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## Mark Your Calendar!

**October 10**  
**BEST Plus Recalibration**  
**Kearney Holiday Inn**

**October 11-12**  
**Adult Education Conference**  
**Kearney Holiday Inn**

## Nine Months Later.....

**By: Vicki Bauer, State Adult Education Director**

No, it's not a baby, but it is the beginning of a great new instructional tool for Nebraska Adult Education. It was just a year ago that Nebraska Adult Education initiated distance education with a pilot project in four Nebraska Adult Education programs. By the end of the program year (nine months later), all but two programs were offering either **USALearns** and/or **i-pathways** and 112 students had participated in distance education. Our goal was 100 participants – so we met and exceeded our goal. Congratulations to those directors, teachers, and students who made it happen!

Building a distance learning program takes time and patience and perseverance and dedication...and more. While the program is probably best described as being in its infant stages, the state's Adult Education community views it as an essential component of the program that will only grow in number and importance in the years to come.

All instructors who were interested in the two distance education programs were required to complete a computer survey and, depending upon each person's perceived level of computer competency, the teachers participated in a webinar led by Stefanie Emrich of Northeast Community College about instructor competencies for online teaching.

During the first year, forty-four instructors completed training to become a distance education instructor, 17 for ESL and 27 for GED prep; not all the instructors were active this past year. Statewide, approximately 160 computers were purchased for our Adult Education program. They are located in computer labs that are accessible to students during non-class hours or in regular classrooms; in addition, there are also some

in Career Centers across the state.

The two online instructional programs the Adult Education program initiated are:

**USA Learns** – an online instructional program for English as a Second Language (ESL) students. It was originally developed by the US Department of Education, but is now administered through the Sacramento County California Office of Education. The program is free; it can be utilized both in and out of the classroom. It has three distinct courses: beginning, intermediate, and high level; the three main areas of learning are: survival skills, workplace skills, and the practice of reading and writing.

While the ESL students enjoyed the computer instruction, many do not have personal computers or access to the internet. Some schools/community colleges have created computer labs for students to utilize when not in class; along with the extra assistance with the online learning, it helps students accumulate instructional hours that can count toward the minimum hours required for post-testing.

ESL teachers who were interested in offering **USA Learns** in their classrooms were required to view the (archived) introductory webinar from the California staff and to also participate in a 1.5 hour live webinar, featuring two of the pilot instructors in Nebraska ESL programs – Ryan Hinz from Crete Public Schools and MaryJan Fiala from Central Community College. These two instructors shared information, tips, and guidelines to assist the teachers in the incorporation of **USA Learns** into their curriculum.

**Continued on page 2**

## Nine Months Later, Continued

### Continued from page 1

#### Nebraska ESL and EL/Civics Teacher Comments:

*“Good for students living in a rural area and don’t always have transportation to class.”*

*“I highly encourage my students to still attend class as usual to practice conversation. So far, they all have, and used USA Learns when they can’t attend class, or they do it on days we don’t offer class.*

*“Instructors who haven’t bought into the idea of distant education need to still encourage this. Our students are a new generation and very tech savvy. Just because an instructor isn’t (tech savvy) doesn’t mean they should not offer the class online to his/her students.”*

*“They (students) love it. They feel more a part of a “modern, online, distant ed” program.”*

*“I teach in a small program; so I don’t have a huge amount of students to begin with, but looking at my attendance sheets, it looks like about 12% of my students took advantage of the distant education USA Learns.”*

#### I-Pathways

This online instructional program is designed for the GED prep student; one who scores at least at the 9<sup>th</sup> grade level on the TABE reading, level D assessment. Nebraska offers it as a hybrid model where a student comes to class at least two times a month to check-in with the instructor.

AE programs do offer appropriate students the online instruction option after the TABE pre-testing is done and the instructor visits with an individual to determine if he/she is a good candidate for distance learning. E-learning is good for some, while for some, after a few weeks, they find out that online learning is not their preferred method of learning.

Teachers who wanted to introduce I-pathways were required to participate in a five-week online class on I-Pathways. Conference calls were also held with the I-Pathways staff to answer questions and to learn more about the program.

