

Lesson Plans

Teachers develop lesson plans for every class session. This lesson plan pinpoints the material to be covered during a particular class and also acts as a reference point for progress on the course outline. Some teachers prefer a general sketch while others go into great detail.

The following piece is excerpted from *Entry into Citizenship Teacher's Guide* by Aliza Becker and Shash Woods, NTC/Contemporary, 2000.

Lesson Plans

Description

A lesson plan is a map of how you anticipate your class will proceed. It is a script that allows you to orchestrate the drama of learning.

Reason

Planning allows you to think big: how each class fits into the big picture of your course objectives. Planning also allows you to think small: visualize which small steps will make up each class. While you are away from the immediate demands of the class, you can reflect and customize your lessons to meet the needs of your particular group of learners. Because you have worked out the design prior to the class, when you are teaching you can give students your full attention and really notice how they are progressing. Lesson planning will add immensely to the quality of your instruction and your own pleasure in teaching.

Components

Lesson Content: Each lesson is built on objectives that teach the content knowledge needed to pass the citizenship test and interview... Additional content may include civic participation or cultural knowledge.

Test/Interview Content: The components of the test and interview... are:

100 [USCIS] Citizenship Test Questions

Interview including answering questions on N-400, Application for Naturalization, Dictation, and Reading

English Language Skills: Students will need certain English language skills to both learn the test/interview content and to be able to show they know it: to perform successfully in English to pass the test. ESL skills may include specialized vocabulary, writing sentences, reading questions..., listening to and appropriately responding to the [USCIS] officer with words or actions during the interview. Learners will also need strategies to respond when they don't understand or aren't quite sure what to do. These strategies may also include both verbal and physical responses.

Language skills are generally embedded into the content. For intensive practice you can pull them out and then re-integrate them. For example, you can review the past tense with a transformation drill (I am sad/I was sad); have students fill in civics sentences that use the present or past tense, give them questions that require them to understand the past tense and finally give them dictation sentences in which they write the past tense.

Activities: Activities provide content knowledge, and allow students to demonstrate the acquisition of content and to practice their English skills.

Sample Sequence

1. LEARN: Students learn new information best when they can relate it to what they already know. Activity Examples: Ice-breakers, physical objects (the flag), questions about related issues in students' native country, demonstrations.

2. PRACTICE: Present activities in sequence from receptive, e.g. listening, to productive, e.g. speaking. Language practice should integrate listening, speaking, reading, and writing as appropriate. Activity Examples: Audio and videotapes, mini-lectures, scripted dialogues, reading passages, cloze exercises, index card matches, concentration, BINGO, mock interviews, role plays, trips to government offices.

3. EVALUATE: Plan activities that allow you to evaluate how much previously presented material students have learned. Activity Examples: scored mock interviews, posters of timelines of the history of students' native country and U.S. history, completed map of 13 colonies.

4. REVIEW: Every class should have practice activities that allow for review. Examples: Worksheets, choral Q&A, card matches.

Issues to Consider in Selecting Activities

Learning Styles: Vary activities for different learning styles. Learners may prefer visual, hands-on, or listening activities. They may prefer to do these activities as a whole class, small group, or individually.

Differing Language Backgrounds and Proficiency Levels: If your students all speak the same language, you can plan activities that take advantage of the common language. If your students have a wide variety of English proficiency levels, plan activities with options for people at each level, e.g. more advanced students do a reading while lower level students match pictures and words. Include extension activities, e.g. assign the more advanced students an additional worksheet, or have more advanced students help others. Also include activities with separate roles for students at each proficiency level. For example, the more advanced student role-plays a political candidate. The beginning student listens and votes.

Variety: Try to vary activities that follow one another to keep students' attention focused.

Control: Sequence from teacher-centered to more student-centered activities.

Time of Day: Students tend to have more concentration earlier in the class. Those who have worked all day may get very tired towards the end of the class. [Elders not working may still prefer earlier in the day.]

Length: Different kinds of activities require different lengths of time. Warm-ups are fast, reading and writing are slow, role plays and simulations take time, worksheets fall somewhere in between. Your teaching style and the particular students in your class will also dictate how long an activity takes.

Quantity: The amount of content you cover depends on your students' profile, their proficiency in listening, speaking, reading, and writing English; their ability and amount of time available to study outside of class; other resources for learning such as tutors; any special student needs; and

the structure of your course: length of each class, how often class meets, number of hours of instruction in the course.

AND ESPECIALLY...

Fun: Jokes and games encourage laughter and help students relax. When you reduce anxiety you increase learning.

Materials

Think about what you need for each activity. You may need copies of handouts, posters, textbooks, pens, markers, an audio or video recorder, etc.

Reflection/Class Notes

After each class, note how each activity went: successes, areas for more review, what didn't get covered, as well as gains and concerns for individual students.

Sample Citizenship Lesson Plan

Strong lesson plans often include the objectives for the class session, the time and materials needed for each activity, and a description of each activity. Sample lesson plans are included at the end of this chapter.

USCIS' [Citizenship Resource Center](#) provides free lesson plans, training resources, and other information for teachers.

Elder Curriculum Case in Point:

Learners' Lives as Curriculum

I love my grandchildren very much. I am learning English so I can talk to my grandchildren. But I also want them to understand a little Chinese. I think every language is useful!

- Susan Yin, age 71

My name is Berthing Suclla. I am from Peru. I have been in the United States for eight years; three years in Los Angeles and five years here in San Francisco. When I came here to San Francisco I decided to study English in order to take the citizenship test. I have been studying at this school for three years. I am all ready. My test is next weekend. On June 3rd, I will go to immigration. I am a little nervous, but I am well-prepared thanks to my teacher.

I'm happy to learn how to answer all the questions for the citizenship test – to tell about the history of the United States and about myself, too. Citizenship is very important to me. When you are a citizen it's important to vote, for example, and I can't vote if I'm not a citizen. Also, the American passport is very important. When I travel to other countries, when the border control look at my American passport, I will be treated differently. Also, you can bring in relatives to the United States.

-Berthing Suclla, age 68

Learners' Lives as Curriculum is a curriculum model developed by former San Francisco State University professor Gail Weinstein. The process emerged from efforts to develop curriculum and materials that speak to learners' most pressing concerns.

The curriculum model begins with the creation of a "learner text." During class learners talk and write about their personal experiences and memories. The material developed from these sessions includes stories, folktales, paragraphs, interview transcripts, and comments made during class sessions. The teacher then selects materials from the elder's experiences to become the basis for lessons and thematic units.

Next, the teacher conducts a lesson developed around the "learner text" which fosters language skills development while beginning the community-building process. The lesson consists of four components: reading and responding to text; mastering the language of the text; generating new language; telling new stories; and comparing personal experiences of other learners for reflections and/or action.

Finally, the teacher creates a thematic unit developed from a series of lessons around a common theme of importance to the learners. A thematic unit consists of learner texts and specific activities revolving around a related set of topics. In addition to the lesson, it includes:

- Analyzing language use for a specific context (linguistic content);
- Setting goals and identifying competencies to be pursued;
- Remembering the past and comparing it with the present;
- Generating new texts;
- Pursuing a collective research or problem-solving project;
- Assessing movement toward linguistic and nonlinguistic goals.

The framework for *Learners' Lives as Curriculum* has been documented in a how-to manual entitled, *Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy* available from the Center for Applied Linguistics, <http://www.cal.org/resources/pubs/learnerslives.html>.

This model was used to develop curriculum for elders in a national volunteer program coordinated by Project SHINE (Students Helping in the Naturalization of Elders). For more information, visit <http://www.projectshine.org/esl-citizenship>.

COURSE OUTLINE: LEVEL 1, Basic Civics-Based English as a Second Language

This course is designed to provide the student with basic English survival skills emphasizing oral language production and basic literacy focusing on civics-based vocabulary development.

ENTRY SKILLS:

None required.

