Outline of Today’s Workshop

1. Slide show
2. Break-out groups to work with materials and activities
3. Small group brainstorming
4. Come back together for questions and discussion
5. Plan for December follow-up workshop
Differentiated Citizenship Instruction for Low-Literacy and Low-English Students

• **Passing the interview:** What knowledge and skills are needed?

• **Materials and activities:** Identify what works for students with widely varying abilities:
  • literacy, language, memory, education

• **Managing a mixed-level, mixed-ability class**
  • Use a student-centered approach
  • Evolve a management style that works for you

• **Assessment:** Use ongoing assessment and adjustments
Your Students

• English
  – Low
  – Intermediate
  – High
• Literacy
  – Low
  – Intermediate
  – High

Ranges: low-low to low-int to low-high to int-high
Majority ↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑
## Your Schedule

<table>
<thead>
<tr>
<th>Range</th>
<th>Most Common</th>
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<tbody>
<tr>
<td>1 to 4 days per week</td>
<td>1</td>
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<tr>
<td>2 to 3.5 hours per week</td>
<td>3</td>
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<tr>
<td>9 – 14+ weeks per term</td>
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## My Students and Hours

<table>
<thead>
<tr>
<th>English: low-int</th>
<th>Literacy: low-int</th>
<th>5 days/week</th>
<th>2.5 hours/day</th>
<th>14 weeks/term</th>
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<tr>
<td>English: high</td>
<td>Literacy: int-high</td>
<td>1 day/week</td>
<td>3 hours/day</td>
<td>14 weeks/term</td>
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Workshop Objectives

You will be able to:

• Explain the knowledge and skills needed for a successful interview
• Explain what your students should and should not expect at the interview
• Form working groups based on your program’s structure and on your students’ needs and abilities
• Identify appropriate types of materials and activities for your situation
• Identify organization methods that may work for you
• Engage in ongoing assessment and adjustments to maximize a student-centered approach
Passing the Interview

Naturalization applicants will need to:

A. Answer any of 100 questions about U.S. government, history and civics (6 of 10)

B. Read a sentence containing restricted vocabulary (1 of 3)

C. Write a sentence containing restricted vocabulary (1 of 3)

D. Communicate in English (at varying levels of proficiency)
A. 100 Questions
10 chances for 6 correct responses

What skills are needed?

– Memorization

– Listening comprehension with attention to detail
  • Focus on the complete question
  • Listen, don’t anticipate
  • Remain calm (enough)

– Confidence and ability to ask: Can you repeat that slowly, please?

– Adequate pronunciation for comprehensible responses
B. Reading a Sentence
3 chances to read 1 sentence mostly correctly

What skills are needed?
- Sight word recognition
  • Compensation strategies for low literacy*
- Forgivable errors
  • Misreading or omitting minor words
- Fatal errors
  • Long hesitations, gross errors, misreading important words
- The pronunciation factor
  • Must be comprehensible

*See www.uscis.org/Applicant Performance on the Naturalization Test/Scoring guidelines for the U.S. Naturalization test
C. Writing a Sentence
3 chances to write 1 sentence mostly correctly

What skills are needed?

– Aural word recognition
– Legibility
– Spelling
  • Compensation strategies for low literacy*
– Capitalization and punctuation
– Forgivable errors
  • Minor omissions or misspelling, punctuation, capitalization
– Fatal errors
  • Major omissions or misspelling, illegibility

*See www.uscis.org/Applicant Performance on the Naturalization Test/Scoring guidelines for the U.S. Naturalization test
Recent Changes to Interview Process

• Officers are asking applicants to use a tablet for the dictation (one word per line) and for the signature.

• The order of the different portions of the exam may vary: civics – reading – writing – interview portions may occur in any order.

• The order of the N-400 questions may seem arbitrary, for example jumping between one section and another.

• Applicants now have their picture taken at the interview.

• Many unexpected questions may be asked, for example:
  
  – Are you a good person? Why?
  – Have you received any public benefits?
  – What do you know about United States history?
D. English Communication

What assessment is used by the USCIS?

This appears to depend on the inclination of the USCIS officer conducting the interview.