The program is definitely a plus for those whose schedules prevent them from coming to class on a regular basis – work, children, inconvenient class times, distance to class – are some of the reasons that distance learning works well with them. Often, the best time to work on I-Pathways is at 10:00 – 11:00 at night or on weekends, when classes are not held. And, those students who prefer computer learning are enthused and like the ease at which they can access their lessons.

#### Nebraska ABE/GED Teacher Comments:

*“Makes it possible for a person who is working, or who has small children at home, or just has no way to travel to a classroom, to still study for and achieve their GED certification.”*

*“It is also perfect for the “shy” mature GED students who possibly do not want their friends/coworkers to know that they have never graduated from high school. It is a very private way to attain a GED certification.”*

*“It is attractive to the young, computer-oriented generation who would not otherwise consider going back to school.”*

*“The positive side of it all is that many of our students have matured since their high school days, and with a little effort can learn to do very well with online learning.”*

*“A negative is that many times math is easier taught pencil-to-paper, with the student physically seeing/doing actual problems. This is especially important for visual and kinesthetic learners. Just reading how a problem is worked is sometimes not enough. Many times students choose to learn math in the classroom environment, and the remaining subjects online.”*

*“To be successful with I-Pathways a student not only needs to be able to read at a 9th grade level or higher, but needs to have the organization, self-motivation, and responsibility to maintain an online class. They also have to be willing to take the time to read through the tutorial pages of the lesson, in order to do the questions correctly.”*

*“Most students that have taken my online classes like them. The only ones that may have had difficulty have been the older, more traditional students who have not worked with computers to a great degree and are intimidated by the technology. I had a couple of students in my first year teaching online classes that I switched back to traditional class learning, because they just could not adjust to the computerized lessons. They were very successful in the classroom, and we just changed them back to the learning style that they were accustomed to.”*

*“I have had a couple of students that felt they did not need to read the tutorials and just guessed at the answers in the lessons. When they resubmitted, they guessed at the alternative answers. They would race through the lessons, doing large numbers of lessons incorrectly, but just going on to the next, just to be finished. They would not read through the corrections to see what they did wrong, or even try to figure out the right answers on their own. Needless to say, they did not last long with the I-Pathways program.”*

*“I see a dramatic increase in the use of distance education in the future. It is an ideal way for people with jobs, families, or transportation problems to continue their education.”*

In conclusion, the following quote from a Nebraska Adult Education teacher says it very nicely – the success of the distance education program is ultimately at the hands of the student:

*“Overall, I think the success of an online student is the same as the success of a traditional GED student. If he/she wants it badly enough to put in the work and study time, they will be successful. It all depends on how important it is to them to finish their education.”*

NOTE: If you are interested in either program, contact your local program director; we will be conducting some additional trainings later in the year. Training is required before using these programs in your classroom. There is also a Nebraska Distance Education Policy that you can access at the Department of Education website. <http://www.education.ne.gov/ADED/index.html>

## Technology Skills Every Student Should Learn

**By: Jim Lukesh, State AE Consultant**

*Referenced from an article by Meris Stansbury; In Curriculum, eClassroom News; September 10, 2012*

### What are the most critical technology skills for students to learn?

From having the courage to experiment with different technologies to possessing online literacy, being a tech-savvy student in the 21st century is about much more than learning how to use a certain software program or device—it's about being able to adapt to what's constantly changing.

Following is a list of five important technology skills every student needs to learn if they are to use technology successfully.

#### Online literacy

Students need to be able to read a news article and determine if there is bias and if it's truthful. They then need to learn how to read the comment sections of online news articles and respond appropriately with a well thought-out comment.

The most important technology skill for students is the ability to judge the quality and hidden influences of content that they encounter in the online world. Thirty years ago, most research materials available to students were vetted by some kind of gatekeepers.

Encyclopedias, books, newspapers, and magazines all had levels of review for content before it was published. (Yes, those folks had their biases—but there was at least some level of review and fact-checking before publication.)