LIMITATIONS ON ENROLLMENT:

Lawful Permanent Resident Status

HOURS PER WEEK:

Minimum 6

PLACEMENT:

Initial placement in the appropriate level of Citizenship/ESL preparation is based on initial assessment using the ESL CASAS.

GOALS:

Upon successful completion of this course, the student will be able to demonstrate an understanding of:

1. Vocabulary pronunciation of civics-based terminology extracted from the citizenship application and citizenship examination.
2. Vocabulary meaning of civics-based terminology extracted from the citizenship application and citizenship examination.
3. Basic English syntax.
4. Basic survival literacy in English.

SKILL AREAS:

1. Listening
2. Speaking
3. Reading
4. Writing

MEASUREABLE COURSE OBJECTIVES:

Upon successful completion of this course, the student, at a minimum, will be able to:

1. Score 80 percent on pronouncing consonant sounds, consonant blends, and consonant digraphs and recognizing the corresponding orthographic symbols.
2. Score 80 percent on pronouncing vowel sounds and recognizing the corresponding orthographic symbols.
3. Score 75 percent on pronunciation of civics-based vocabulary.
4. Score 75 percent on the meaning of civics-based vocabulary.

5. Score 75 percent on identifying verbs and nouns of the civics-based vocabulary.
6. Score 75 percent on identifying simple verb tense forms (present, present-continuous, and past) of the civics-based vocabulary.
7. Score 75 percent on writing simple sentences in English containing at least one subject and one verb.
8. Score 90 percent on pronouncing and spelling the days of the week.
9. Score 90 percent on pronouncing and spelling the months of the year.
10. Score 90 percent on pronouncing and writing numbers 1 - 100.
11. Score 70 percent on writing sentences with civics-based vocabulary words using the context clues from the civics narrative provided.

MATERIALS/TEXTS:

Consonant Flash Cards

Vowel Flash Cards

Days and Months Flash Cards

Civics Flash Cards, U.S. Citizenship and Immigration Services,

<http://www.uscis.gov/civicsflashcards>.

Learn About the United States: Quick Civics Lessons for the Naturalization Process, U.S. Citizenship and Immigration Services.

Reprinted with permission of Catholic Charities Diocese of Stockton, California, (209) 444-5900

COURSE OUTLINE: LEVEL 2, Beginning Civics-Based English as a Second Language

This course is designed to provide the student with beginning English skills emphasizing listening, speaking, reading, and writing literacy focusing on preparation for citizenship.

ENTRY SKILLS:

Successful passing of the exit test from the Level 1, Basic Civics-Based English as a Second Language course

LIMITATIONS ON ENROLLMENT:

Lawful Permanent Resident Status

HOURS PER WEEK:

Minimum 6

PLACEMENT:

Initial placement in the appropriate level of Citizenship/ESL preparation is based on initial assessment using the ESL CASAS, successful completion of Level 1, Basic Civics-Based English as a Second Language, or successful passing of the exit test from Level 1, Basic Civics-Based English as a Second Language.

GOALS:

Upon successful completion of this course, the student will be able to demonstrate an understanding of:

1. Beginning ESL based on civics-based vocabulary extracted from citizenship application and citizenship examination.
2. Beginning ESL based on civics-based sentence structure modeling the oral and written process and understanding of the citizenship application and citizenship examination.
3. Integrated Beginning ESL skills used to learn about U.S. history.
4. Integrated Beginning ESL skills used to learn civic engagement to become productive members of the U.S.
5. Integrated Beginning ESL skills used to learn about the U.S. government and its impact on the lives of citizens.
6. Integrated Beginning ESL skills used to learn about the naturalization process.

SKILL AREAS:

1. Listening
2. Speaking
3. Reading
4. Writing

MEASUREABLE COURSE OBJECTIVES:

Upon successful completion of this course, the student, at a minimum, will be able to:

1. Score 80 percent on vocabulary extracted from the citizenship application and the citizenship examination.
2. Score 80 percent on writing sentences extracted from the citizenship examination.
3. Score 80 percent on oral conversation using vocabulary and information modeled from the citizenship application and the citizenship examination.
4. Score 75 percent on studied information about the U.S. flag; national anthem; current local, state and federal leaders; and voting.
5. Score 75 percent on studied information about America's early history.
7. Score 75 percent on studied information about the Civil War.
8. Score 75 percent on studied information about history since the Civil War.

MATERIALS/TEXTS:

Citizenship: Passing the Test, Weintraub, L., New Readers Press, New York, 1998

Learn About the United States: Quick Civics Lessons for the Naturalization Process, U.S. Citizenship and Immigration Services

United States Citizenship: A Guide to U.S. Citizenship and the Naturalization Process, State Farm Insurance Company

United States Citizenship Application, U.S. Citizenship and Immigration Services

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COURSE OUTLINE: LEVEL 3, Intermediate Civics-Based English as a Second Language

This course is designed to provide the student with intermediate English skills emphasizing listening, speaking, reading, and writing literacy focusing on sufficient preparation to successfully pass the citizenship examination and oral interview for citizenship.

ENTRY SKILLS:

Possession of skills necessary to pass the exit test from the Level 2, Beginning Civics-Based English as a Second Language course.

LIMITATIONS ON ENROLLMENT:

Lawful Permanent Resident Status

HOURS PER WEEK:

Minimum 6

PLACEMENT:

Initial placement in the appropriate level of Citizenship/ESL preparation is based on initial assessment using the ESL CASAS, successful completion of the Level 2, Beginning Civics-Based English as a Second Language course, or successful passing of the exit test from the Level 2, Beginning Civics-Based English as a Second Language course.

GOALS:

Upon successful completion of this course, the student will be able to demonstrate an understanding of:

1. Intermediate ESL based on civics-based vocabulary extracted from citizenship application and citizenship examination.
2. Intermediate ESL based on civics-based sentence structure modeling the oral and written process and understanding of the citizenship application and citizenship examination.
3. Intermediate ESL based on demonstration of the oral interview process.
4. Integrated Beginning ESL skills used to learn about the U.S. Constitution.
5. Integrated Beginning ESL skills used to learn about the executive branch of the U.S. government.
6. Integrated Beginning ESL skills used to learn about the legislative branch of U.S. government.
7. Integrated Beginning ESL skills used to learn about the judicial branch of U.S. government.

SKILL AREAS:

1. Listening
2. Speaking
3. Reading

4. Writing

MEASUREABLE COURSE OBJECTIVES:

Upon successful completion of this course, the student, at a minimum, will be able to:

1. Score 80 percent on vocabulary extracted from the citizenship application and the citizenship examination.
2. Score 80 percent on writing sentences extracted from the citizenship examination.
3. Score 80 percent on the mock oral interview for citizenship.
4. Score 80 percent on oral conversation using vocabulary and information modeled in the citizenship application and the citizenship examination.
5. Score 75 percent on studied information about the U.S. Constitution.
6. Score 75 percent on studied information about the executive branch of the U.S. government.
7. Score 75 percent on studied information about the legislative branch of the U.S. government.
8. Score 75 percent on studied information about the judicial branch of the U.S. government.

MATERIALS/TEXTS:

Citizenship: Passing the Test, Weintraub, L., New Readers Press, New York, 1998

Learn About the United States: Quick Civics Lessons for the Naturalization Process, U.S. Citizenship and Immigration Services

United States Citizenship: A Guide to U.S. Citizenship and the Naturalization Process, State Farm Insurance Company

United States Citizenship Application, U.S. Citizenship and Immigration Services

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Lesson 6

Materials: - Lesson 6 Handouts - Homework #6
- USCIS Study Guide (M-638) - Flashcards (Vocab and Civics)

Citizenship Questions: 13, 14, 17, 16, 18, 19, 20, 24, 21, 22, 23, 25

Reading Vocab: many, Senators, have/has, Congress, is/are/was/be

Writing Vocab: Senators, elect, meets, one hundred/100, have/has, and, Congress

Warm-up (~20 minutes):

Pass out page 1 of the Lesson. Students should work in groups to match each sentence half together correctly. Go over the sentences as a class. Then, students should write each sentence on the line provided.

