

Title of Project: Immigrant Experiences
Subject(s): Social Studies (History)
Grade Level(s): 5th grade
Abstract:

During this 10-week project students will research the effect of immigration on the development of the United States by comparing the growth in population and industry in several regions following Reconstruction through the early 20th century. Students will draw parallels between the growth and development of Atlanta, the Southeast, and the United States as a whole to create a collaborative electronic history that will contribute to Centennial Place Elementary School's cultural narrative. The document will describe the history of our school neighborhood beginning with Georgia after Reconstruction and be published to stakeholders to graphically present our community history as our school makes the transition from a traditional K-5 model to a school serving students in pre-kindergarten through 8th grade. Students will assume the adult roles of documentary reporters and website designers to create a website that documents living history interviews with family members, neighbors and friends who have come to Atlanta from other countries to compare their experiences with those of early immigrants.

Learner Description/Context:

Centennial Place Elementary School was built 15 years ago through a public-private partnership to replace a failing urban neighborhood school adjacent to a major university. Since opening, the Centennial Place neighborhood has evolved from a primarily low-income area to a thriving community with residents from many different cultures and income levels. The school serves 520 students, of whom 85% are African-American and 61% receive free or reduced price lunch. Approximately 100 students each year reside in one of two transitional shelters for homeless families. Instruction at the school includes Spanish language delivered by native-speaking teachers, and features an annual International Night, sponsored by PTA, at which we celebrate our families, which include immigrants from many countries including Bosnia, China Cuba, Dominica, Egypt, Ethiopia, Greece, Jordan, Korea, Ghana, Jamaica, Jordan, Mexico, Philippines, and Spain,.

Fifth grade students will complete this project. These 78 students represent a range of learning styles, including 5 with documented learning disabilities and 3 English language learners. Racial and ethnic makeup of this group mirrors that of the general student population.

The school enjoys tutoring support neighborhood corporate partners as well as weekly student mentoring provided by students attending the Georgia Institute of Technology. One of these students, Stephanie Greer, is a paid preservice teacher who maintains our school website and coordinates instruction in our technology lab. She will instruct students as they learn about developing websites and video editing software. Ms. Karin Searls, 5th grade social studies teacher, and Jennifer Burke, media specialist, will instruct students in research skills and use of technology tools for history research.

Time Frame:

This project will last 10 weeks during winter quarter, January 3-March 23, 2014. Under our existing school schedule, each 5th grade class visits the media center for one hour every week. Background research will be completed during these hour-long weekly media center sessions. Five hours will be allocated for video interviews, some of which will likely be scheduled after school hours. Students will complete four hours for website development and video editing in the technology lab during eight 45-minute classes. Additional time may be needed to provide for students to complete other tasks as assigned to complete the project.

Standards Assessed:**CCGPS**

SS5H3 – The student will describe how life changed in America at the turn of the century.

e. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.

ELACC5RI3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELACCRI6 – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELACC5SL1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ELACC5W4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

NETS –S**1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project

AASL Standards for the 21st Century Learner

- 1.1.1 - Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
- 1.1.3 - Develop and refine a range of questions to frame the search for new understanding.
- 1.1.8 - Demonstrate mastery of technology tools for accessing information and pursuing inquiry
- 1.4.1 - Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary
- 3.1.4 - Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Learner Objectives:

At the completion of this project,

- Students will be able to explain how patterns of immigration contributed in different ways to the development of the United States, as evidenced by their completed research documents.
- Students will be able to explain changes in the development of the Southern United States following Reconstruction and why immigrant groups settled in different locations. Student understanding of immigration and its impact on United States development will be measured through CRCT results and teacher-created quizzes as well as by assessment rubrics evaluating the quality of their research.
- Students will demonstrate mastery of technology tools for research and website development, as evidenced through their completed final project.
- Students will demonstrate ability to select and correctly cite sources used for reference, as evidenced by a [bibliography](#) completed by each student.
- Students will model interviewing strategies and critical thinking skills as they develop questions useful to guide their research and conduct thoughtful interviews, which will be documented in their video presentations.