Now, we live in a world where anyone can post content online that looks quite reliable. And it's very hard to tell if the writer is slanting the information in support of their agenda, or giving equal time to all sides. Students will

need to learn to cross-check information, check reliability of sources, understand types of domains and institutions, and how to take time and verify what they learn.

#### Critical thinking

Critical thinking is important: from not texting while driving to understanding the difference between face time and screen time to employing sound thinking and decision making in each tech area and with each decision.



You might find a wife, job, or car on Google, but you still have to nurture the relationship, show up with clean pants, and put oil in the thing; the skill, the tool, the 'app' aren't the final destination.

It is using technology in the questioning of what is known and unknown; developing new facts or theories from what is known; questioning assumptions and facts with new knowledge and facts. These are the skills needed, not an office suite or set of things.

The most important technology skill that students need to learn in the 21st century is learning how to learn. When students are equipped with this skill, they will know what resources to seek out and what methods to apply to help them gain the knowledge and skills they need. More instructors

need to focus on web literacy—where the common core meets common sense.

#### The science behind the technology

In this day and age, educators still think learning a specific piece of software or using a specific piece of hardware is important for 'technology' learning. The issue is what it takes to make the software or hardware and what it takes to make the software and hardware work to help us meet our goals.

Educators need to teach the science, math, and history behind the technology and how to communicate this information ... within the curriculum already in place.

#### Adaptability

It is necessary to have enough resourcefulness, initiative, risk-taking, and creativity to learn and master any technology as we actually cannot predict what technology 10 years from now will look like

#### Courage

A great skill to have is fearlessness: Being able to experiment with a technology or software and not worry if you're using it 'correctly.' It's important to remember that technology is there to bend to your will, not the other way around. Students are usually great about this, and we as adults need to let them explore their natural tech curiosities and just have fun.

Basically we must not be content to teach our clients how to use hardware, software, and the various mobile social devices that are prevalent today. We must teach our clients how to harness the power of these devices to help them achieve their educational goals.

## Teaching Reading

### Curriculum Review

By: **Debbie Flower, Lifelong Adult Educator**



Over my years in adult education, I have had the pleasure of attending numerous training sessions with Neil Sturomski.

He is well versed in the issues that plague adult students. He references previous negative or unsuccessful experiences in educational settings, multiple learning styles, and life/family issues as just a few of the reasons that our students struggle as readers.

His book, *Teaching Reading The Reading Process: Insightful Information, Instructional Ideas on Teaching Reading* is short (less than 80 pages) but impactful. The book was developed as a tool for providing quality professional development to adult educators.

He addresses the adult educator who is typically part-time, and may have another full-time career and family that leaves little time for researching best practices.

He states that adult educators “must teach reading, even if not degreed” as the foundation to students accomplishing their goals. He provides the

tools in this book to teach reading regardless of the professional or educational background of the educator.

He introduces the **Diagnostic-Prescriptive Teaching (DPT)** model in chapter two. This model is based on placement testing and interview questions to determine the students’ strengths and weaknesses in the reading process. He states the students become “co-investigators” in this process as they self-evaluate their own learning. This allows the students to have a voice in their own learning as they are taught how to analyze, observe and monitor their own progress.

He encourages teachers to work as an equal with the students to set realistic goals and then reevaluate those goals. Additionally, teachers need to understand how to break learning into segments or tasks. He provides examples of lesson planning and interview questions in the chapter.

To the new adult education teacher who may or may not have a background in reading education, Sturomski introduces the tenets of reading in chapters 3, 4 and 5.

He demonstrates how the “versus”

activity can support the language continuum (listening, speaking, reading and writing). These activities include reading a story, developing group vocabulary, having students meet in teams to debate and write about the story and then meet again to cover what was missed and do further research.

In chapter five he asks instructors to identify the types of thinking that they want to stimulate in each lesson. This leads to a discussion of 21<sup>st</sup> century higher-order thinking skills and the overriding principles of Blooms’ Taxonomy.

Sturomski provides sample questions to stimulate these skills and even suggests that teachers go to the internet for additional questions.

In the last chapter, Sturomski provides additional examples and further explanations on prereading, fluency and comprehension.

