

F E B R U A R Y 2 0 1 0

the NHCSS Granite Gazette



From The President

- At its February meeting, the NHCSS Executive Board is meeting with New Hampshire Department of Education Commissioner Virginia Barry to discuss the status of social studies, especially grades K-8 and to explore possible solutions to bring citizenship literacy/Social Studies back into New Hampshire classrooms. Included in this issue of the newsletter is the document on the status of Social Studies education in New Hampshire that was sent to Commissioner Barry. Also, the board will be working on developing an action plan to make educational leaders, government officials, and the general public more aware of the status of Social Studies.
- Nominate a colleague for the New Hampshire Council for the Social Studies Teacher of the Year Award, which has now been renamed the Don Marquis Teacher of the Year Award. **Information on the nomination process can be found at NHCSS.org. Nominations are due March 2nd and should be sent to Ron Adams, P.O. Box 337, Ossipee, NH 03864 – socialstudiesrus@hotmail.com.** Each year the New Hampshire Council for the Social Studies honors an outstanding educator as the New Hampshire Social Studies Teacher of the Year. Beginning in 2011, this award will be designated the Donald R. Marquis Memorial Teacher of the Year award. Donald Marquis was a lifelong Nashua resident, graduate of Nashua High, and of the University of New Hampshire. Donald was employed by the Nashua school department for 32 years as a teacher, Social Studies curriculum coordinator, and director of Staff Development. He was a trustee of the Ira F. Harris Fund and of the Hunt Memorial Building, and a member of the Advisory Committee for Public Art at The Nashua Public Library. Donald served on the Executive Board of the New Hampshire Council for the Social Studies for over 25 years. In addition to his own teaching, Donald was a mentor to many aspiring teachers, multiplying his impact to many classrooms in the Nashua schools and beyond. It is thus fitting that this award should be continued in his name.
- Applications for Gwen Beane Mini-Grant proposals are also due **March 2nd**. A grant of up to \$1,000 is designed to encourage active, participatory, and forward thinking activities in the classroom. **Information on the proposal process can be found at NHCSS.org. Proposals should be sent to Ron Adams, P.O. Box 337, Ossipee, NH 03864 – socialstudiesrus@hotmail.com.**

NERC, Northern Regional Conference on the Social Studies 41st Conference

NERC 41, entitled “Beyond Borders: Creating Connections...Changing the World,” is March 22-25 at Sturbridge Host Hotel, Sturbridge, MA.

- Monday Evening Award Ceremony. Keynote: Katie Smith Milway
- All day sessions Monday and Thursday
- Tuesday Morning Keynote: Reverend Liz Walker
- Wednesday Morning Keynote: Fernando M. Reimers

Member Registration \$100
Pre-registration \$125 for POs
On-site Registration \$150 for POs

Save the Date!

Canadian-American Center's
Summer Institute
June 27-July 2
Institute for K-12
Professionals.

NELMS Annual
Conference
April 8-10
Providence, RI

Art and
Empowerment In
Brazil: Seminar
Abroad and
Curriculum Project
Application Deadline:
March 1, 2010
Dates: June 29-July
28, 2010





New Hampshire Council for the Social Studies
A statewide professional organization dedicated to Social Studies Education

The Importance of Social Studies (Civics, Economics, Geography, and History) Education

Social Studies is crucial to our students' education! Social Studies:

- Creates "public citizens" committed to democratic principles and beliefs
- Creates "economic citizens" able to contribute to the economy and live self-sufficiently.
- Creates "private citizens" who are curious about the world and live an active life of the mind.

In short, citizens in our nation must be able to make informed and intelligent political, economic and personal decisions. How do they become "informed" and "intelligent" about these matters? Where in the school curriculum is this taught? *In Social Studies classrooms!!*

Because of the compelling purpose of Social Studies education, we believe that it is imperative that Social Studies continue to be considered as one of the core disciplines included in the public education requirements of the state of New Hampshire.

The Current Status of Social Studies Education in New Hampshire

Social Studies instruction in grades K-8 is falling by the wayside; it has become a neglected discipline! Consequently, students entering high school have little or no Social Studies background. Since the advent of the federal program, No Child Left Behind, Social Studies instruction has been devalued and is diminishing particularly in elementary schools. In many elementary schools in New Hampshire, there is no allocated time or only 90 minutes per week for Social Studies according to an informal survey. Some districts only teach Social Studies through language arts/reading which may be one good strategy or a very artificial one depending on the accuracy of the reading selections and on how well it is implemented.

New Hampshire is not alone in facing this problem. The Center on Education Policy issued the results of a study entitled "Choices, Changes and Challenges: Curriculum and Instruction in the NCLB Era." In it, they reported that 62% of districts had increased time for English language arts and/or math in elementary schools since school year 2001- 02 and more than 20% reported increased time for these subjects in middle school since then. The report indicates that to accommodate the increased time in English language arts and math, 44% of districts cut time from one or more subjects or activities (social studies, science, art, music, physical education, lunch and/or recess). These decreases are reported to total nearly 30 minutes per day and a total of 141 minutes per week across all these subjects.

Why has this happened?