The “hook” or Introduction:

Because many students at Centennial Place Elementary have always lived in the same neighborhood their entire lives, they do not have any experience with what it is like to move to

or from somewhere else. At the same time, some students have changed schools many times due to family circumstances, and a few have lived in other towns or other states. Several 5th graders' families are in fact immigrants to the United States who have recently moved to Atlanta. This project will be introduced by opening with a game in which students repeatedly cross over a tape line on the floor based on their answers to a series of questions about: things they do well, things they want to do, what they would like to do better, and in what places those activities might be located, etc. The discussion following the game will focus on how they felt about some of their answers and how they might feel if they had to move to another place to live the kind of life they want. Since most of our students feel invested in their school life at Centennial Place, and as 5th graders are a little anxious about whether they'll be leaving our school for 6th grade, or staying on for the school's transition to a K-8 school, they will likely want to do what they can to help improve our school's public presence and recruit new students by creating a living history website.

Process:

The structure of this project requires that each 5th grade class complete one activity each week during 2 hours spent in the media center and the technology lab. Each student will be required to post one paragraph about the week's activities to the project wiki. Work time will be relatively flexible as students work at their own pace toward the project goal in groups of their own choosing.

Time Period	Student Role	Teacher Role
Week 1	Students will compile existing knowledge about immigration through individual and group KWL charts. They will use these KWL charts to begin creating questions that will guide their research. Students will begin identifying specific materials that will support their research. In the technology lab, students will learn about using <i>Edmodo</i> , and set up their individual profiles, and make their first blog post, either written or audio.	Media Specialist and social studies teacher will introduce project to students in the media center. Technology instructor will walk students through setting up Edmodo profiles.
Week 2	Students will refine their questions and begin background research. All students will complete general background research using "Annenberg Learner: United States History Map" resource http://www.learner.org/interactives/historymap/ beginning with "From Sea to Shining Sea." Students will define tasks that will need to be completed prior to the end of the project, and will set up a timeline for completion. Students will choose their roles in the project based on the list of tasks. Research and <i>Edmodo</i> assignments may be completed in both the library and tech lab.	Teachers will support discussion to identify roles, choose tasks, and establish timelines; teacher will provide direct instruction.

Week 3	<p>Students will choose their research topics and focus on either local, state or US region history. Students may use traditional resources to document important facts. Each student will document sources used. Students will consult a pathfinder that will give them a starting point.</p> <p>Students in whole group session will participate in a <i>Skype</i> interview of a researcher at the Atlanta History Center.</p>	<p>Teachers will facilitate student groups and beginning research, and assess progress toward project goals.</p> <p>Media specialist will set up Skype session.</p>
Week 4	<p>With a partner, students will complete one of the two following webquests that will facilitate their research: <i>Immigration Webquest</i> http://www.immigrationwebquest.webs.com/teacherpage.htm <i>Immigration Webquest</i> http://www.skokie69.net/index.php/ed-lmc-resources/webquests/item/492/492</p>	<p>Teachers will facilitate webquests in the media center and tech lab.</p>
Week 5	<p>Students will learn interview skills through completing webquests: <i>Biographical Interview</i> http://www.questgarden.com/11/70/6/051203202457/process.htm</p> <p>Students will identify individuals whom they know to have immigrated, and write letters to the individuals explaining the project and asking whether they would be willing to be interviewed. Guidelines for interviewing, interview questions, and letters will be created collaboratively using <i>Edmodo</i> or <i>Google docs</i>. Students will develop a rubric to use to assess the quality of video. Students will create a media release form for interviewees to sign.</p>	<p>Teachers will facilitate discussion and make initial contact with potential interviewees.</p> <p>Writing assessment: completed business letters to send to interviewees.</p>
Week 6	<p>Based on the individuals suggested, pairs of students will be identified to conduct interviews. Students will discuss and determine the criteria used to select interviewers. Students not serving as interviewers will continue background historical research and begin drafting content for inclusion on the website.</p> <p>Students will practice interview skills and camera use by taking turns interviewing other students and teachers.</p>	<p>Teachers will facilitate discussion and make initial contact with potential interviewees.</p>

