Citizenship Workshop

An Honors Creative Project/Thesis

By

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May 2009

Expected Date of Graduation:
May 9, 2009
Abstract

With the political emphasis placed on immigration policies in our recent elections, it is difficult to ignore the importance of the process of gaining residency to the United States of America. However, many Americans do not realize the difficulties that naturalization (gaining US citizenship) presents. It was my hope that in conducting a workshop that simulated the process of becoming a naturalized citizen, the workshop participants would become more informed members of society and perhaps stir a change of thinking on Ball State University's campus regarding immigration policies and practices. My artist statement for this project includes the procedure for becoming a citizen, a summary of the workshop itself, and reflection of the project in its entirety.

Acknowledgements

I would like to thank Dr. Laurie Lindberg for advising me with this project. Her encouragement, positive attitude, interest and technical expertise in the English language were phenomenal. Without her, my four years in the Honors College at Ball State would not have culminated in my interest in a global culture that led to my choosing this topic.

I would also like to thank Dr. Barb Stedman for her enthusiasm about the topic in our initial discussion regarding the creative project. Her ideas and motivation inspired me to think of a bigger picture in regard to world immigration.

Finally, I would like to thank the members of the Ball State Latino Student Union during the spring semester of 2009 for their cooperation, help with implementation and participation in the workshop. In particular, Mr. Marco Pretell-Vazquez was a great resource and provided much assistance throughout the project.
Throughout my life I have had the opportunity to interact with many people from very diverse backgrounds. I grew up in the Indianapolis Public School system, making me the racial minority in most of the schools that I attended with only 22% of the students within the system being Caucasian (Teach for America. 2008). I believe that this part of my adolescence contributed a major part of who I am today in regards to my place in the world around me. I saw myself as a student like everyone else regardless of skin color, religious affiliation or heritage. We were all different—and that connection through difference has colored my future forever, I believe for the better.

I cannot say that I have known what I wanted to do for my senior honors thesis since my freshman year because my life often seems to fly by before I have the chance to make any real decisions about it. I switched majors four times while I was at Ball State and I am still unsure of what I want to do after I graduate in May. But inspiring people, leading people, and changing lives are all things that I have always wanted to do with my life. So when the opportunity presented itself for me to do something that involved culture, experiences different from my own, and the possibility of influencing change by way of my creative workshop—it was something that I knew I wanted to do.

Change is something that I truly hoped I would be able to accomplish during my college career, even if it were on a small scale. Obviously that is something that many people hope to do within their lifetimes, but it was something that I hoped to accomplish during my four years of undergraduate study. I saw this happening through involvement in campus activities, volunteering and spreading love to the people that were in my life. My first attempt at change was to found and direct a women's barbershop group on campus. I attracted five to twenty women depending on the week, whom I was able to teach and learn from. Unfortunately the group did not make it past my sophomore year, but the experience of starting a smaller community within a larger group inspired me. I had initiated a passion for a kind of music in
some of the women that sang with me, and it spurred me to start other things—to explore methods of inspiration.

For my Honors Thesis project I decided to explore an issue that I had come to feel a connection to throughout my undergraduate career. One of the organizations that I had the opportunity to learn more about during my time at Ball State was the Latino Student Union, which I started attending during my sophomore year. Then, during my final year at Ball State, I was elected as the Vice-President of the organization. Throughout my time as a member of the body and executive board, we sought to explore issues that the Latino population directly faced both at Ball State and across the country. Naturally, immigration was a topic that we addressed in our meetings; that is when my interest in the subject piqued.

We had discussions, speakers and projects that all dealt with immigration during my few years with the Latino Student Union. I learned that there were so many obstacles that immigrants faced when entering the United States, many and more complex than those we hear about from the media on a daily basis. I was introduced to the Dream Act, which inspired me to hope for a greater promise of education for immigrant children who wanted to continue through college. I heard stories and saw videos about the “coyotes” that would attempt to smuggle Mexican citizens across the border, often stealing their money, leaving them for dead, or harassing them after they had reached the United States. So when the discussion started regarding our organization’s month of events, I decided that I was going to plan and execute an immigration simulation.