Answers:

1. Washington is the Father of Our Country.
2. The Constitution has 27 amendments.
3. The First Amendment gives us freedom of religion
4. The “rule of law” means that *everyone* must obey the law.
5. The economic system of the U.S. is capitalism or market economy.

Matching

Students should match the word to the correct picture. Write the word on the line provided.

Answers:

1. Dollar Bill
2. Market
3. Bill of Rights

Homework Check (~5 minutes)

Collect the homework during class. Correct and record if time allows. If not, correct before next class. Pass back homework from previous class.

Attendance (~2 minutes)

Record attendance in the Class Binder

The 3 Branches of Government (Use the remainder of the time to go over the new lesson, and then review as time allows)

Read the paragraph aloud or individually. Explain any vocabulary words. Fill in the blank with the missing words:

Answers:

Legislative Branch/Congress

Executive Branch/President

Judicial Branch/the Courts

Answer the Test Question. Practice saying the different names of the branches.

The 3 Branches of Government – cont'd

Read the paragraph aloud or individually. Explain any vocabulary words. Use the circle in the middle to create a pie chart. Draw lines so that there are 3 equal sections. Write in each section the name of each branch. Talk about how power is divided among the branches.

Answer the test question.

Congress

Read the paragraph aloud or individually. Explain any vocabulary words. In the first box (top) write the words “Congress” or “Legislative Branch.” In each lower box fill in the name of each part of Congress: “Senate” (photo on lower left) and “House of Representatives” (photo on lower right).

Answer the test questions.

The Senate

Read the paragraph aloud or individually. Explain any vocabulary words.

Answer the test questions.

Who are your Senators?

Read the paragraph aloud or individually. Explain any vocabulary words. Write the name of each New York State Senator on the line provided.

Answer the test questions.

The House of Representatives

Read the paragraph aloud or individually. Explain any vocabulary words.

Answer the test questions.

Who is Your Representative?

Read each paragraph aloud or individually. Explain any vocabulary words. Write the name of each representative on the line provided. See insert as to students' reps.

Answer the test questions.

Review (As time allows)

Review today's material as time allows. Extra time may be spent reviewing the flash cards or vocabulary from today's lesson.

Pass Out Homework for Next Class (~2 minutes) - Much time next class will be devoted to reviewing the Legislative Branch. Students should come prepared to review.

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ALRC Citizenship Resource List

This resource list contains additional materials that may be of use to citizenship teachers and tutors. The list is organized into the following categories:

- A. USCIS Resources
- B. General Citizenship Resources
- C. Tools for Creating Classroom Materials
- D. Citizenship Textbooks

There is space after each resource for you to take notes about how that resource might help you or your students. The resources that have an asterisk will be mentioned or explored during the Adult Learning Resource Center's Citizenship Basics workshop.

A. USCIS Resources

Note: Many of the USCIS resources (some of which have very long links) can also be found by exploring the Citizenship Resource Center, www.uscis.gov/citizenship.

1. USCIS Website*

This is the Official USCIS website. It contains a vast amount of information including services and benefits, immigration forms, laws and regulations, educational resources, and more. Check it often as the information is frequently updated. There is also a companion website in Spanish that contains some of the information in the English version.

English: www.uscis.gov

Spanish: www.uscis.gov/espanol

2. A Guide to Naturalization*

A Guide to Naturalization, Form M-476, is an excellent resource for understanding the naturalization process. It contains information about who is eligible for citizenship as well as detailed information on the steps in the naturalization process. Of particular note is the section explaining the exemptions to being tested in English, based on age and time as a permanent resident as well as the exemptions for taking parts of the interview based on medical conditions.

www.uscis.gov/natzguide

3. Becoming a U.S. Citizen: An Overview of the Naturalization Process*

This 10-minute flash presentation provides a basic overview of naturalization including the requirements and steps involved. A CD-Rom is available for purchase through the Government Printing Office or the presentation can be played from the USCIS website.

www.uscis.gov/portal/site/uscis/menuitem.acfc8bb2d633f506e34f4a10526e0aa0/?vgnextoid=16ac5d47bf51b210VgnVCM100000082ca60aRCRD&vgnnextchannel=4982df6bdd42a210VgnVCM100000b92ca60aRCRD

4. Citizenship Resource Center

This Resource Center has information, materials, and links for citizenship learners, teachers, and organizations. It contains links to many other USCIS products and materials. New material will be added continually.

www.uscis.gov/citizenship

5. Civics Flash Cards for the Naturalization Test*

These USCIS flashcards are a big hit among teachers and students alike. The full-color cards show the question, answer, and a picture for each of the 100 Civics Questions. Educators and students can print the cards out from the USCIS website and then cut and fold them to make their own set. Alternatively, they can purchase sets from the U.S. Government Bookstore.

Printable Flashcards: www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-623_red_slides.pdf

U.S. Government Bookstore: <http://bookstore.gpo.gov/>

6. Expanding ESL, Civics, and Citizenship Education in Your Community

This publication contains a wealth of information about starting and maintaining an ESL, civics, or citizenship class. Topics addressed include: designing, staffing, marketing a program; program content and instruction; and program development. There are also many sample materials that programs can use or adapt.

www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-677.pdf

7. USCIS Naturalization Interview and Test*

This video from USCIS provides an overview of what a citizenship interview is like. It contains examples of the various parts of the citizenship interview including the applicant going through security, presenting the appointment letter, being called by the officer, being placed under oath, and more. This video will help students know what to expect on the day of their interview. The video can be played from the USCIS website or the USCIS YouTube Channel.

USCIS Website: www.uscis.gov/portal/site/uscis/menuitem.acfc8bb2d633f506e34f4a10526e0aa0/?vgnextoid=64f22cac1551b210VgnVCM100000082ca60aRCRD&vgnnextchannel=5efcebb7d4ff8210VgnVCM10000025e6a00aRCRD

USCIS YouTube Channel: www.youtube.com/user/uscis

8. *Welcome to the United States: A Guide for New Immigrants*

This guide has a great deal of useful information for both teachers and students alike. It explains many features of living in the United States to new immigrants. It is available in 14 languages and can be downloaded and printed from the USCIS website.

www.uscis.gov/newimmigrants

B. General Citizenship Resources

9. *A More Perfect Union: A National Citizenship Plan*

This report, prepared by the Catholic Legal Immigration Network, INC (CLINIC) contains information both about the state of Citizenship in the United States today and how citizenship preparation should be conducted in the future.

<http://cliniclegal.org/resources/more-perfect-union>

10. Adult Learning Resource Center

In addition to creating this *Citizenship Educators Orientation Packet*, the Adult Learning Resource Center has created a variety of materials for the naturalization test including multimedia presentations about teaching citizenship, online student practice activities, and more. Check the website often to see what new materials have been posted.

www.thecenterweb.org/alrc/citizenship.html

11. America's Historical Documents

This website from the National Archives gives information about the important historical documents that shaped the United States into the nation it is today. Many of the documents, such as the U.S. Constitution, have online resources teachers can use to learn more or use in their classes.

<http://www.archives.gov/historical-docs/>

12. Ben's Guide to U. S. Government for Kids*

This website is designed for children, but it has excellent explanations on how the U. S. government works that are appropriate for adults as well. Teachers can choose the reading level (K-2, 3-5, 6-8, or 9-12) and then access materials about the three branches of government, the election process, how laws are made, and more.

<http://bensguide.gpo.gov/>

13. CASAS Bibliography of Citizenship Materials

CASAS has created an extensive bibliography of citizenship instructional materials with an annotated index listing what kind of resource it is and what level of students it is appropriate for.

www.casas.org/home/?fuseaction=home.showContent&MapID=808

14. Citizenship for Refugee Elders

This handbook, by the Catholic Legal Immigration Network, Inc. (CLINIC), contains information on how to create and maintain a citizenship program for older refugee immigrants. Included in the book are issues of teaching this population and teaching ideas and materials.

