

# N-400 Part 8: Marital History

## Lesson Plan

### 1. Current and Prior

#### Presentation and Review

- Ask students what day of the week it is.
- Write on board:  
Today is \_\_\_\_\_.
- Ask students what month it is.
- Write on board:  
This month is \_\_\_\_\_.
- Write the word *current* over the sentences and explain that *current* means *now*.
- Ask students what day of the week it was yesterday.
- Write on board next to the current information:  
Yesterday was \_\_\_\_\_.
- Ask students what month it was last month.
- Write on board next to the current information:  
Last month was \_\_\_\_\_.
- Write the word *prior* over the sentences and explain that *prior* means *before*.
- Remind students that they have already heard these terms in conjunction with other parts of the N-400 including the section on names.
- Review how to talk about names by asking students questions such as:  
What is your first name?  
What other word on the N-400 means first name?  
What is your last name?  
What other word on the N-400 means last name?  
What is your middle name?  
Did you have a different name when you were a child or before you were married?
- Model the following questions on the board, then have students ask and answer them in pairs:  
What is your current name?  
What was your prior name?  
What is your current job?  
What was your prior job?

#### Practice

- Give students a handout with the matching exercise on it. Have them match the term to the definition.

## 2. Talking about spouses

### Engagement

- Tell students that the N-400, Application for Naturalization Part 8 asks information about their current and prior husbands and wives. They will need to be able to discuss information about their marriages at their naturalization interview.
- Write the following on the board:  
Do you have a wife? What is your wife's name?  
Do you have a husband? What is your husband's name?
- Ask male students if they have a wife and if so, what her name is.
- Ask female students if they have a husband, and if so, what his name is.

### Presentation:

- Explain the one word means both husband or wife. That word is *spouse*. *Spouse* can be used for both males and females.
- Use the questions written before and replace the words *wife* and *husband* with *spouse*.
- Ask questions to the students again to demonstrate how the question "Do you have a spouse" can be directed towards both male and female students.
- Pass out the handout: Talking About Spouses.
- Have students select which questions are appropriate for the man and which are appropriate for the woman. Let them know that there are several correct answers for each.
- Then have students ask and answer the "Answer Aloud" questions in pairs.

## 3. Magda's Marital History

### Presentation and Review

- Pass out the handout: Magda's Marital History.
- Go over the illustration with the students to make sure they understand it.
- Review how to say dates in English. Be sure to use the format required on the N-400 application which is MM/DD/YYYY
- Show the date that Magda and her first husband got married:  
09/21/1996
- Demonstrate which is the month, day, and year.

### Practice

- Write choices on board and ask students which way is the correct way to write the date that Magda and her current husband James got married.
- Have students write the date that James and his first wife Tammy got married.

- Have students complete the questions on the handout about Magda's current and prior marriages individually or in pairs.
- Then go over the answers.

## 4. Discussing Marriages

### Presentation

- Show the parts of the N-400 Application Part 8 that ask how marriages end.
- Give definitions and examples for each of the choices (divorce, spouse died, other).
- Ask students which people got divorced in the handout about Magda's Marital History.

### Application

- Ask students to write down why their own marriage ended if they had a marriage that ended.

## 5. Your Marital Status

### Presentation and review

- Review with students Part 3 of the N-400 that asks about *marital status*. Remind them that *marital status* means their current marriage situation.
- Write the choices on the board (single, married, divorced, widowed) and ask students to choose which one applies to them.
- Present the new concept of *immigration status*. When students are asked about their spouse's immigration status, it means their spouse's current immigration situation. Reminder: Remember that teachers do not advise students on how to answer questions on the N-400 Application for Naturalization. Only qualified legal professionals can do that. The teacher's job is to give students help expressing their own answers in English.
- Write the choices on the board (U.S. Citizen, lawful permanent resident, other) and ask students to choose which one applies to their spouse:

### Practice

- Write on the board the information that students might have to say about their prior spouse and even their prior spouses' spouse:
 

|                    |                         |
|--------------------|-------------------------|
| Last name          | Date of marriage        |
| First name         | Date the marriage ended |
| Middle name        | How the marriage ended  |
| Immigration status |                         |

- Ask students to find the spaces on their N-400 applicant that list each piece of information.
- Give them time to study this information on their own N-400 application before trying to talk about it.

### **Application**

- Have students answer questions about their current and prior marriages using Practice 1: Questions about your current spouse and Practice 2: Questions about your prior spouse.
- There are several ways this activity could be structured:
  - Students can take turns asking and answering each other in pairs.
  - Students could be given a headset and listen to the audio and then answer out loud.
  - Students could work with the teacher or a classroom volunteer who would ask these questions to students individually.

Teachers must figure out what works best in their own particular classroom situation.