The “pass threshold” for English ability is interpreted differently by individual officers.
Assessment of English ability is **ongoing throughout the entire interaction with the USCIS officer.**

- Greetings and small talk while still in the waiting room
- Following directions (left, right, stand, place finger)
- Comprehension during civics, reading & writing exam
- Interview based on N-400 information and questions
  - Personal Information: comprehension and responses
  - Part 12: Additional Information about You
    - Yes or No
    - What does it mean?
Part 12 of the N-400 Form

• Easy interview: Answer yes or no.

• Difficult interview: Explain the question or word.
  – What did you just swear?
  – What does “truth” mean?
  – What is the difference between a jail and a prison?
  – What is genocide? What does “kill” mean?
  – Have you ever been discharged from training or service in the U.S. Armed Forces because you were an alien? Explain what this means.
3 Important Questions

• Can you please repeat slowly?

• Can you please say that a different way?
  – Can you say that another way?
  – Can you rephrase that please?

• May I please speak with a supervisor?
  – Use with discretion and only if necessary.*

* See USCIS the document: SCORING GUIDELINES FOR THE U.S. NATURALIZATION TEST
Management

Approach to curriculum & instruction methods

• Your approach is student-centered – You are serving individual students in a group environment.

• Your approach to each student must be guided by:
  – individual abilities and needs of that student
  – the single goal of passing the interview*

*Caveat – I do teach about U.S. government and history but my class is 5 days/week and runs all year long.
How?

A. Management, materials and activities for differentiated instruction in a mixed low-level class that meets multiple days a week.

B. Management of a less differentiated approach for students with high communication skills, varying literacy skills and only 3 class hours per week.

The goal of this workshop is to present a variety of approaches that can be combined, reconfigured and adapted to your individual students and your specific teaching situations.
Curriculum for Multi-level Classes:

Your curriculum is fluid and flexible. You are constantly evaluating and adjusting your instructional approach with respect to:

– Length and scope of a lesson
– Length and nature of an activity
– Method of instruction
– Type of materials

Your curriculum is a box of tools that you will apply as needed for each individual student and/or group of students.
Don’t Panic!

• Students can be grouped by ability:
  – spelling, speaking, etc.
  – content mastery (percentage of 100 questions mastered)

• Groups can be collapsed or divided depending on:
  – objectives for the activity
  – availability and experience of
    • volunteers
    • student leaders
Management Considerations

• People – Well-trained volunteers are an invaluable asset in multi-needs classes.

• Space – Be creative with what you have and, if possible, invade new territory!

• Time – Whatever works for you, do it and don’t be afraid to revise the schedule; it’s a learn-as-you-go process.

• Assessment – Note the specific challenges and strengths of each student on a daily basis and regroup or make adjustments as needed (materials, scope, activities, group size).

• Materials and Activities
  – must be targeted to the objective and appropriate for the individual student or group of students
  – should be easy to use and suitable for use by pairs, small or large groups, and with or without a teacher or group leader
People: Well-trained Volunteers Are Invaluable!

• Community volunteers
  – Advantage: They model native English.
  – Disadvantage: They are unfamiliar with the students’ needs and abilities.

• Former student volunteers
  – Advantage: They know the ropes.
  – Disadvantage: They have varying English abilities.

• Student leaders
  – Similar to former students
Community Volunteers

• Training is important.
  – It’s crucial to understand how to work with adults who have limited educational background

  * Low-Literacy Volunteer Guide is available

• Flexibility and attitude are important.

  Expectations vs. adaptability
  “It’s not about what I want; it’s about what they need.”
  Lauren McGillicuddy, a current volunteer

• Patience and willingness to learn are important.
Former Citizenship Student Volunteers

• Former citizenship student volunteers have valuable experience - an inside perspective.

• Personalities of the volunteers are important.
  – Respect, patience, willingness to learn from the experience (pronunciation, teaching skills, etc.)

• Attitudes of the students are important.
  – They need to know that their USCIS officer may be an immigrant with a non-native accent.
Student Leaders

• The same challenges apply to classmates serving as group leaders:
  – patience, respect, leadership skills, pronunciation, etc.