<http://cliniclegal.org/resources/citizenship-refugee-elders-issues-and-options-test-preparation>

15. Citizenship Resources

REEPworld is a free English practice website for adult English language learners and teachers and is a project of the Arlington Education & Employment Program (REEP) of Arlington Public School in Arlington, VA. Resources are organized into categories which make the site and considerable links easy to navigate.

<http://www.apsva.us/cms/lib2/va01000586/centricity/domain/74/reepcurriculum/citizenship.htm>

16. Citizenship Resources for Adult ESL Instruction

The Center for Adult English Language Acquisition (CAELA) offers briefs, digests, Q & A Fact sheets, and other resources related to citizenship preparation and instruction.

<http://www.cal.org/caela/tools/instructional/citizenship.html>

17. *Citizenship for Us, 5th Edition**

This handbook is a comprehensive guide to the naturalization process for advanced ESL students or citizenship teachers. It contains chapters on all aspects of the naturalization process as well as a history and civics study guide. It is available for download or purchase from Catholic Legal Immigration Network, Inc. (CLINIC).

www.clinical.org/resources/citizenship-us-handbook

18. Citizenship News

This website helps keep citizenship educators updated on naturalization and citizenship test issues, including information from USCIS and important changes in policy and practice.

www.citizenshipnews.us

19. Citizenship Study Guide

This website was created by the East Side Union Adult Education program in San Jose, CA. The site offers many interactive quizzes for students.

www.aenet.esuhsd.org

20. Citizenship Study Guide

This site provides practice opportunities for students with the 100 Questions, reading and writing activities, and the N400 questions.

<http://www.citizenshipstudyguide.com/index.php>

21. Citizenship: Success at Your CIS Interview DVD

This DVD shows a complete interview followed by additional examples of various parts of the interview such as discussing marital history, trips outside of the country, or moral character. The complete interview can be shown in class relatively early in the semester to give students an idea of what to expect at the interview. Note that though the complete interview reflects the newest version of the USCIS citizenship test, some of the components of the DVD are older.

www.deltapublishing.com/proddetail.cfm?cat=1&toc=7&stoc=0&pronum=4084

22. Citizenship Teacher: Online Student Practice Activities*

This page at the popular website www.quia.com contains a variety of free student practice activities and quizzes designed by the Adult Learning Resource Center. The fun practice activities, which include matching, concentration, fill-in-the-blank, and sorting exercises, will help students master the information in the 100 Civics Questions and the words on the Reading and Writing vocabulary lists. The quizzes will help students see what they still need to study.

www.quia.com/profiles/citizenshipteacher

23. Citizenship Teacher Tutorials*

The Adult Learning Resource Center has created online multimedia presentations that educators can watch for free at any time. Teachers and tutors can find valuable information about teaching the reading and writing tests, helping students study between classes, and more in these free, online tutorials.

www.thecenterweb.org/alrc/citizenship-tutorial.html

24. Citizenship Teaching Techniques: A Teacher Training Video

This 70-minute video is designed to improve the effectiveness of citizenship preparation classes. The video contains footage from actual citizenship classes. Available from the Curriculum Publications Clearinghouse.

www.wiu.edu/cpc

25. Collection of Online Citizenship Materials

Larry Ferlazzo, an ESL teacher, created this “edu-blog” that is an excellent way to find citizenship resources. His list of citizenship links contains some resources for teachers, some sites that students can use on their own, and much more.

<http://larryferlazzo.com/englishthemes.html#citizenship>

26. Colorado EL/Civics: The EL/Civics Resources

These resources are from a State Leadership Project (FY02) developed for the site by the Colorado Department of Education, Center for At-Risk Education, Adult Education and Family Literacy.

<http://www.cde.state.co.us/cdeadult/ELCivics.htm>

27. EL Civics for ESL Students

This site has a list of holidays that includes pages about each of the holidays in the Reading and Writing Vocabulary lists. It has pictures and basic facts about each.

www.elcivics.com/

28. EL/Civics Online: A free professional development opportunity for teachers*

This website offers free online courses showing teachers how to incorporate U.S. history, government, naturalization, and civic engagement. The Naturalization Process Course shows new teachers the basics of teaching citizenship preparation classes. There are also eight supplemental content modules that go into more detail on specific aspects of citizenship teaching.

www.elcivicsonline.org

29. Harry S. Truman Library and Museum

The education section of this website has comprehensive information and activities about the three branches of government. For each, it has an overview, a worksheet, and an online activity to help students look up their representatives or senators. It is also a useful review for teachers who need to brush up on information about the three branches.

www.trumanlibrary.org/whistlestop/teacher_lessons/3branches/front.htm

30. Historical Documents

This site provides a unique array of primary source documents from 18th Century America. Scenes and portraits from original newspapers, magazines, maps and writings come to life just as they appeared more than 250 years ago.

<http://earlyamerica.com>

31. Literacy Online

Literacy Source, a community learning center in Seattle, WA, developed this resource to support tutors and students. Click on “Literacy Online” to get the menu which displays “Citizenship and Civics.” This link will provide information and additional links for the naturalization process, the interview and teaching citizenship and civics education. The link “Online Citizenship and Civics Resources” offers resources about US History and Government, Civics Education and Citizenship Instruction and Interview Preparation.

<http://www.literacysource.org/links.html>

32. Presidents of the United States

This portion of the official White House website provides pictures, bibliographies, and timelines for each U.S. President.

<http://www.whitehouse.gov/history/presidents/>

33. Study for the U. S. Citizenship Test

This website helps citizenship students prepare for the different parts of the U.S. Citizenship Test. There is a study guide to read online or print out and practice quizzes with multilingual support. Students or teachers can order a year-long membership to the study materials at the website or an audio CD or printed study guide.

<http://uscitizenship.org>

34. Thinkfinity Citizenship Resources

This page contains many resources for teachers and students for the naturalization interview and tests. There are three short courses that teachers can take for free about the citizenship interview, literacy test, and civics tests. The site also contains podcasts and fact sheets of interest to teachers and students. Students will particularly like two online dictation practice activities.

<http://literacynetwork.verizon.org/tln/content/how-can-i-help-immigrants-prepare-take-us-citizenship-test>

35. U.S. Citizenship Podcast*

This website contains many audio files that teachers and students alike can use. The audio includes the 100 Civics Questions, questions from the N-400, and sample interview segments. Also included are announcements and civics-related news stories.

<http://uscitizenpod.com/>

36. USA.gov

This site provides links to a variety of federal, state, and local government agencies. It also has links for all of the official websites of offices and agencies under each of the three branches.

www.usa.gov

37. Welcome to the USA*

This website provides essential information to newcomers to the United States. It has information on citizenship, education, healthcare, finances, benefits, employment, and more. It also has resources to help immigrants find an English class or volunteer to help others.

<http://www.welcometousa.gov/>

38. Working with Adult English Language Learners with Limited Literacy

This brief from the Center for Adult English Language Acquisition (CAELA) highlights the number of adult ESL learners with low literacy skills and the problems they face learning to read and write English. It provides instructional strategies that teachers can use to help these learners and gives sources for teachers to learn more about teaching adults with limited literacy.

www.cal.org/caelanetwork/resources/limitedliteracy.html

39. Writings by Teachers from the New England Citizenship Project (NECP)

This collection of essays by citizenship teachers highlights the importance of teaching more than just the 100 questions students need to pass the civics portion of the USCIS test. Essays discuss both teaching U.S. history and also helping students to become more active citizens.

<http://www.nelrc.org/cpcc/necpindex.htm>

C. Tools for Creating Classroom Materials

The following resources provide tools for teachers to create handouts, activities, or games. Citizenship teachers can use these materials to create activities that help students practice and master the 100 Civics Questions and the Reading and Writing vocabulary.