Week 7	Interviewing students will complete video interviews and post them to the dropbox. Teams of students will view each video and determine whether and how to include it in the final product. Teams of students will review completed research documents and offer peer feedback. Webpages will be created under the Home page; completed documents with historical content will be added to the pages by the student editors after it is approved by peer reviewers.	Teachers will facilitate peer review of content documents.
Week 8	Interviews will be completed and assessed by peer reviewers. Historical information will be posted onto webpages and reviewed. Changes will be made to documents and webpages as needed. Students complete individual bibliographies and submit them to <i>Dropbox</i> . Webpages should be completed. Edited video will be posted to the webpages along with acknowledgements.	Teachers facilitate student tasks and assess student bibliographies. Teachers will verify completed release documents prior to posting videos.
Week 9	Students will review the completed webpages; editors will make corrections as needed.	Teachers facilitate and provide final editing
Week 10	Students will assemble as a group to complete final editing of the website for mechanics. Student groups will take turns presenting their sections of the draft website on the library Promethean board.	Teachers facilitate presentations. Technology instructor will create the necessary link from the school's official website so the site can be shared with the community.

Product:

At the completion of this project, students will have developed a website showcasing their video interviews and historical research describing the history of our school neighborhood. Students will draw parallels between the growth and development of Atlanta, the Southeast, and the United States as a whole to create a collaborative electronic history that will contribute to Centennial Place Elementary School's cultural narrative. This website will be published on our school website to graphically present our community history as our school makes the transition from a traditional K-5 model to a school serving students in pre-kindergarten through 8th grade. This project will help students understand the contributions of immigrants to our nation as well as some of the stresses of immigration, while deepening their understanding of U.S. history and preparing them for enrollment in a more diverse middle school. Students will be able to draw on the personal experiences of our school's diverse family groups and teachers to put familiar faces on the immigrant experience and deepen their understanding of this facet of American history.

Technology Use:

- Students will use computers on several platforms to conduct research. In the media center, students have access to 20 internet-connected computers with headphones, and there is a Promethean board configured for videoconferencing. In the technology lab, there are 30 Mac desktop computers which can be used for research or video editing, and a Promethean board. Both Promethean boards are used for both whole-group and small group instruction.
- Pairs of students will conduct video interviews using several tools. They can use the school's digital Flip camera and Canon video camera. A number of iPads are available for use at our school, and students can also use their (or parents') cell phones if they wish. Video will be uploaded and shared through *Dropbox* (www.dropbox.com).
- Students will upload video interviews and completed assignments and research documents to *Dropbox* (www.Dropbox.com). Students will receive direct instruction on using *Dropbox* in the technology lab.
- *Weebly* (www.weebly.com) will be the template-based web authoring tool used to create the final website. Students will receive direct instruction in the technology lab on using *Weebly*. We will design and storyboard the final project together; teachers will create the home/index page and each student group will create its own history or video page.
- *Edmodo* (www.Edmodo.com) will be used to manage group collaboration and provide a method for ongoing assessment. Students will receive direct instruction in using Edmodo in the tech lab. Students may be assigned readings, or specific tasks will be assigned for completion toward the final project. Questions for video interviews will be discussed and shared among groups using Edmodo. We have used Edmodo with great success for several projects and students enjoy the ability to collaborate using social media.
- *Google Docs* (www.google.com/drive) is already commonly used for shared document creation by 5th grade students at Centennial Place and will be used for collaborative writing.
- Additional rubrics will need to be created based on student input to assess completed background research, completed interview questions, video assessments, completed student bibliographies, and webpages. *Rubistar* <http://rubistar.4teachers.org/> is an excellent tool for creating rubrics for many different types of student work.
- A Skype conference (www.skype.com) will be set up with a member of the staff of the Kenan Research Center at the Atlanta History Center to help students understand the historical impact of immigrants to the Atlanta area.