In the month of March, I had the opportunity to attend the Indiana Latino Leadership conference at Indiana University Purdue University and was able to listen to, and, in part, experience what it is like to be part of the minority as more than a student, but as a member of the United States culture. It was so eye opening to hear people discuss how “my people” (the Caucasian majority) had oppressed them. I learned about a Hispanic professor who had been pulled over and mugged from inside his car by the “amateur police force” in the neighborhood just because of the color of his skin.
It is easy to think that racism is no longer an issue in our country, but I assure you that it certainly is. Racism is not simply the segregation of black from white; it is the belief in the superiority of one culture over another. In recent years (particularly during the period of economic decline), the people of the United States have obviously become very protective of the jobs that they make their livings from. However, when it comes to the issue of migrant workers and proper employment, I believe that people are less worried about losing their jobs to immigrant workers than they are about allowing a minority to become a majority, as has been hypothesized. The Arizona Hispanic Research Center projects that if the Hispanic population continues to grow at the rate that it has been, Hispanics will become the majority in the US by 2035 (Hispanic News. 2004). People still are afraid of what is uncertain, as we most likely will always be. After all, we fear what we cannot understand or control.

It was my hope that whatever my senior honors project was to be, it would do something to influence the way people perceived those that were different from themselves. And that is not only to say that whites and blacks should think differently about Hispanics. I wanted to bring about a different manner of thinking by Ball State students about people from cultures and countries other than the US majority. I wanted students to remember that those people attempting to gain citizenship (through whatever means necessary) in the United States were simply in pursuit of a better life—and that pursuit is something that our country was founded upon.

So many people in our world today think that society should function according to their own personal views. Many of these individuals do not bother to gather the necessary information to make informed decisions—particularly in regard to "illegal citizens." We hear the question asked over and over, "Why can't they just get legal?" These people are most likely unaware of the difficulty of gaining US citizenship.

While I was trying to come up with an idea for my creative project, I considered the things that I had experienced during my time with the Latino Student Union and I knew that hosting a mock process for gaining citizenship would be a way to open many peoples' eyes. In
this sort of simulation they would be able to experience life as someone else, which is something that we, as humans, are naturally interested in.

There are a couple of different ways that people become citizens of the United States: by birth in the United States; by birth to US citizen parents; by adoption by US citizens; or by naturalization—that is the process of becoming a citizen of the US (what my project explored.)

To be considered for naturalization, applicants must fulfill many prerequisites: a period of continuous and physical presence in a certain district of the United States Citizenship and Immigration Services (USCIS); the ability to read, write and speak English; a knowledge and understanding of US government and history; good moral character; attachment to the US Constitution; and a favorable disposition to the United States. The final three requirements are the only three to which no exceptions will be made. Age, time of residency, service to the country and other exceptions may alter or excuse one of the other factors. Essentially the United States government wants to know that those people becoming citizens are doing so for the right reasons.

Before immigrants can begin the process of naturalization they must first gain legal residency. In discussing my creative project with my fellow members of the Latino Student Union, I tried to figure out how to add a residency requirement to the process, and it was determined that it would take too long and be overly complicated. In a two-hour simplified simulation, we could not cover the entire process starting with residency and moving through citizenship—and the difficulty was something that I wanted to stress to the participants, despite my decision that I would assume the immigrants had already achieved residency for the simulation.

To begin the process of naturalization, an application and fee must first be submitted. It is recommended that applicants take the pre-screen test (which is available online and in USCIS offices) before applying to make sure they meet all of the prerequisite requirements. They must also have a permanent residency card (formerly known as a green card) and fingerprints taken for an extensive background check. The intellectually toughest of these requirements are the
English and Civics tests and the interview because of the necessity to understand a foreign language and correctly apply it to answer facts about US history and current events. Finally, those applicants selected must go to the mandatory ceremony and take an oath of allegiance. During the oath it is required that applicants renounce foreign allegiances, promise to support the United States Constitution, register for the Selective Service program and serve the country if called to do so.