40. Discovery Education Puzzlemaker

This free resource allows teachers to make their own puzzles, games, and handouts in a variety of formats for students. Teachers can create crossword puzzles, word searches, scrambled letter activities, and more about whatever content or vocabulary they wish.

<http://puzzlemaker.discoveryeducation.com/>

41. Educational Technology Clearinghouse - Clipart ETC

This website provides free clipart for educators. It is run by the state of Florida's Educational Technology Clearinghouse. It contains a wide database of educational clipart including many images from U.S. history and government.

<http://etc.usf.edu/clipart/>

D. Citizenship Textbooks

42. Citizenship Now, 3rd Edition

The student textbook includes a DVD with three sample citizenship interviews on it as well as an audio CD. The book covers the information intermediate-level students need to learn about U.S. history and government and to pass the USCIS interview. Other components include a teacher's guide and downloadable MP3 files. Available from McGraw-Hill.

<http://catalogs.mhhe.com/>

43. *Citizenship: Passing the Test, 3rd Edition**

This textbook series has several components:

- *Civics and Literacy* - A student book that many classes use as a primary textbook.
- *Literacy Skills* - A workbook useful for students with very low level literacy.
- *Ready for the Interview** - A student book that covers the information on the N-400.

Each book has an audio CD sold separately. Available from New Readers Press.

www.newreaderspress.com

44. *For the People: A Citizenship ESOL Textbook*

This textbook is designed for low-intermediate through advanced students. It contains citizenship activities that incorporate reading, writing, listening, and speaking. There is also a Teacher Guide available. Available from Delta Publishing Company.

www.deltapublishing.com/

45. *Future U.S. Citizens*

This textbook contains a variety of civics activities and exercises. It also comes with a disk that contains a digital version of the entire textbook, interactive practice activities such as flashcards and dictation, model video interviews, and MP3 audio files. Available from Pearson Longman.

www.pearsonlongman.com/

46. *Land of Liberty*

When buying a class set, this student textbook can be customized to include your state capital, governor, and Senators. The website for the book contains a sample chapter as well as some student practice activities including an audio dictation exercise. Available from Insight Media.

www.libertybook.net/

47. *Preparation for Citizenship, 2nd Edition*

This lower-level student textbook has lessons on the 100 Civics Questions for the naturalization test. Available from Steck-Vaughn.

www.steckvaughn.com/adulted

48. U.S. Citizen, Yes: Preparing for Citizenship, 2rd Edition

This book is for intermediate level students and covers the U.S. civics questions and citizenship interview. An audio CD is available and contains interview and dictation practice. Available from Heinle & Heinle.

<http://elt.heinle.com>

49. Voices of Freedom: English and Civics, 4th Edition

This student textbook contains lessons and activities to help lower-level ESL students prepare for the USCIS test. A teacher's guide and audio CD are available. Available from Pearson Longman.

www.longmanhomeusa.com/

Need Information about Referring Students to Legal Services?

This resource list pertains to resources for teaching citizenship. If you need information about how and where to refer students to legal resources, please consult the *Citizenship Educators Orientation Packet*, page 12-13, at the Citizenship Publications page of the Adult Learning Resource Center's Website: www.thecenterweb.org/alrc/citizenship-pub.html.

Which Citizenship Resources are right for you?

Do you want to learn more about teaching citizenship?

*If so, check out these resources:
4, 7, 15, 16, 17, 18, 23, 24, 26, 28, 31 & 34*

Do you want to get a better idea of what happens during the naturalization interview?

*If so, check out these resources:
7, 21, 42, & 45*

Do you want to teach lessons about U.S. history and government?

*If so, check out these resources:
11, 12, 24, 27, 30, 32 & 42-49*

Do you want to teach lessons about the Application for Naturalization?

*If so, check out these resources:
7, 17, 35, 42, 43 & 45*

Do your students need some resources to study outside of class?

*If so, check out these resources:
4, 5, 15, 19, 20, 22, 25, 27, 29, 31, 33-35 & 42-49*

**Adult Learning Resource Center
Arlington Heights, Illinois
www.thecenterweb.org/alrc
224-366-8500**

The *Citizenship Educator Orientation Packet* can be downloaded or printed from:
www.thecenterweb.org/alrc/citizenship-pub.html

CHAPTER FOUR

Instruction

In this Chapter:

- Citizenship Teachers
- Volunteers
- Low-Literate Learners
- Dictation Exercises
- Citizenship Activity Suggestions
- Cultural Issues

This chapter explores issues involved in recruiting and training teachers and tutors, professionals and volunteers. The chapter concludes with instructional activities recommended by teachers working with the elderly and a list of cultural issues they have encountered.

Citizenship Teachers

*An interest on the part of language and literacy teachers in the experiences of elders and a genuine belief in the wisdom of their years, creates the potential for respectful exchange and mutual learning.*³³

-Gail Weinstein, San Francisco State University

Job Description

Programs should define the scope of the teacher job description prior to hiring to better identify appropriate candidates. Teachers may be called on to fill a number of responsibilities including instruction, program development, and support services. Teachers should never give legal advice or fill out immigration forms for students. The responsibilities listed are a representative sample.

- Teach courses in ESL Literacy, Citizenship Preparation, etc.
- Develop daily citizenship lesson plans.
- Follow citizenship program curriculum and/or course outline.
- Administer initial English assessment at intake.
- Administer pre- and post-tests.
- Provide ongoing assessment and final course evaluation of learners.
- Incorporate ESL techniques for appropriate language development.
- Provide individual tutoring and/or referral for special needs learners.
- Identify students with learning disabilities for further assessment.
- Make appropriate legal and support services referrals.
- Cooperate closely with legal caseworkers to help learners successfully naturalize.
- Attend ESL and citizenship training sessions and networking activities.
- Perform other responsibilities as assigned.

Teacher Qualifications

A number of qualifications for teachers may be included in selection criteria. The weight given to qualifications varies with the course description, e.g. Native Language Citizenship or ESL/Civics, and the constituency targeted. For example, those with lower English proficiency often prefer a bilingual teacher.

Criteria include the following:

- M.A. or Certificate in TESOL (Teaching English to Speakers of Other Languages) or Linguistics;
- From the learners' ethnic group;
- Teacher certification from the U.S. or another country;
- ESL teaching experience;
- Adult teaching experience;
- Experience teaching children or youth;
- Courses in social work or related subjects;
- Knowledge of the learners' native language or a language in addition to English;
- Advanced English skills (for non-native speakers);

- Bi-cultural;
- Great amounts of patience;
- Understanding of adult learning and second language acquisition theory;
- Understanding of learning styles theory;
- Familiarity with methods to develop second language literacy.

Teacher Recruitment

Teacher recruitment positions can be advertised in mainstream and ethnic media and posted at organizations, such as:

- Community agencies with citizenship programs;
- Master's and certificate programs in TESOL, English, and Linguistics;
- State board of education offices;
- Adult education schools;
- Teacher training facilities;
- Immigrant service and advocacy agencies.

Instructional Staff Professional Development

The professional teaching staff requires training prior to instruction and also while teaching. In some metropolitan areas, adult education trainers offer regular workshops, in other areas they must be offered in coordination with other agencies or in-house. Due to the high turnover among citizenship teachers, there is an ongoing need for staff training.

Initial training topics should be selected to balance out where new teachers lack expertise:

- The citizenship process;
- Citizenship eligibility;
- Issues in working with the elderly;
- Adult learning strategies;
- ESL techniques;
- Citizenship test preparation;
- Citizenship empowerment strategies.

Ongoing staff development is crucial. Staff development helps instructors improve the quality of instruction and assist learners with special needs. It also helps keep instructor morale high.

There are a number of ongoing staff development options:

- Citizenship education peer groups;
- Citizenship committees of immigration advocacy organizations;
- Specialized citizenship training;
- Intermediate/advanced ESL workshops;
- ESL and adult educator conferences.