• Advantages:
  – Student leaders can be chosen by observing how they work with their classmates.
  – Shy students can develop valuable confidence by helping as student leaders.
Space — Be Creative With What You Have.

- Organize your tables for both whole class and small group work.
- Have a small table for one-on-one or individual work.
- Is there space available outside the classroom for small groups or one-on-one tutoring?
- Get used to a noisy space with different activities.
Time and Grouping – Find What Works for You.

• Do you begin with all students together and then break up into groups?
• Do you have students begin with independent activities and then come together?
• Have extra copies of materials so 2-3 groups can do the same activity at different paces.
• Experiment.
Assessment and Grouping

• Literacy level
• English comprehension
• English expression
• Learning style
• Learning challenges
• Learning strengths
• Personality
• Circumstances (interview time frame)
Assess Each Student Frequently.

- Do this while you are working with a group.
- Assess each student in the group.
  - How is she doing? Is this working for her?
  - If not, why not?
    - Is there a problem with group dynamics?
    - Is the activity too difficult or too abstract?
    - Does she need more one-on-one work or can you subdivide the group?
    - Is this activity necessary? Can you substitute?
Assess Yourself

• Is the grouping appropriate?
• Does the activity target the objective?
• Is the activity appropriate for students’ abilities?
• Is the activity easy so that the students can concentrate on the content and not the activity?
• Do the materials fit the activity?
• Does this activity and these materials meet the learning objective for these students?
Materials

• Useful published textbooks and CDs
  – available here for browsing

• Online resources
  – USA Learns Citizenship

• Useful commercial tools - available here for viewing
  – Small laminator - endlessly useful
  – Califone or other brand of card reader/recorder
    • self-paced dictation, listening comprehension, reading, etc.
  – Hanging pocket charts
    • matching, sorting, organizing, etc.

• Homemade materials – guaranteed to be designed for your students
Evaluating the Materials

- What objectives do they target?
- Are they easy to use?
- What knowledge or skills are required to use them?
- Can they be used independently?
- Are they self-correcting?
- Can they be used for different size groups?
- Are they easy for you to make?
Evaluating Activities

• Active
• Interactive
• Easy to understand
• Targeted to the objective
• Is training required?
• What is their function?
  – Learning?
  – Practicing?
  – Memorizing?
Materials Preview

• Civics
• English Reading
• English Writing
• English Communication
  – Adequate vocabulary and sentence structure
  – Adequate pronunciation
• English Listening Comprehension
• N-400 Parts 1 through 11
• N-400 Part 12
<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>1. What is the supreme law of the land?</td>
<td>The Constitution</td>
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<tr>
<td>2. What does the Constitution do?</td>
<td>It sets up the government.</td>
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<td>3. The idea of self-government is in the first three words of the Constitution. What are these words?</td>
<td>We the people</td>
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<tr>
<td>4. What is an amendment?</td>
<td>A change to the Constitution</td>
</tr>
<tr>
<td>5. What do we call the first ten amendments to the Constitution?</td>
<td>The Bill of Rights</td>
</tr>
<tr>
<td>6. What is one right or freedom from the First Amendment?</td>
<td>Freedom of speech</td>
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<tr>
<td>7. How many amendments does the Constitution have?</td>
<td>27</td>
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<tr>
<td>8. What did the Declaration of Independence do?</td>
<td>It announced our independence.</td>
</tr>
<tr>
<td>9. What are two rights in the Declaration of Independence?</td>
<td>Life and liberty</td>
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</tbody>
</table>
Civics Q&A Strips: Cut the study sheets up into strips and use for independent practice.
Pronunciation Bingo for commonly mispronounced words.
Writing boards are good for dictation practice. Cut up an old T-shirt for erasers. Boards are affordable at Family Dollar and similar stores.
Laminated Reading & Writing Strips

Thanksgiving and Labor Day are two American holidays.

Washington, Canada is north of the United States.

All people are the right to be free. George Washington.

All people want to be free.

People have the right to freedom of speech.

Dictation Sentences
Make sentences using the reading and writing vocabulary. Have students copy them. Then cut the paper into strips for peer dictation practice.
People come to the United States for freedom.

The students study English here.