To prepare for my workshop I asked members of the Latino Student Union at Ball State if they would be willing to serve as the characters. The idea was that the workshop would simulate the process and amount of time that it took to become a citizen of the United States. The assigned roles included a banker that distributed monthly incomes to the immigrants, as well as deducting expenses for taking the citizenship test; an immigration lawyer, who asked a series of questions to confirm the participant's desire to truly conform to US policies and practices; a grocery store manager that gave people jobs and deducted living expenses from their salaries; a "coyote" that charged to take people across the border and sold fake documentation papers; an immigration officer that deported those people without documentation; and USCIS services workers who conducted the civics and language tests.

I gave each participant in the simulation a name, age, job, monthly salary and a number to symbolize how far along they were in the process of becoming naturalized. A whistle was blown every 5 minutes to symbolize the end of one month. Many of the participants complained about how they could afford to take the test only once per month because of the high cost of the application—and I stressed that it would take much longer than that in the real naturalization process.

I required only that they pay living expenses once per month and they grumbled about having to walk the twenty steps across the room from the "bank" to the "grocery" to the "USCIS office." During the debriefing following the workshop, I emphasized that if this were a real life scenario, other expenses and more time would be needed to complete the process. This seemed
to resonate with them as they considered the “hassle” of getting out of bed just to go to work and school on a daily basis.

After the event concluded the participants had an opportunity to give feedback on the simulation. They thought it could have been less difficult of a hassle to complete the interview and civics and language tests—however, I explained that it was in a way, intentionally overcomplicated to demonstrate how tedious and laborsome the process of naturalization can be. They had such difficulty getting through the process that we had required of them, they could not even imagine having to also gain residency before beginning.

The participants also complained about the language requirement and I had required only that they memorize a few key words. This simulated how large the language barrier is to break through for non-native speakers. Not only are they required to have a working knowledge of the English language, but they must be able to use it to answer civics questions that I found a large portion of college students cannot answer. So, the stereotype that the people attempting to gain citizenship to the United States are less intelligent than naturally born citizens is a falsehood.

I wanted the participants to recognize that those people attempting to become naturalized citizens work harder and have to prove more in order to join the nation that we so often take for granted. Afterwards, they agreed that we should not dismiss applicants for citizenship them as foreigners or people unworthy of our benefits—those people going through the naturalization process must want it more than almost anything in order to work to fulfill the requirements.

Only two or three of the thirty participants gained citizenship (or became naturalized) during my workshop. I did have one participant that had completed the entire naturalization process only a year before, who claimed he had a harder time passing my civics test than he had the official one (although all of the questions came directly from the USCIS test preparatory materials.) This may have been because we had a panel of three judges asking the civics
questions and mixing in some gibberish words to simulate the language barrier, rather than one person officiating a written test.

Most of the people that attended the workshop enjoyed themselves, and were even surprised when the two hours came to an end. However, I do not think that the event should have lasted any longer than two hours—simply because I would not want it to become tiresome for the participants. That would also defeat the purpose of creating a sense of urgency to get through all of the stages. I might even be inclined to shorten the event to stress the deadlines of completing the process if I were to host the workshop again.

I have not personally gone through the process of naturalization so I do not have personal experience with how the official process works—but I did interview a couple of the Latino Student Union members that had gone through it. I suppose if I were to make this a yearly event it would be beneficial to visit one of the USCIS offices to interview someone directly involved in the process. However, they might simply direct me to their website, which I became very familiar with over the course of the semester.