Mentoring is another staff development technique that enhances both initial training and ongoing staff development. By observing an experienced instructor's class, the new instructor gains an

overview of citizenship classroom pedagogy. Afterwards, the teachers meet to discuss instructional issues and strategies. Shared insights enhance the quality of instruction.

Volunteers

Volunteer Teacher Aides and Tutors

Teacher aides and tutors provide individual or small group instruction within or outside the classroom. They may actually teach some classes, freeing up the teacher to give attention to learners with special problems. Tutors may work in a classroom or be the learner's only instructional contact, especially for those who are homebound. Some teacher aides and tutors are paid professionals. They are generally bilingual and bi-cultural with strengths in understanding and interpreting learner needs.

Many programs also use volunteers instead of or in addition to paid instructional staff. They serve as teacher aides, tutors, and as "USCIS officers" for interview roleplays. Volunteers have diverse backgrounds and are not necessarily bilingual.

Volunteers enrich the quality of instruction and are particularly important for programs on a limited budget. But there are difficulties in relying on volunteers. Since volunteers receive no money for their services, they are more likely to be absent or quit. Programs need a back-up plan for volunteer absences.

Recruiting Volunteer Teacher Aides and Tutors

The following people may be interested in volunteering:

- Family members;
- Members of religious institutions;
- University students;
- High school students;
- Members of learners' linguistic/cultural/religious group;
- Former learners who have successfully completed the program;
- Retired teachers;
- Members of community organizations or other groups.

Volunteers can be recruited through a number of methods:

- Personal outreach;
- Letter or telephone;
- Contacting community, educational, civic, or faith-based organizations;
- Media advertisements (mainstream and ethnic press, radio, television);
- Postings at key gathering places for elders and their families.

Volunteer Teacher Aide and Tutor Screening

People volunteer for many different reasons. They often bring with them distinct skills and life experiences helpful to citizenship programs. Nonetheless, a screening interview is necessary to ascertain whether or not potential volunteers will be a good match for a particular volunteer

assignment. In some cases they are not appropriate at all. For example, some potential volunteers may have a religious agenda or crave the spotlight. They may not have sufficient patience for teaching or they may not act in a culturally appropriate manner.

A number of questions can be asked in a screening interview:

- References;
- Work history;
- Educational background;
- Previous volunteer experience;
- Previous cross-cultural experience;
- Foreign languages;
- Hobbies;
- Reasons for volunteering;
- Volunteer assignment preference(s).

Volunteer Teacher Aide and Tutor Orientation and Training

The volunteer orientation includes an overview of the program and agency, volunteer policies, expectations of volunteers, and training and support services available for volunteers. Orientations also address security issues and program liability in case of accidents. During the orientation, volunteers should sign a contract specifying the volunteer's term of service and outlining procedures taken when volunteers miss classes or appointments. The orientation may either be part of the screening interview or a separate event.

Volunteer training helps all volunteers get a common knowledge base. Initial training ranges from three to 12 hours, depending on the role of the volunteers and the degree of supervision provided.

Ongoing Training and Support of Volunteers

While initial training provides valuable background for volunteers prior to working in the classroom, new issues, concerns, and questions arise once volunteers actually start working. Ongoing training is essential, providing answers to volunteers' "on the job" questions. Continuing volunteer education training enhances program quality while giving volunteers the support needed to encourage retention.

Volunteer ongoing training and support programs include:

- Meeting with volunteers after class or at designated periods of time;
- Regular phone contact;
- Responding to volunteer written reports;
- Workshops.

Visit USCIS' Citizenship Resource Center for a wealth of resources geared for teachers, students, and organizations, including teacher training resources.
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Volunteer Mentors Case in Point:

Volunteer Mentors, Catholic Charities of Los Angeles

The Volunteer Mentors program recruits and trains mentors for learners. The mentors, generally family members or caregivers, provide motivation, counseling and self-esteem enhancement for applicants throughout the citizenship process. Mentors help with class work and address the applicants' questions or concerns about the citizenship process. Mentors often work as teacher aides or one-on-one tutors. Mentors can also provide transportation to classes and/or the USCIS.

Volunteer Tutors Case in Point:

Volunteer Tutoring Program, Hebrew Immigrant Aid Society (HIAS), Chicago

HIAS uses bilingual volunteers (English/Russian and English/Yiddish) for its one-on-one home-based tutorial program. HIAS provides each tutor with a teacher's manual and learner materials. The manual provides instructions on how to conduct each lesson. Learner materials include a textbook with a bilingual glossary, flash cards, and a bilingual recording.

Low-Literate Learners

Learners who are non- or low-literate need additional preparation to be test ready. Some speak a lot of English, others little to none. Some programs develop native language literacy skills prior to English instruction while others begin with English literacy.

There are different philosophies of English literacy instruction. Many programs first develop English listening and speaking skills. Oral English is used to build reading and writing skills. Others begin with sound-letter correspondences.

Learning to read involves many skills:

- Recognizing the graphic differences among letters and numbers;
- Understanding the correspondence between sounds and letters and letter combinations, syllables, and words;
- Recognizing sight words;
- Understanding the arrangement of words into meaningful groups through syntax (grammar);
- Understanding the meaning of words and numbers.

Phonics and whole word, the two main approaches to teaching reading, are often used in combination. Phonics begins with letter-sound correspondences and then proceeds to syllables, words, phrases, and finally sentences. The whole word approach is deductive starting with words, phrases, and sentences focusing on meaning rather than structure.

There are numerous resources and textbooks for teaching reading to the non-literate. Elders can learn to read using both whole word and phonics approaches. Generally the biggest barrier is lack of self-confidence.

Many teachers of the elderly have experienced great difficulty in teaching low-literate elderly to read and write. It is not clear if the problem is related to the methodology used, the amount of

time allotted for instruction, lack of self-confidence on the part of the learners, or some other factor. The low-literate elders require a lot of instruction to learn to read and write sufficient English to pass the citizenship test; it may require several years. A number of low-literate elders also have undiagnosed learning disabilities, which can be difficult to diagnose in languages other than English. A diagnosed learning disability may form the basis for requesting reasonable accommodations or a disability waiver. There is a need for additional research on low-literate elders to identify optimal instructional strategies, determine if there are some elders who have limitations on their learning abilities no matter what kind of instruction is offered, and to identify potential remedies.

Dictation Exercises

Dictation is the most difficult part of the test for many learners. The following is a list of teacher-recommended exercises for dictation preparation. In addition, the Adult Learning Resource Center in Illinois provides [ideas](#) on its website for how to work with students on dictation.

- Practice with high frequency words such as the, and, we, to, in, is, etc.
- Have learners invent their own dictations.
- Proceed from words to phrases to short sentences and finally to longer dictation sentences.
- Give regular spelling tests on key vocabulary from dictated sentences. Provide additional practice by holding a class spelling bee.
- Have learners count the number of words they hear in a dictated sentence.
- Write three sentences on the board and number them. Read one aloud and ask learners to identify which one they hear.
- Have learners fill in the blanks on dictation sentences. They often miss small words like the, it, in, and a, e.g. ___ president lives ___ Washington, DC.
- Make recordings of sample dictation sentences for learners to practice in class and at home with speakers with different accents and dialects. Provide correct answers on companion index cards.
- Have learners repeat the sentence to themselves before they write.
- Write a sentence on the board and read it individually and chorally. Have learners copy it. Erase a few words at a time and dictate the sentence. Gradually work until the board is blank. Another option is to have individual learners come up to the board and write the missing words.
- Write the first letter of each word in a dictation on the board.

Citizenship Activity Suggestions

Every day, spend a period of time practicing personal information questions about students' weekend, families, etc. At first students will give simple answers, but after some time they will take a genuine interest in getting to know one another. They will initiate conversation and encourage each other to talk about themselves. This is one of the most important skills for the interview.