Do you have a one dollar bill?

Do you have a fifty dollar bill?

Do you have a hundred dollar bill?
Mock Interview R/W

What is the capital of the United States? The capital of the United States is Washington, D.C.

What is the largest city in the United States? New York City is the largest city in the United States.

What state has the most people? California has the most people.

When is Labor Day? Labor Day is in September.

When is Thanksgiving? Thanksgiving is in November.

Where is Canada? The President lives in the White House.

Who was the first President? The first President was George Washington.

Congress has how many seats? Congress has 535 seats.

Independence Day is in July.
Grab and Delegate

Listen and write.

Sentences for Writing Practice
Write each sentence ten times in your notebook.

1. The United States has 50 states.
2. Washington, D.C. is the capital.
3. The flag is red, white, and blue.
4. The flag has red and white stripes.
5. Flag Day is in June.
6. New York City was the first capital.
7. California has the most people.
8. Canada is north of the United States.
9. Alaska is the largest state.
10. Mexico is south of the United States.
11. American Indians lived here first.
12. They want to live in a free country.
13. People come here to be free.
14. Columbus Day is in October.
15. Thanksgiving is in November.
16. Delaware was the first state.
17. Washington is the father of our country.
18. Washington was the first president.
19. Washington is on the dollar bill.
20. Adams was the second president.
21. Lincoln was the president during the Civil War.
22. Presidents' Day is in February.
23. Memorial Day is in May.
24. Freedom of speech is a right.
25. The people elect Congress.
26. We have 100 senators.
27. Congress meets in Washington, D.C.
28. We vote for president in November.
29. The president lives in the White House.
30. The White House is in Washington, D.C.
31. Labor Day is in September.
32. We have to pay taxes.
33. Congress makes laws.
34. Citizens can vote.
35. They want to vote.
36. Independence Day is in July.
Alternative to Sentence Strips:
Use with partners or small groups.

1. Citizens have the right to vote.
14. Canada is a country.

1. Americans have freedom of speech.
14. The President is elected by the people.
15. Thanksgiving is in November.
16. Alaska is the largest state.

27. Independence Day is in July.
28. American citizens can vote.
29. Canada is north of the United States.
30. Mexico is south of the United States.
31. Congress meets in Washington, D.C.
32. Americans have freedom of speech.
33. American Indians lived here first.
34. Delaware is a state.
35. Memorial Day is in May.
36. George Washington is on the one dollar bill.
37. The United States has fifty states.
38. Washington, D.C. is a city.
N-400 Parts 1 – 11
Grab and Delegate

1. What is your full name?
2. What is your family name?
3. What is your given name?
4. What is your first name?
5. What is your last name?
6. Do you have a middle name?
7. Do you want to change your name?
8. Did you have a different name before?
9. What city do you live in now?
10. What is your country of birth?
11. What is your date of birth?
12. What street do you live on?
13. What is your address?
14. How long have you lived in the United States?
15. How long have you been a legal resident of the United States?
16. When did you first enter the United States?
17. What was your port of entry?
18. When did you become a legal resident of the United States (e.g., with a green card)?
19. What is your phone number?
20. What is your physical address? (where do you live?)
21. What is your mailing address? (where do you get your mail?)
22. How long have you lived at your current address?
23. What was your former address? (What was your address before?)
24. Is your mother a United States citizen?
25. Is your father a United States citizen?
26. Does your mother live in the United States?
27. Does your father live in the United States?
28. Is your spouse a United States citizen?
29. Does your spouse live in the United States?
30. Do your children live in the United States?
31. Where do your children live?
32. Are you single, married, widowed or divorced?
33. Are you children United States citizens?
34. What is your country of nationality?
35. How many years have you been married?
36. What is your date of marriage?
37. What is your spouse’s name?
38. How many times have you been married?
39. Have you traveled outside the United States in the last five years?
40. How many times have you traveled outside the United States?
41. Have you visited your country in the last five years?
42. Have you ever traveled to Canada?
43. Are you a U.S. citizen now? Did you ever tell someone you were a U.S. citizen?
44. Did you ever vote in the United States? (before)
45. Did you ever register to vote in the United States? (before)
46. Did you vote for the president in your country? (before)
47. Do you want to vote after you become a United States citizen?
48. Who do you live with?
49. Who did you come to the United States with?
50. Do you have a job? Where do you work? What do you do?
51. Do you go to school? What’s the name of your school?
52. Why do you want to be a United States citizen?
53. Why did you come to this country?
Speaking Groups of 2, 3, 4, 5
Color Coding Will Keep You Sane!