References and Supporting Materials

Some resources are identified here for, however, student selection and documentation of resources is part of the assessed student learning of this project. Online reference sources such as *Encyclopedia Britannica* offer options such as varying reading levels, images and links to

multimedia, and offers read aloud options to help struggling readers and English language learners.

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Bouvier, L., & Martin, J. L. (n.d.). Shaping Georgia: The Effects of Immigration, 1970-2020 | Center for Immigration Studies. *Center for Immigration Studies Low-immigration, Pro-immigrant*. Retrieved July 17, 2013, from <http://www.cis.org/GeorgiaImmigrants-19702020>.

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Immigration. (n.d.). *Britannica School Elementary*. Retrieved July 10, 2013, from school.eb.com.proxygsu-satl.galileo.usg.edu/levels/elementary/article/399508.

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Matthews, A. (2013). Coming in waves. *Cobblestone*, 34(5), 2-5.

New Georgia Encyclopedia: Atlanta. *New Georgia Encyclopedia*. Retrieved July 19, 2013, from <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2207>.

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Southern Region Facts. (n.d.). *Sheppard Software: we make learning fun!*. Retrieved July 13, 2013, from www.sheppardsoftware.com/usaweb/regions/Southern.htm.

Video Interview Rubric

CATEGORY	Emerging - 1	Developing -2	Effective – 3	Strong - 4
Listening Style	The reporter seems not to be paying attention.	The reporter concentrates on two topics at once and interrupts the interviewee during answers.	The reporter mostly pays attention to the interviewee, but does not consider the interviewee's emotions or feelings.	The reporter listens respectfully to the interviewee and seems to care about the interviewee's moods and emotions.
Involvement	The reporter is distracted and is not focused on the interviewee.	The reporter does not fully concentrate on the interviewee and may even interact with someone else during interviewing.	The reporter somewhat concentrates on the interaction with the interviewee.	The reporter concentrates on the interaction with the interviewee and responds appropriately.
Questions	The interviewee answers with a one sentence answer.	The interviewer asks 3 short questions and the answers are brief.	The interviewer asks 4 questions and the answers are brief.	The interviewer asks 5 questions and they are answered in depth. Follow-up questions are asked if needed.
Teamwork	The interviewer and the videographer don't agree on their roles.	The videographer seems to be asking questions, or makes comments or giggles. Video is jumpy and hard to understand.	The interviewer asks questions, and the videographer keeps the camera mostly still.	The videographer maintains steady camera focus while the reporter asks clear questions.

Multimedia Project: Creating a Website

CATEGORY	1	2	3	4
Organization	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
Attractiveness	Use of font, color, graphics, effects etc. but these often distract from the content.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the content.	Makes good use of font, color, effects, etc. to enhance to website. Most graphics support content.	Makes excellent use of font, color, effects, etc. to enhance the presentation. Graphics support content.
Originality	Uses other people's ideas, and does not give them credit.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Product shows some original thought. Work shows new ideas and insights.	Product shows a large amount of original thought. Ideas are creative and inventive. Sources are given credit.
Content	Content is minimal OR there are several factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Covers topic in-depth with details and examples. Subject knowledge is excellent.

Storyboard - Web page development

Webpage title: _____

Subject of page (sentences) _____

Main or subpage? _____

Linked from? (page title) _____

Graphics (describe or sketch)

Content (continue on back if needed):

Developed by: _____

Date: _____

History Pathfinder

Use these sites to help guide your research about the effect of immigration on the history of the United States and Georgia.