The thing I most appreciated about this book is the simplicity of Sturomski’s teaching of reading. He explains reading pedagogy while providing examples and lesson plans for instructors. His depth of knowledge of adult education makes the book a very usable tool for adult educators.

**See Page 8 for information about checking out this and other AE Library materials from NDE**

## Check Out The GED® Marketplace™



**GED® Marketplace™ has a wide variety of test preparation materials from a number of publishers and education companies. Examinees can dig deep into a single subject or prepare for all five.**

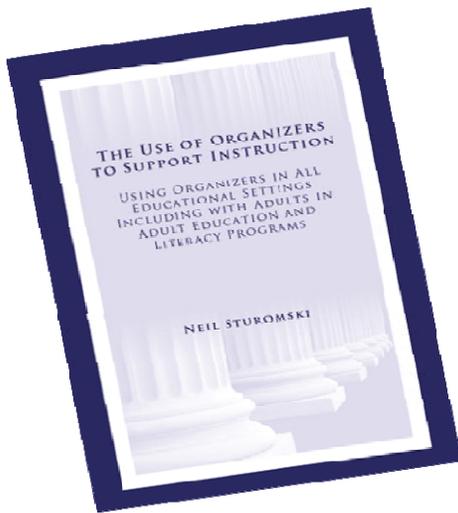
**Need to brush up on basic skills? GED Marketplace™ offers books and other materials to help test-takers build a solid foundation before beginning to prepare for the GED® test.**

<http://marketplace.gedtestingservice.com/>

## The Use of Organizers To Support Instruction

### Curriculum Review

By: *Debbie Flower, Lifelong Adult Educator*



As a previous GED instructor, I have used organizers to help students brainstorm, clarify, classify, categorize and compare items.

I have used organizers in all subject areas and included them in all my lesson plans. Neil Sturomski's book, *The Use of Organizers to Support Instruction* provides information on how to use organizers to teach students **how** to learn.

According to Sturomski, the principle responsibility of instructors to students is teaching them how to learn. The first two chapters discuss how the use of organizers clarifies that

learning is a process, an active process that can be used to help the student at work, home and even in recreational activities.

Organizers can reinforce newly learned material and reiterate previous learning (memory recall).

Organizers help students build small successes as they start making connections they've never made before. Once they move onto advanced organizers, they make deeper connections to the material being taught and real life connections. Most important, organizers "provide a visual map that lays out information in an organized way" to aid in student learning.

Sturomski spends a lot of time explaining how advanced organizers help students understand the relationships of the part-whole/whole-part that is important in students seeing the bigger picture of a unit or content area and how the instructor provides that information to the student.

Using research provided by Kansas University Center for Research on Learning, Sturomski defines the CRAFT acronym for developing an

advanced organizer as:

- **Create content** – sharing the unit and the lessons you are going to teach
- **Reveal Structure** – explain how the unit is the big picture
- **Acknowledge** relationships (part-whole/whole-part)
- **Form questions** – evaluate one's progress
- **Tie the content to tasks** – the how of learning new information

Chapter four further clarifies the role of the instructor in supporting the use of organizers and demonstrating how to use them to the students.

Students need to receive feedback on their organizers which will help them to create their own "resource book of information that can be used in postsecondary and/or in the workplace."

The last two chapters and appendix are devoted to specific examples of organizers, advanced organizers and activities for the students. This book was full of useful information on how to incorporate organizers into adult education classrooms.

**See Page 8 for information about checking out this and other AE Library materials from NDE**

## BEST Plus Recalibration



A BEST Plus Recalibration session has been added to the schedule for those who were unable to make a recal session or who need to take the recalibration again. This session will take place at the Holiday Inn at Kearney on the afternoon of Wednesday, October 10 from 12:30 to 4:30.

If you need this session so that you can continue doing BEST Plus testing and have not already been notified, please call Jim Lukesh at 402/471-4806 or at [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov) for registration materials.

## How To Download Or Save a YouTube Video To Your Computer

By: **Jim Lukesh, State AE Consultant—[jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)**

How many times have you seen a YouTube video that would be excellent for provoking discussion in your class or explaining certain concepts that lend themselves to video better than explanation?