-Tehmina Khan, Centro Latino de San Francisco

[Part 10 of the N-400 needs] much attention. [First,] there are [32] questions an applicant should answer “no” to. These questions begin with “have you ever...?” For instance, “have you ever been a habitual drunkard?” As most people are not habitual drunkards, this should be answered with a “no.” Since the nature of these... questions tends to be negative, teaching the applicant how to recognize the key phrase of “have you ever...?” and associating it with a “no” answer becomes a focal point. We also teach them the importance of knowing what it is that they are saying “no” to.

[Next,] there are [six] questions that require a “yes” answer. Some are preceded by the phrase “Are you willing” such as “Are you willing to take the full Oath of Allegiance?” Again, we teach them to understand each question.

-Jo Marcel, Catholic Charities, Los Angeles

Instructional activities should vary in order to address the students’ different learning styles: aural, oral, visual, and kinesthetic.

-Gloria M. Eriksson, Grant Adult Education Center, Sacramento

I teach Cambodian students to pronounce English words by referring to similar sounding words in Khmer. For example, the word “star” is similar to the word in Khmer for eating or consuming grandfather. It’s also a good memorization strategy.

-Lany Lang, Buddhist Temple, Silver Spring, Maryland

I try and encourage students to express an opinion rather than assume there is always a right and wrong answer. This is important to promote civic participation.

-Larry Butler, Vietnamese-American Civic Association, Dorchester, Massachusetts

Enjoy humorous moments together – however and whenever they arise in class.

-Elisabeth Mitchell, Tacoma Community House Training Project, Tacoma, Washington

I regularly use humor with my Vietnamese students, but never try to embarrass them. This helps them learn and also feel more relaxed and comfortable. Here are some jokes that always give them a good laugh:

- *A woman had practiced very hard for the test. When the officer asked her “Have you ever practiced prostitution,” she said, “Yes, it’s the supreme law of the land.”*
- *If you intend to rob a bank, wait until you’re a citizen. At least you will not be deported.*
- *To remember the supreme law, think about a Taco Supreme.*
- *You can ask the [USCIS] officer to repeat questions, but not every question.*
- *When the officer asks you about the truth oath at the beginning of the interview, wait until he’s finished to say “I do.” Don’t cut him off.*
- *Don’t dress up for the interview. Leave your 18 karat diamonds at home.*
- *When my female students tell me they’re too old and can’t possibly learn English, I say the following. “Ma’am, what do you do at home?” She usually responds, “I cook.” Then I say, “Cooking takes a lot of skill. I’m a terrible cook. I always burn my food. But you have memorized all of the ingredients and directions to cook. You have a good memory and good coordination for cooking. I think it’s harder to cook than to learn English. You’ll have no problem.”*

-Jo Marcel, Catholic Charities, Los Angeles

Have your students work together to generate class rules on topics such as use of native language in the classroom, attendance, and homework.

-Kara Rosenberg, Palo Alto Adult School, California

Consider “discovery” a key instructional strategy. Use real tasks and real materials. Help students to discover reality for themselves by handling materials. Stimulate them to look with fresh eyes at old information and to find relationships between old and new information by pointing out problems rather than telling students the solution. Encourage them to ask “why” questions again – many have given up on finding answers. Promote initiative by having a “reporting” time when they can share their discoveries with the class. Take class visits to a court, city council meeting, police station, etc. Invite visitors to come and make short presentations.³⁴

-Margaret Silver, International Institute, St. Louis

Use a regular teaching pattern for each class, but also regularly surprise your students so they learn to flexibly respond to unexpected situations.³⁵

-San O, South-East Asia Center, Chicago

Ask learners about any time they speak English outside of class. For example, with neighbors, friends, at the doctor, etc. Then give them a specific assignment to use English outside the classroom.³⁶

-Kara Rosenberg, Palo Alto Adult School, California

I tell the students about myself and my family. I also have students bring in family pictures and explain them. Then they write an autobiography. They answer questions such as the following:

- *Where were you born?*
- *Where did your parents come from?*
- *How many children do you have?*
- *How many grandchildren do you have?*
- *Where does your family live?*
- *Why did you move to the United States?*
- *What do you dislike about living in the United States?*
- *What are the most common problems that you have here?*

-Evelyn Reader, Baltimore City Community College, Maryland

The Constitution is like the rules in your family. For example, the children must go to bed at 8pm. If you have guests from California, you let the children stay up until 10pm. This is like a change to the Constitution or an amendment.

-Dzung Nguyen, Vietnamese Association of Illinois

As part of the curriculum, we have created binders for each student that get pages added to them each session. This works best since the curriculum is being developed and implemented simultaneously.

-Jill Lind, World Relief, Chicago

Since we are a Jewish agency and our clients are Jewish, we incorporate information about Jewish history and culture into our classes. On the last day of class we have a celebration with our students. We bring bread and wine and Shabbat candles and say the blessing over them. This is a typical Jewish celebration, but most of our clients were unable to celebrate openly in

their native country. We also do this to let them enjoy the experience of such a public display of Jewish culture.

-Karen B. Olenick, HIAS, Chicago

We explain everything that will happen at the [USCIS] interview starting with the metal detector, checking their handbag, and having their names called in the waiting room. In this way there are no surprises.

-Doree Sabin, Jewish Family Service, Southfield, Michigan

For self-directed dictation practice, record several sentences two times each... Number the sentence and write out 3x5 cards that correspond with the sentences, one per card. The student listens to the [recording] and writes the dictation. It can be checked against the card for self-correction.

-Marlene Haley and Eric Rosenbaum, Riverside Language Program, New York

Cultural Issues

All of our students have been the elderly from the former Soviet Union. We find that they are eager learners, however they can be quite demanding and often show up at several classes although they are told to only attend the one for which they are registered. Sometimes in class they interrupt other students or the teacher because they don't find what is being said important or interesting. We try to prevent this by openly and clearly discussing respect in the very beginning, but often students need reminders.

-Nancy Karp, Jewish Vocational Service, Boston

Our students from the former Soviet Union expect teachers to teach them the "right" answers (deductive method) in grammar, civics, etc. (Although they are also glad to express their own opinions.) This is one reason they get "hung-up" on the 100 questions rather than the more important interview to which there are no "right" answers or even "right" questions.

-Mary McLaughlin, Jewish Family Services Association, Cleveland Heights, Ohio

Students from the former Soviet Union may get into what appears to be raging arguments in their native language. Generally, they're not as angry as they seem. Just redirect the focus of class.

-Ken Henrickson, Interchurch Refugee and Immigration Ministries, Chicago

We talk about cultural differences because students may do something that is quite normal for their culture in the interview, but not acceptable in the American culture. For example, in Asian culture, people tend to bow their heads as a sign of respect. In the Hispanic culture, people tend to want to "kiss" the officer in gratitude. These are out of place because in American culture we normally shake a person's hand.

-Jo Marcel, Catholic Charities, Los Angeles

Asians are taught that respect means they should not talk or take initiative. It's difficult to unlearn these old habits for the citizenship interview.

-San O, South-East Asia Center, Chicago

Culture is very important in citizenship classes. For example, Vietnamese have a lot of respect for teachers.

-Dzung Nguyen, Vietnamese Association of Illinois

Many Cambodians don't know their own history so it's difficult for them to relate, for example, Cambodian independence from France to the independence of the United States from England. They didn't know that Cambodia was ever a colony.

-Lany Lang, Buddhist Temple, Silver Spring, Maryland

Due to "ethnic" issues, there are often small spats between students. Regional differences are often raised between students from urban and rural areas. However, the strongest impact is the culture of being refugees from a very brutal war. Evidence of advancement can disappear with a problem from home or from Bosnia.

-Thomas Robb, Bosnian Herzegovinan American Community Center, Chicago

Asian and many European cultures are very focused on mastery of everything. Sometimes it is impossible to achieve mastery. I try to help them realize that what they know currently is sufficient for [USCIS] and mastery will probably come with time, practice, and more exposure.