Upon reflection I found that if I were to re-do the entire process, I would have done more advertising beforehand. I created an event on Facebook and an email was sent out by student services about the week’s offerings by student organizations. Additionally, it was listed on the flyers for the Latino Student Union’s “Month of Events” posters, which were displayed around campus and handed out by members of the LSU. If I were to do the event again, I would create flyers specifically for this event alone and try to get into the Ball State Daily News. Also, I would visit other student organizations let them know the specifics of the event.

I feel that if I would have done more advertising for my workshop I would have had a better turnout than the approximate group of thirty. As it happened—the participants were mostly members of the Latino Student Union. Unfortunately that was not my target audience; I wish that I had reached more people who were ignorant of the hardships that these minorities and migrants had faced. Those non-Hispanic students that attended were the most receptive to the information that I had to share with them, as well as their experience as characters in the
workshop. I felt that this was the case because those people were the least aware of the required processes.

If this project were to be used as a model for someone else wanting to heighten people’s consciousness about the difficulties of naturalization, they could perhaps use the PowerPoint presentation that I have created outlining the process. It would be my hope that if it were executed by someone else, they would be able to present it to more people that were ignorant about the situation.

I believe that the strongest section of my creative project was either the PowerPoint presentation before the simulation started or the wrap-up after it was over. Before the simulation started, participants had the opportunity to share their ideas about illegal aliens and the citizenship process to get them thinking about stereotypes that they already held. Of course the actual simulation was more entertaining for the participants—but as far as academic learning goes, everything was done before or after. In the PowerPoint presentation before the event, I outlined the entire process of becoming a naturalized citizen of the United States of America. I gave the group concrete ideas about how much it would cost to go through the process as well as real time involved. After I had set a base for learning, I explained the rules of the simulation. I explained about the different characters that they would come into contact with and directed them back to the steps I had introduced them to, minutes before. I also explained why they must pay living expenses and talked about the language barrier.

We hear the argument that illegals are stealing American jobs because their labor is cheaper. But if they have been able to complete even some of the steps toward gaining citizenship, they have obviously proven dedication and perseverance, two admirable and qualifying characteristics that employers might highly regard. My workshop demonstrated the hardships that these immigrants face and showed the participants a lifestyle similar to that of a hopeful citizen.

My workshop was intended to make people think—not only to influence them personally, but hopefully to spur them to activism. If I could help inspire one person to step up and speak
against the ignorance spreading in the United States, I would feel that I had actually made a
difference during my four years at Ball State.

Overall I believe that my citizenship workshop was a success because after my
PowerPoint presentation, and the workshop itself, people left knowing more and thinking more
deeply about what is really involved in "getting legal." I sincerely hope that those thirty people
will stand up for those hopeful citizens going through the naturalization process if the opportunity
ever presents itself because they now know what all is involved and can certainly appreciate
those individuals that have made it through all of the obstacles up to that point. While it is not
the major change that I hope to influence in my life, it did make a difference to a couple of
people—even if it was only for those two hours. After all, change is change—no matter the size.


Extra Materials from Citizenship Workshop

1. PowerPoint Slide Show Handouts
2. Rules, Processes and Characters
3. Words created for the Language Test
4. Questions from the actual Civics Test
   (Includes possible answer choices. Workshop participants must answer 10)
5. The test for the Language Portion
   (The Lawyer administered this test. Directions are italicized)
6. Information from two Sample Characters and their "Payments and Fees Tables"
United States Immigration Policy

How can you gain citizenship?
- By birth, either in the US or by US citizen parents
- By naturalization
- Child Citizenship Act of 2000- any child under the age of 18 adopted by US citizens acquires immediate citizenship

Naturalization Requirements
- A period of continuous residence and physical presence in the US
- Presence in a particular USCIS district prior to filing
- Ability to read, write and speak English
- Knowledge and understanding of US history and government
- Good moral character
- Attachment to the principles of the US constitution
- A favorable disposition to the US

Necessary Steps
- Application for Naturalization and fee
- Permanent residence card- (formerly Alien registration card or "green card")
- Fingerprints
- English and civics test
- Interview
- Naturalization Oath ceremony