Probably quite a few if you spend any time searching the web and I am not just talking about cats in a marimba band or boxer dogs welcoming soldiers home from Iraq. There is a great deal of solid educational content out there and oftentimes YouTube is the way it is distributed. *As with much (relatively) new technology, one needs to joint the parade or get run over by it.*

**So, how do I download or save a YouTube video to my computer?**

YouTube has been designed to only allow users to watch and view videos on their website.

Many users want to save their favorite videos to their computer so they can watch them without being connected to the Internet or so they can watch them on other devices.

Below are the steps required for downloading and watching YouTube videos on your computer for **free**.

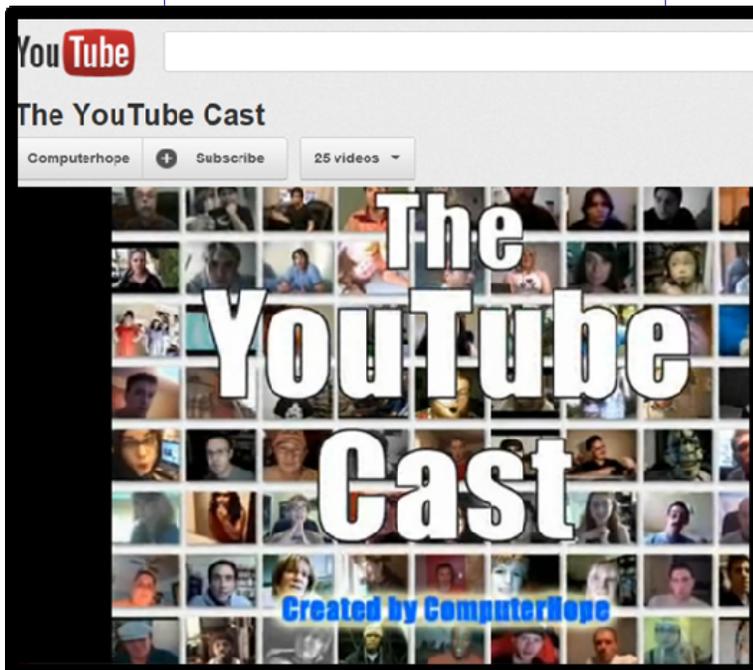
*Caution: These services can be used to save **any** flash videos online which, unfortunately, means when viewing these pages you may be subjected to adult-related content.*

Today, there are several online websites that allow you to enter the **URL** of the video you wish to save to your computer, and get a link to download the file. Here are two popular free websites: <http://www.savevid.com/>

<http://keepvid.com/>

The brief description and steps of how to save a video using Savevid are very similar with other services used to save YouTube and other flash videos online.

Go to the YouTube video page and **copy** the **URL** of the video you wish to save. For example, below is a URL to a video on YouTube.



<http://www.youtube.com/watch?v=R3ymHMgFAPs>

Once this address has been copied, visit **SaveVid** and **paste** that URL into the URL text field, then click the **Submit** or **Download** button.

If done properly, the page should open a new window or display a link to each of the video formats that can be saved. Savevid will give you the option to save the video as FLV, 3GP, MP4 and WebM format.

If you're wanting to watch this video on the computer, we recommend saving the video as MP4 format.

Once the .flv file has been downloaded to your computer, you'll need a

player that supports .flv files. Below are a few suggestions.

**VLC media player:** [videolan.org/](http://videolan.org/)  
**FLV Player:** [martijndevisser.com/blog/flv-player/](http://martijndevisser.com/blog/flv-player/)

**Windows Media Player**

Microsoft Windows users also have the ability of playing FLV files in Windows Media player with the right **codec**. Downloading and installing the **CCCP codec** will install this codec, as well as many other codecs you'll likely need in the future.

**Converting the YouTube video to a different movie format**

There are dozens of different software programs and online services available that will allow you to convert FLV files into another format. Below are some free services and products

**Media Convert** - An excellent online service that can convert FLV files into dozens of other formats. <http://www.media-convert.com/>

**Vixy** - Another great online service that allows you to download and save YouTube video files to another format. <http://vixy.net/>

As with all educational content, **it is necessary to obey copyright laws** which will be covered in the next issue of our newsletter. Much educational content is public domain that is available to use at no cost.