Make multiple copies on sheets of different colored paper, then cut into strips for students to practice with partners. Colors will help you sort the sets of strips if they get mixed up. (Sooner or later they will.)

Mark sets to easily sort them if they get mixed up.
Practicing *When* and *How Long*
Make sets of question strips to practice answering questions in N-400 Parts 1-11. Keep them handy. Students can practice with partners or small groups.
“Talk About It” Cards.
Open Conversation
Topic: Folk Beliefs
N-400 Part 12 Questions:
Flash Cards with Answers on Flip Side
N-400 Part 12 Questions:
Simple Translation on Flip Side

25. Have you EVER been **convicted** of a crime or offense?

23. Have you EVER been **arrested**, **cited**, or **detained** by any law enforcement officer (including immigration official or any official of the U.S. armed forces) for any reason?

24. Have you EVER been charged with committing, attempting to commit, or assisting in committing any crime or offense?

26. Have you EVER been placed in an alternative sentencing or rehabilitative program, (for example, diversion, deferred prosecution, withhold adjudication, deferred adjudication)?

Did a jury ever say you were guilty of a crime?

Were you ever stopped or taken to jail by the police, the immigration or the U.S. military?

Did you ever have to go to court for **breaking** the law, **trying** to break the law or **helping** someone break the law?

Did a judge ever tell you to participate in a program to make you a better person?
N-400 Part 12 Terminology: Simple English Definition on Flip Side

- How would you define “court” in sheltered English?
- What term could be defined as “something against the law?”

- court
- something against the law
- You did something bad.
- convicted
Good Resources
This Is What I Use for History and Government.

Europe after World War I

World War I was a terrible experience for the people of Europe. The war destroyed cities, factories and homes. Millions of people died.

The people wanted strong governments to protect them from other countries to make the economy better and to rebuild their buildings and homes.
This Is What I Use for the N-400.
Use of Card Readers for Independent Work
- Listening Comprehension for Questions and Terminology
- Pronunciation Practice of Definitions and Explanations

Applicants may be asked to define words to show they understand the meaning of a question. With a card reader, students can listen to and practice definitions of words that might be difficult for them to explain, leaving you free to work with other students on another activity.

What does “police” mean? What do the police do?
The police stop crime and protect the people.
Notes on Classroom Management

• **Grouping and regrouping**
  – I use two basic groups based on students’ stage in the process.
  – These groups are subdivided based on available volunteers, needs, abilities and the current activity.

• **Efficient use of volunteers**
  – I generally teach and my volunteers lead follow-up activities. I may switch groups after the break.

• **Use of student leaders**
  – Student volunteers can lead many practice activities for civics, dictation and speaking.
Example of Grouping

• Community volunteer works with the advanced group with the civics “Talk about It” cards.

• I work with one or two students doing assessment in civics, reading, writing, or answering questions from the N-400 form.

• Two former student volunteers lead small “practice” groups using question or dictation strips.

• Or small groups do the same activity without a leader.
For a “Homogeneous” Class

→ Class meets once a week for 3 hours.

→ Students have *high communication skills* and varying literacy skills.

Experienced volunteers work with small groups of students who have already submitted their applications.

- Study of N-400 Part 12 terminology
- Mock interviews
- Review of civics and dictation

I work with students who have not submitted their applications.

- Assessment of civics questions
- Correct previous dictation and write new dictation
- Study N-400 questions
### Civics Questions Assessment

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Correction of Previous Dictation

1. New York City was the first capital.
2. Congress meets in Washington, D.C.
3. Lincoln was the President during the Civil War.
4. People want to live in a free country.
5. Independence Day is in July.
6. American citizens have to pay taxes.
7. Delaware was the first state.
8. The President lives in the White House in Washington, D.C.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________
Voting in a United States Election

Before citizens can vote in a U.S. election, they must register to vote. This means they must sign up to vote. They have to fill out a Voter Registration Application form.