When do I not have to take the English test?
- Over 50 years old, and have permanently resided for 20 years
- Over 55, permanently for 15 yrs
- Must take civics test in language of your choice

Oath of Allegiance
- Renounce foreign allegiances
- Support the constitution
- Serve the US *subject to religious beliefs
- Males 18-25 must register for Selective Service program
Oath of Allegiance

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

Getting Fingerprinted

- Receive an appointment letter from USCIS.
- Go to the fingerprinting location.
- Get your fingerprints taken (FBI clearance - 2nd time fail, police clearances necessary)
- Fill additional documents if USCIS requests them
- Wait for USCIS to schedule your interview.

Completing Your Application and Getting Photographed

- Complete your application
- Get two passport-style photographs, documents, and fee ($675 + $60 (fingerprints) + $675.00) to the appropriate Lockbox Facility or Service Center
- Keep a copy of everything you send to USCIS.

Being Interviewed

- Receive an appointment for your interview
- Go to your local USCIS office at the specified time (if you have to reschedule, months could be added to the application time)
- Bring state-issued identification, Permanent Resident Card, and any additional documents specific to your case (Passport, state ID, military permit)
- Answer questions about your application and background
- Take the English and civics tests (610 questions) (Vocabulary, writing [10 questions], speaking)
- Receive case status (Start, continue, deny)

Taking the Oath

- Receive a ceremony date.
- Back up at the ceremony
- Turn your Permanent Resident Card.
- Answer questions about what you have done since your interview.
- Take the Oath of Allegiance.
- Receive your Certificate of Naturalization

www.uscis.gov

The Game

- The scenario:
- Creating or giving answers as an expert will result in immediate denial of citizenship and deportation
- Everyone is granted automatic residency
- Your identity card will state your time of residence, monthly salary, and other key components necessary to complete the process
- The problem will remain in the country for 3 years.
- You will reside on your identity and not move, you must stay in the process and may not move living elsewhere.
- Every 5 minutes, another month passes
- Everyone must report at starting point
- Everyone must finish at starting point
- The new cycle does not end and continues in an endless loop
- Everyone must pay their living fees.
- Those who have yet to complete the testing are given an exception to the rule
- If you do not pay, the bankers have the authority to take your next month’s money
- The banker pays the money when they collect
Stage 0
(You have not crossed the border)
- Participants will attempt to cross the border
  - They will need to use the services of a coyote to cross
  - They can only attempt once per month
  - They have to pay Coyote for his services whether they make it across or not
  - They will not receive monthly payments from the bank until they cross the border
  - They will be given a lump sum of $1,500
  - If caught, will sit in jail for one cycle until they are deported again.

Stage 1
(You are working towards Citizenship test)
- Participant could be thrown in jail or deported at any point at any time
- They will have the option to take the Citizenship Test at USCIS
  - The test must be passed to continue through the process
- They will report to bank every month to be paid
  - If they miss a month, they are forfeit your wages that month
  - They will pay living expenses at the grocery store once every three weeks in the amount of $500
- Payment of monthly expenses: $500
  - One expense: paying the monthly wages, (no other fees)
- They may apply for a job at the bank or grocery store to get more income (money)

Stage 2
(You have passed your test)
- Must meet with lawyer
  - Lawyer will be collecting fees
- Must also continue to be paid and pay living expenses as before
- Must pass Language Competency test
  - Must be able to write a simple sentence that is dictated to you.
  - Must be able to read a sentence aloud with proper pronunciation and without significant stumbling or pauses
- Must be interviewed by the lawyer
  - The lawyer will grant, continue or deny citizenship

Stage 3
(You have met with lawyer)
- You have received your papers but must continue to pay/ be paid as before

Stage 4
(Congratulations!)
- Our simulation is complete!
Citizenship Workshop Rules, Processes and Characters