Other content has restrictions which must be followed to avoid possible problems. Be aware of the copyright laws. It is easy to think that no one will catch me in my little program but, as educators, we must not only present viable materials but must present an example of the proper use.

## Michael Oster to Keynote AE Fall Conference

By: *Jim Lukesh, State AE Consultant—[jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)*



Through service in these positions and continued education, Michael has acquired a tremendous background in leadership, teamwork and motivating people. He understands what it takes to build and maintain a positive attitude and how to motivate those around you to be better than they believe is possible.

Michael is passionate about spreading a message of self improvement and helping people realize their maximum potential.

He uses humor and real life encounters to help participants recognize the “negativity traps” that affect our attitudes. His overall mission is to assist individuals and organizations to perform at such a level that Excellence becomes the Average.

### ***“It’s All About Attitude”***

This presentation helps us take a look inside ourselves and see where we are in finding the relevant purpose in what we do and reminds us how to add passion to that purpose.

It challenges the listener to honestly self evaluate themselves and walks them through a process to improve all areas of their life. It motivates people to act to improve themselves and those around them. It creates excitement in the outlook of their future both personally and professionally. This presentation covers areas from how to **“smile yourself**

**out of bed”** and **“make it a great day”** to proper setting and tracking of goals and becoming what we want to be by acting as though you are already there! All of this is presented in a humorous and entertaining manner and effectively assists individuals in working to make excellence their average.

Michael Oster comes highly recommended from our peers in the field. A partial list of his clients includes:

Wells Fargo, Inc.  
Black Hills Society for Human Resource Management  
Wyoming Association of School Administrators  
Western Dakota Technical Institute  
Rural Chief State School Officers  
South Dakota Department of Education  
South Dakota Superintendents Association  
South Dakota Healthcare Association  
First National Bank  
School Administrators of South Dakota  
South Dakota State University—Athletic Department  
Associated School Boards of South Dakota

Michael’s message crosses all industries, groups and organizations regardless of age gender of profession. We can all be better at what we do by being better at who we are.

Michael Oster of Oster Consulting in Rapid City will keynote the Annual Adult Education Fall Conference to be held in Kearney at the Holiday Inn on October 10–12, 2012.

Oster will speak on Thursday morning after breakfast and will also deliver another program during the first round of concurrent sessions.

Michael has been presenting to and training groups and organizations for over 15 years.

His background includes working for a Fortune 500 company, serving as an elected official, owning and operating a private business, sitting on a number of volunteer boards, and wearing the uniform of the United States Army through over 26 years of service in the South Dakota Army National Guard where he still serves and currently holds the rank of Lieutenant Colonel.

## Adult Education and Family Literacy Week

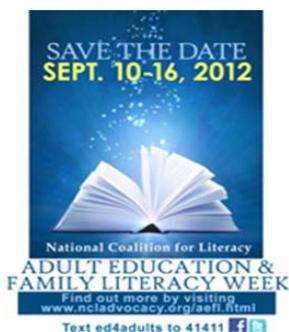
*September 10-16, 2012*

# Celebrate!

<http://ncladvocacy.org/aefl.html>

**Share your AE and Family Literacy Week Celebration stories:**

**E-mail: [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)**



## Newly Redesigned LINCS Website Offers Additional Resources



The Office of Vocational Adult Education has re-launched the landmark adult educator information website <http://lincs.ed.gov/>. The new enhanced website provides a collection of quality evidence-based online resources for adult educators nationwide.

One of the most exciting changes to the site is the creation of an online community with 16 topics area groups. These virtual communities provide an opportunity for on-demand professional development and networking.

Get involved in the conversations in the LINCS Community, get informed with the latest resources and publications, and get inspired by the new professional development opportunities!

## 2012 AE Conference—October 10-12

*Plan Now To Attend!*

**By: Jim Lukesh, State AE Consultant—[jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)**

### Nebraska Adult Education



### Charting A New Course

The Adult Education Fall Conference, “Charting a New Course,” will take place October 10–12, 2012 at the Holiday Inn at Kearney.