What kind of information do citizens need to write to register to vote?

How old must citizens be to vote?

What state is this voter registration application form for?

Texas Voter Registration Application

According to the Secretary of State’s Office, you can call your local voter registrar.

1. These Questions Must Be Completed Before Proceeding

   Check one
   □ New Application □ Change of Address, Name, or Other Information □ Request for a Replacement Card

   Are you a United States Citizen?   □ Yes □ No

   Will you be 18 years of age or before election day?   □ Yes □ No

   If you checked ‘No’ in response to either of the above, do not complete this form.

   Are you interested in serving as an election worker?   □ Yes □ No

2. Last Name Include Suffix if any
   First Name
   Middle Name (if any)
   Former Name (if any)

3. Residence Address: Street Address and Apartment Number. If none, describe where you live. (Us-See include P.O. Box, Rural RN, or Business Address)
   City
   County
   Zip Code

4. Mailing Address: Street Address and Apartment Number. If mail cannot be delivered to your residence address.
   City
   State
   Zip Code
How Do Americans Vote?

This is an example of a ballot. It is from the 2008 Presidential Election.

We use a ballot to choose a new leader. This ballot has six political parties.

What are the names of the parties?

Each party has a candidate for President and Vice President.
- Who is the Democratic candidate for President?
- Who is the Democratic candidate for Vice President?
- Who is the Libertarian candidate for President?
- Who is the Green Party candidate for Vice President?

<table>
<thead>
<tr>
<th>Candidates</th>
<th>Political Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>RALPH NADER</td>
<td>PEACE AND FREEDOM</td>
</tr>
<tr>
<td>JOSEPH BIDEN</td>
<td>DEMOCRATIC</td>
</tr>
<tr>
<td>BARACK OBAMA</td>
<td>DEMOCRATIC</td>
</tr>
<tr>
<td>BOB BARR</td>
<td>LIBERTARIAN</td>
</tr>
<tr>
<td>WAYNE A. ROOT</td>
<td>LIBERTARIAN</td>
</tr>
<tr>
<td>JOHN MCCAIN</td>
<td>REPUBLICAN</td>
</tr>
<tr>
<td>SARAH PALIN</td>
<td>REPUBLICAN</td>
</tr>
<tr>
<td>CYNTHIA MCKINNEY</td>
<td>GREEN</td>
</tr>
<tr>
<td>ROSA CLEMENTE</td>
<td>GREEN</td>
</tr>
<tr>
<td>ALAN KEYES</td>
<td>AMERICAN INDEPENDENT</td>
</tr>
<tr>
<td>WILEY S. DRAKE, SR.</td>
<td>AMERICAN INDEPENDENT</td>
</tr>
</tbody>
</table>
On Election Day in November, citizens go to a polling place (a voting place) to vote. Usually the polling place is in a school. Before the election, citizens receive instructions by mail. The instructions tell them where their polling place is.

Voters use a secret ballot. That means nobody can see how they vote. Voting is private.
N-400: Practice the Meaning

<table>
<thead>
<tr>
<th>N-400 Question</th>
<th>Meaning</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever claimed to be a U.S. citizen?</td>
<td>Did you ever say you were a U.S. citizen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Have you ever registered to vote in any Federal, state or local election in the United States?</td>
<td>Did you ever sign up to vote in the United States?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have you ever voted in any Federal, state or local election in the United States?</td>
<td>Did you ever choose a new leader in a U.S. election?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you now have, or did you ever have, a hereditary title or an order of nobility in any foreign country?</td>
<td>Do you have a title, like a prince or princess?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have you ever been declared legally incompetent or been confined to a mental institution?</td>
<td>Were you ever legally insane?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you owe any overdue Federal, state or local taxes?</td>
<td>Do you owe late taxes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathleen Klose</td>
<td>978-270-3549</td>
<td><a href="mailto:kathleenklose@comcast.net">kathleenklose@comcast.net</a></td>
<td></td>
</tr>
</tbody>
</table>