• BASICS
  o No running
  o Cheating or giving answers on exams will result in immediate denial of citizenship and deportation
  o Everyone is granted automatic residency
  o Your identity card will state your time of residency, monthly salary and other key components necessary to complete the process.
  o In order to re-take the citizenship test, you must be in the country for 3 years
    • If the residency on your identity is not 3 years or more, you must wait to begin the process but may be paid and must pay living expenses.
  o Every 5 Minutes, another month passes
    • Everyone must meet at starting point
    • Everyone must drop whatever they are doing
    • The new cycle does not start until everyone is at starting point
  o Everyone must pay their living fees
    • Those who have yet to cross the border are an exception to this rule
    • If you do not pay, the bankers have the authority to take your next month's rent from you
      • This includes paying the coyote when they collect

• STAGES
  • Stage 0 (You have not crossed the US border yet)
    o Participants will attempt to cross the border
      • They will need to use the services of a coyote to cross
      • They can only attempt once per month
        • They have to pay Coyote for his services whether they make it across or not
      • They will not receive monthly payments from the bank until they cross the border
        • They will be given a lump sum of $1,500
      • If caught will sit in jail for one cycle until they are deported again
  • Stage 1 (You are working towards your Citizenship Test)
    o Participant could be thrown in jail or deported at this point at any time
    o They will have the option to take the Citizenship Test at USCIS
      • This test must be passed to continue through the process
    o They will report to bank every month to be paid
      • If you miss a month, then you forfeit your wages that month
    o They will pay living expenses at the grocery store once every three cycles in the amount of $500
      • If you do not pay after three cycles:
        • One warning, by losing that month's wages (the 4th Month)
        • On the 5th month with no living fees your character dies or starvation and from sleeping in the streets
    o They may apply for a job at the bank or grocery store to get more income / money
• Stage 2 (You Passed your Citizenship Test)
  o Must meet with lawyer
    ▪ Lawyer will be collecting fees
  o Must also continue to be paid and pay living expenses as before
  o Must pass the Language Competency Test
    ▪ Must be able to write a simple sentence that is dictated to you
    ▪ Must be able to read a written sentence aloud without significant stumbling or pauses
  o Must be interviewed by the lawyer
    ▪ The lawyer will decide to pass or decline someone at their discretion
• Stage 3 (You Met with the Lawyer)
  o You have received your “papers” but must continue to pay living expenses as before
• Stage 4 (Congratulations for passing – Everyone is involved)

• VOLUNTEERS
  • Coyote (Speak English)
    o Helping Illegal Immigrants come across the border
    ▪ Regulating attempts to one time per month
    o Selling Illegal/Legal papers in the U.S. to people who need them
    o Collecting Money from people who he has helped
  • Border Patrol (Speak Gibberish)
    o Patrol Border
    o Random Checks for “Papers” (Racial Profiling)
    o Blow Whistle every 5 minutes
    o Keep an Eye on the Jail
    ▪ People are in Jail for only one cycle at a time
  • Banker (Speak Gibberish)
    o Interviewing people for job
      ▪ This job will pay $700 a month
      ▪ These applicants will most likely not be citizens
      ▪ A sheet that allows them to collect from Bank
    o Paying people their monthly checks
    o Making sure people pay their Living Expenses at Grocery Store
    ▪ This must be done once every three cycles
  • Grocery Store Owner (Speak Gibberish)
    o Interviewing people for job
      ▪ This job will pay $700 a month
      ▪ These applicants will most likely not be citizens
      ▪ A sheet that allows them to collect from Bank
    o They will be collecting $ for living expenses every 3 months
      ▪ This will include food, rent, utilities, etc.
      ▪ Charge $500 for living expenses
  • 2 USCIS workers (One speaks English & One Gibberish)
    o Administering and checking Citizenship tests
    o Have the authority to take a “vacation” for a cycle
  • Lawyer (Speak English)
    o Will be asking applicants questions to screen them
    o Will ask the applicants to read a phrase aloud demonstrating that they understand it
- Will dictate a simple sentence to applicants and ask them to write it down.
- Will give final applicants their papers if they pass
  - The lawyer has the ability to accept or decline at their discretion
    - If declined, applicant starts over