-Carol Garcia, College of Du Page County, Illinois

Asians need practice to change their customs of not responding immediately to questions. Analogies are useful to help students understand. "Imagine you are playing ping pong. When the ball comes at you, you hit it back." "Imagine there is gold in the streets. Are you going to wait a few minutes to get some?"

-San O, South-East Asia Center, Chicago

Our Haitian students are mostly Baptists. They have very strong religious beliefs and spend most of their free time in church. They don't go out to events like movies, concerts. You have to keep this in mind when connecting class material to their real lives.

-Paulina Bazin, Catholic Charities, New Orleans

In our culture disabled people are hidden their whole lives. It's considered a shame to be outside. They had no formal instruction, because there is no special education. It's very hard when these people have to attend citizenship classes. They feel very bad to be seen. When they come the first day they are terrified to talk.

-Angel Kindo, Assyrian National Council, Illinois

Cultural Activity Case in Point:

Fresno Interdenominational Refugee Ministries (FIRM), Fresno, California

FIRM utilizes the traditional crafts and hobbies of Hmong and Lao elders as an effective tool for teaching citizenship. When FIRM learned that elders enjoyed quilting, staff assisted them to create "citizenship quilts." The elaborate, colorful quilts depict the U.S. flag, George Washington, the Mayflower, and questions from the N-400 such as "What is your address?" the elders also enjoy singing folk songs, so the citizenship class created songs about U.S. history, including the 13 colonies and July 4th. These were recorded and distributed for home study. These creative visual and auditory aids raise elders' self esteem and give them a sense of pride in their skills.

Resources

CLINIC handbook, [*Citizenship for Us: A Handbook on Naturalization & Citizenship*](#)

CLINIC handbook, [*Strategies for Naturalizing the Most Vulnerable Applicants: A Guide to Helping Refugees and Immigrants Who Are Elderly, Disabled, Low-Income, Low-Literate, and Limited English Proficient*](#)

CLINIC toolkit, [Creating a Citizenship Preparation Program](#)

USCIS [Citizenship Public Education and Awareness Initiative](#)

USCIS [Citizenship Resource Center](#)

USCIS handbook, [Expanding ESL, Civics, and Citizenship Education in Your Community: A Start-Up Guide](#)

[America's Literacy Directory](#)

End Notes

Chapter 1

¹ Ungar, Sanford, *Fresh Blood: The New American Immigrants*, Simon and Shuster, New York, 1995, 186. Cited as *Fresh Blood*.

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³ *New Branches*, 4.

⁴ *New Branches*, 2-3.

⁵ *Fresh Blood*, 186.

⁶ Mollica, Anthony and Nuessel, Frank, *The Good Language Learner and the Good Language Teacher: A Review of the Literature and Classroom Applications*, Vol. 4, No. 3 ISSN 1195-7131, Spring 1997. Stern (1975:316) cited and Rubin (1975:45-48) Naiman, Frolich, Stern, and Todesco (1978:25) cited in Stern (1983:406) Reiss (1985:518) Lalonde, Lee and Gardner (1987:23).

⁷ Guss Grognet, Allene, *Elderly Refugees and Language Learning*, Spring Institute for Intercultural Learning: ELT Technical Assistance 1998, 1. Hereafter cited as *Elderly Refugees*.

⁸ The latter six paragraphs were adapted from the video series, University of Hawaii, *Growing Old in a New Age: Learning, Memory, Speed of Behavior*, The Annenberg/CPB Collection, Burlington, Vermont, 1993. Hereafter cited as *Growing Old*.

⁹ *Growing Old*, video.

¹⁰ Weinstein-Shr, Gail, *Literacy and Older Adults in the United States*. NCAL Technical Report TR94-17, January 1995, 19.

¹¹ *Elderly Refugees*, 3.

¹² Weinstein-Shr, Gail, *Growing Old in America: Learning English Literacy in the Later Years*, Eric Digest, National Clearinghouse for ESL Literacy Education, December 1993, ED-LE-93-08, no pagination. Cited as *Learning English Literacy*.

¹³ Schleppegrell, M. (1987), *The Older Language Learner* (ERIC Document Reproduction Service No. ED 287 313).

¹⁴ The latter six points were presented by Patricia Petherbridge-Hernandez and Kathleen P. O'Donnel at International TESOL conference workshop, "Citizenship Instruction for Older and Challenged Students," March, 1998.

¹⁵ *Learning English Literacy*, no pagination.

¹⁶ The information in this section has been excerpted from *Alcohol Use and the Older Adult*, The Community Health Alliance, 1999, no pagination.

<http://www.chemicaldependency.org/factsheets/oldradult.html>; *Just the Facts: Chemical Dependency and the Elderly*, The National Clearinghouse for Alcohol and Drug Information, no pagination. <http://www.health.org/pubs/elderly/elderly.htm>.

¹⁷ The information in this section has been excerpted from *Alzheimer's Disease Society Web Page*, London, UK, no pagination, <http://www.alzheimers.org.uk/>; *Alzheimers.com* Nethealth, Inc. a division of Epicenter Communications, no pagination. <http://www.alzheimers.com>

¹⁸ The information for this section has been excerpted from *Health Profiles: Communicators Better Arthritis: A patient's guide to better health*, no pagination.

<http://fbhc.org/Patients/BetterHealth/Arthritis/home/html>; *The Arthritis Source*, edited by

Frederick Matsen III, Department of Orthopedics, University of Washington, Seattle, no pagination. http://www.orthop.washington.edu/bonejoint/xzzzzzzz5_1.html

¹⁹ My thanks to Umang Patel, Northwestern University Dental School, for his insights on the topic “Dental Problems.”

²⁰ The information for this section has been excerpted from *Depression, Intellihealth*, Home to Johns Hopkins Health. Intelli-Health, Inc., 1996-1999, no pagination.

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http://www.shp.com/articles/aging_information/agdepl.html

²¹ *Elderly Refugees*, 2.

²² *Diabetes*, Intelli-Health, Inc., April 29, 1998, no pagination.

<http://www.intelihealth.com/IH/ihtIH>

²³ Adapted from National Institute on Aging, *Hearing and Older People*, 1994, no pagination.

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²⁴ The information for this section has been excerpted from *What is Heart Disease?*, American Heart Association, no pagination; *Coronary Artery Disease*, HealthGate, 1999, no pagination.

<http://bewell.com/hic/coronaryarterydisease/>; American Heart Association, *Heart Attack*, no pagination.

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²⁵ The information for this section has been excerpted from: Patterson, Christopher and Logan, Alexander, *Hypertension in the Elderly: Case-Finding and Treatment to Prevent Vascular Disease*, Canadian Task Force on Preventive Health Care, finalized by the Task Force in 1994, no pagination.

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http://www.snap.com/main/page/pcp/0,3,-764,00.html?st.sn.sr.8.2_764; *Parkinson’s Overview*, no pagination.

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²⁸ Portman, Scott, *Recognizing Signs of Post Traumatic Stress Disorder*, Citizenship Illinois, January 1999, Issue No. 11, Illinois Coalition for Immigrant and Refugee Rights, 4.

²⁹ *Recognizing Signs*, 4.

³⁰ Hrubes, Lawrence, *Strategies for Promoting a Positive Atmosphere in the ESL Classroom: Helping Traumatized Refugees*, The Canadian Centre for Victims of Torture, Toronto, Canada, no pagination.

<http://www.icomm.ca/ccvt>

³¹ Information About Urinary Incontinence, 1997, Clinical Solutions, no pagination.

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Chapter 4

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³⁴ Silver, Margaret, *17 Guiding Principles for Working with Seniors, Compass Points: New Directions for English Teaching Training*, Vol. 3, Summer 1998.

³⁵ *Provider Profile: South-East Asia Center*, Citizenship Illinois, Summer/Fall 1997, Illinois Coalition for Immigrant and Refugee Rights, Issue 4, 13.

³⁶ Presented by Kara Rosenberg at International TESOL Conference Workshop, “Teaching and Motivating Older Adult Language Learners,” March 11, 1999.