<p>All subjects –</p> <ul style="list-style-type: none"> • Start your search with your textbook, encyclopedias and periodicals. • Statistical information can be found in the <i>World Almanac for Kids</i> (print or online). 	
<p>For information about the main waves of immigration in U.S. History:</p>	<p>Immigration. (n.d.). <i>Britannica School Elementary</i>. Retrieved July 10, 2013, from school.eb.com.proxygsu-satl.galileo.usg.edu/levels/elementary/article/399508</p> <p>History of the United States http://www.sheppardsoftware.com/usaweb/regions/Southern.htm</p> <p>Annenberg Learner: United States History Map http://www.learner.org/interactives/historymap/ and start with “From Sea to Shining Sea.” Go through all regions and complete the quiz. (Looking at the regions, can you explain why we start the study of history of our country on the east coast?)</p>
<p>For information about immigration in Georgia history:</p>	<p>New Georgia Encyclopedia – History and Archeology. Search for “immigrants” or “immigration” http://www.georgiaencyclopedia.org/nge/Categories.jsp?path=/HistoryArcheology#/HistoryArcheology</p>
<p>For information about immigrants in Atlanta:</p>	<p>City of Atlanta maps http://gis.atlantaga.gov/gishome/index.php?option=com_content&task=blogcategory&id=28&Itemid=77 When viewing the maps, be sure to note the publication date. See if you can find our school location. View this timeline http://www.atlanta.net/visitors/history.html to identify important dates. Now compare and contrast it with City –Directory Atlanta. http://www.city-directory.com/atlanta/history/ Comparing history after the Civil War, did you identify two historical events in our school’s neighborhood? City of Atlanta: Visitors: History (read aloud available) http://www.atlantaga.gov/index.aspx?page=624 What is the most important factor in the development of Atlanta? New Georgia Encyclopedia http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2207</p>
<p>For a controversial position on current immigration issues:</p>	<p>Center for Immigration Studies http://www.cis.org/Georgialmmigrants-19702020 illustrates population shifts in Georgia and highlights certain areas, but does not provide detail. Can we analyze resource maps and infer possible reasons without stereotyping? Use it just for historical population statistics.</p>

Citing Sources in a Bibliography

CATEGORY	1-Below Basic	2-Basic	3-Proficient	4-Advanced
Number of Sources Used	Student used 2 or fewer sources.	Student used at least 4 sources.	Student used at least 6 sources.	Student uses more than required number of sources.
Correct Information in Citation	Citations are very incomplete with much missing information.	Citations are incomplete or information is not included in many of the citations.	All of the citations are complete with most having the correct information included.	Every citation has the correct information.
Conventions - punctuation, spelling, proper format	Student has typed his bibliography with more than 10 errors.	Student has typed his bibliography with 6-9 errors.	Student has typed his bibliography with fewer than 5 convention errors.	Student has typed his bibliography without any convention errors.
On-Task Behavior	Student was on-task less than 75% of the time and the project was/wasn't completed on time.	Student was on-task most of the time but didn't complete the project on time.	Student was on-task most of the time and completed the project on time.	Student was on-task from beginning of class until the end and completed the project on time.

Persuasive Business Letter

CATEGORY	1	2	3	4
Salutation and Closing	Salutation and/or closing are missing.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have no errors in capitalization and punctuation.
Length	The letter is less than 5 sentences.	The letter is 5-7 sentences.	The letter is 8-9 sentences.	The letter is 10 or more sentences.
Content Accuracy	The letter contains no accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains 3 accurate facts about the topic.	The letter contains at least 4 accurate facts about the topic.
Sentences & Paragraphs	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.	Most sentences are complete and well-constructed. Paragraphing needs some work.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Sentences and paragraphs are complete, well-constructed and of varied structure.
Ideas	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.
Grammar & spelling (conventions)	Writer makes more than 4 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes no errors in grammar or spelling.

Capitalization and Punctuation	Writer makes more than 4 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes no errors in capitalization and punctuation.
Neatness	Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.	Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.