- **NEEDED**
  - Whistle
  - Tape for borders and offices
  - A bank and a grocery voucher to be presented at bank for employee
  - Lists with names
  - Signs for offices and borders
  - Random situations for attempting to cross the border
Words to Know for the Language Test
1 of 2 sentences must be spoken aloud
1 of 2 sentences must be written

“flage” – flag

“sters” – stars

“stripes” – stripes

“capda” – capital

“Washa T.C” - Washington DC

“natiojal” - national

“Tie” – The

“han” – has

“ana” – and

“im” – is
Civics Test

1. What is one right or freedom from the 1st Amendment to the Constitution?  
(Speech, religion, assembly, press, petition the gov’t)

2. What are two rights in the Declaration of Independence?  
(Life, liberty, pursuit of happiness)

3. Name one branch or part of government.  
(Legislative, Executive, Judicial, courts, congress, President)

4. What is the name of the speaker of the House of Representatives?  
(Pelosi, Nancy Pelosi)

5. When must all men register for the Selective service?  
(18, 18-26)

6. Who wrote the Declaration of Independence?  
(Jefferson, Thomas Jefferson)

7. There were 13 original states. Name 3.  
(New Hampshire, Massachusetts, Virginia, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, North Carolina, South Carolina, Georgia)

8. What did Susan B. Anthony do?  
(Fought for women’s rights, civil rights)

9. Name one war fought by the US in the 1900s.  
(WWI, WWII, Koran War, Vietnam War, Persian (Gulf War))

10. Who did the US fight in WWII?  
(Japan, Germany and Italy)

11. Name one American Indian tribe in the US.  
(Cherokee, Navajo, Sioux, Chippewa, Chociau, Pueblo, Apache, Iroquois, Creek, Blackfeet, Seminole, Cheyenne, Arawak, Shawnee, Mohegan, Huron, Oneida, Lakota, Crow, Teton, Hapi, Inuit)
12. Name one of the two longest rivers in the US.
(Mississippi, Missouri)

13. Name one US territory.
(Puerto Rico, Guam, US Virgin Islands, American Samoa, Northern Mariana Islands)

14. What is the name of the National Anthem?
(The Star-Spangled Banner)

15. When do we celebrate Independence Day?
(July 4)

16. When is the last day you can send in Federal Income tax forms?
(April 15)

17. Under our Constitution, some powers belong to the states. What is one power of the states?
(provide schooling and education, provide protection (police), provide safety (fire departments), give a driver’s license, approve zoning and land use)

18. What are two Cabinet-level positions?
(Secretary of Agriculture, Secretary of Commerce, Secretary of Defense, Secretary of Education, Secretary of Energy, Secretary of Health and Human Services, Secretary of Homeland Security, Secretary of Housing and Urban Development, Secretary of the Interior, Secretary of Labor, Secretary of State, Secretary of Transportation, Secretary of the Treasury, Secretary of Veterans Affairs, Attorney General, Vice President)

19. If both the President and the Vice President can no longer serve, who becomes President?
(The Speaker of the House)

20. We elect a US Senator for how many years?
(6 years)
1. Tie natiojal capda im Washa T.C. 

(To pass they must read this aloud...without significant stumbling or pauses)

2. Tie flage han sters ana strupes.

(Read this aloud- they must write it)
Name: Brenda Dun
Age: 19
Country of Origin: Mexico
Time in the U.S.A.: 9 Years
Occupation: Construction Worker
Monthly Wage: $1,300
Stage: 1
*Additional Information:
  • Has been in jail for minor consumption

Name: Lee, Dun
Age: 28
Country of Origin: China
Time in the U.S.A.: 3 Years, 6 Months
Occupation: Waiter
Monthly Wage: $600
Stage: 1
*Additional Information:
  • Has one son
  • Single Parent
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