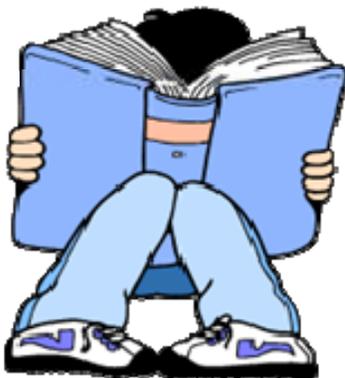
The conference will be keynoted by motivational and planning speaker Michael Oster and will feature four focus sessions and 35 concurrent sessions.

Also featured will be outstanding meals, networking opportunities, comradeship, and yours truly as master of ceremonies (*which will teach me to never again leave a planning meeting while it is still in session.*)

Registration materials for the conference have been sent to the directors of each local AE program. If you have not yet received notice of this, please contact your director.

Conference questions? contact Jim Lukesh [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov) or 402/471-4806.

## NDE Library Materials Available for AE Staff to Check Out



The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. [www.education.ne.gov/ADED/pdfs/Nebraska\\_Adult\\_Education\\_Lending\\_Resource\\_Library.pdf](http://www.education.ne.gov/ADED/pdfs/Nebraska_Adult_Education_Lending_Resource_Library.pdf)

Many of the resources contain EXCELLENT material for students struggling in specific areas. Other materials would make WONDERFUL additions to, or a basis for, staff development sessions. If you would like to preview or discuss any of the materials, just drop in or contact Jim. Materials can be checked out for 6 weeks (longer if not in demand). If you should decide you would like to peruse some, please call or e-mail Jim at: 402/471-4806 [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)

## September 17-23 is Constitution Week

### Constitution and Citizenship Day

#### Celebrate America!

On Constitution Day and Citizenship Day many people in the United States recognize the anniversary of the nation's constitution and the efforts and responsibilities of all citizens. In the summer of 1787 delegates convened in Philadelphia to create "a more perfect union" and to craft the country's constitution. The delegates signed the Constitution of the United States on September 17 that year. By June 21, 1788, the constitution was effective, having been approved by 9 of the 13 states. In February 1952, President Harry Truman signed into law "Citizenship Day." It was established to replace "I Am An American Day." On August 2, 1956, the Congress requested that the president proclaim the week beginning September 17 and ending September 23 of each year as "Constitution Week." One more change was made to the event when a federal law enacted in December 2004 designated September 17 as "Constitution Day and Citizenship Day." <http://www.timeanddate.com/holidays/us/constitution-citizenship-day>



### Do You Know Your Rights?

#### Rights of Freedom Guaranteed by the Bill of Rights

- The right of freedom of speech, press, religion, peaceable assembly, and requesting change of government.
- The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).
- The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent.
- The government may not search or take a person's property without a warrant.
- A person may not be tried twice for the same crime and does not have to testify against him/herself.
- A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
- The right to trial by jury in most cases.
- Protects people against excessive or unreasonable fines or cruel and unusual punishment.
- The people have rights other than those mentioned in the Constitution.
- Any power not given to the federal government by the Constitution is a power of either the state or the people.

### Sample U.S. Citizenship Test Questions

#### How many of these sample citizenship test questions can you answer correctly?

1. What do we call the first ten amendments to the Constitution?
2. How many amendments does the Constitution have?
3. What is the economic system in the United States?
4. What is the "rule of law"?
5. What stops one branch of government from becoming too powerful?
6. Who is in charge of the executive branch?
7. Who makes federal laws?
8. What are the two parts of the U.S. Congress?
9. How many U.S. Senators are there?
10. The House of Representatives has how many voting members?
11. Why do some states have more Representatives than other states?
12. What is the name of the Vice President of the United States now?
13. If both the President and the Vice President can no longer serve, who becomes President?
14. How many justices are on the Supreme Court?
15. What is the political party of the President now?
16. What promises do you make when you become a United States citizen?
17. How old do citizens have to be to vote for President?
18. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
19. Name one U.S. Territory
20. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?

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