In the early 2000's when there were still NHEIAP assessments, Social Studies was an important part of the K-8 New Hampshire curriculum. However, the introduction and implementation of *No Child Left Behind* led to the elimination of the NHEIAP assessments. NCLB required state assessments in reading, math, and science and, therefore, these areas have become the focal point of curriculum and instruction. Given limited resources and instructional time, high stakes testing, and putative measures for failing to make "adequate yearly progress", schools narrowly focus their efforts on that which is tested. Without a state assessment in Social Studies, schools and districts are not held accountable. The implicit and, presumably, unintended message is that Social Studies needn't be taught because the state does not believe that it is important enough to be assessed.

What is the council seeking?

NHCSS feels that solutions must be found to bring citizenship literacy/Social Studies back into New Hampshire classrooms, especially at the K-8 level.

NEH Summer Institute For School Teachers

“Social Movements in Modern America: Labor, Civil Rights, and Feminism” Indiana University Bloomington would like to invite you to apply for a three-week summer institute July 11-31, 2010. For more information, eligibility requirements, and application instructions, visit <http://www.indiana.edu/~inst2010> or contact Dr. Barbara Truesdell, Barbara@indiana.edu.

Your application must be postmarked or received electronically no later than March 2, 2010. Co-sponsored by the Center on Congress and the Center for the Study of History and Memory at Indiana University.

China's Century? Five-day Residential Teacher Institute

The Program for Teaching East Asia (TEA) at the University of Colorado invites applications to "China's Century? Global Issues, Classroom Applications", a five-day residential institute on contemporary China. The institute will take place on the CU campus in Boulder, July 19-23, 2010. The institute is limited to 20 teachers. Preference will be given to those who demonstrate the opportunity to incorporate the content and materials into their 2010-2011 teaching assignment. All major costs will be underwritten by TEA. TEA covers up to \$450 in air or ground transportation. TEA provides room and board. Participants receive a \$100 stipend, and approximately \$150 in materials and resources. A \$50 non-refundable registration fee is required of all teachers accepting a place in the institute.

Application form is available at the TEA website, www.colorado.edu/CAS/TEA Deadline for application is March 5, 2010. Further information- contact Chris McMorran, 303-735-5128 or mcmorran@colorado.edu

Teachers – Challenge Your Students to Take the Quest!

To commemorate our Ten Year Anniversary, we are introducing the **Get 10 Virtual Quest** – an online scavenger hunt for teenagers!

Test your students' consumer savvy by answering just **ten** financial questions. We're making this contest easy for them because it's open book! We encourage them to read the questions, go research the answers, and visit again to complete the quiz. We even give them clues to help them answer the questions courtesy of our sponsors.

Remember, they only have one chance to submit their answers, so make it count!

Each student that answers all ten questions correctly will be entered into a drawing to win one of **TEN MacBooks** (the amazing new Mac that kids love because of *iPhoto*, *iMovie*, browsing the web, checking email and more)! The ten MacBooks are courtesy of Visa USA, one of NH Jump\$tart Coalition's most gracious sponsors. The drawing will take place in April as part of our celebration of April as Youth Financial Literacy Month.

Want a PDF file of all of the questions for you to make copies and use in the classroom – click here for the link: <http://www.jumpstartget10.org/pdfs/questions.pdf>

A Vision for a NEW Gundalow!

While the *Captain Edward H. Adams* is under wraps for the winter, staff and volunteers are working on a five-year strategic plan that includes construction of a new Gundalow certified by the Coast Guard as a floating classroom to take students out on New Hampshire's tidal rivers and bays. We're very excited about the educational opportunities this will provide - - especially a multi-disciplinary voyage to explore local maritime heritage and the environmental impact of humans through the centuries. A critical part of our planning process is gathering teachers' input, so we've put together a quick survey that we hope you'll take a few minutes to complete. As an incentive, all completed surveys will be entered into a drawing to win a free trip on the new Gundalow. Just click on this link: <http://www.surveymonkey.com/s/newgundalow> Feel free to contact us with questions or suggestions : education@gundalow.org. For more information: www.gundalow.org

Chinese Culture and Language Seminars

Press Release 1/6/2010

Whether you are negotiating with your Chinese counterparts, teaching students from various parts of China, or simply hosting a visiting scholar, understanding the Chinese language, culture, thought processes and behaviors can avoid embarrassment, offenses and even legal disputes. Come to our *“China’s Cultural Holidays and Pastimes 2/11/2010,” “Chinese Culture vs. American Culture 4/15/2010,”* and *“Stranger in the Motherland 5/20/10”* seminars and learn the do’s and don’ts. All our seminars have proven to be valuable and instrumental. All seminars are held at **Chen Yang Li Restaurant, 520 South Street, Bow, NH 03304**. The seminars will start at 11:30 am and end at 4:30 pm. A five-hour PD certificate will

be issued.

V. L. Peterson Associates provides a full range of services to American companies and educational institutions doing business in China. The services include 1) Strategic Planning, 2) Marketing and Sales Consultation, 3) Cross-Culture and Language Training, 4) Translation and Interpretation. www.vlpa.com Seating is limited. Registration is required. Please fill out the attached registration form and send it to V. L. Peterson Associates, 111 West Parish Road, Concord, NH 03301. Or contact Ying Xia Peterson by phone 603-224-0164, fax: 603-226-0444, e-mail:

yxpeterston@comcast.net.



Westward Expansion Lessons for your Classroom!

The Colonial Williamsburg Foundation and ABC-CLIO have teamed up to provide interactive classroom experiences that are engaging, build background knowledge, and develop important 21st-century skills such as critical thinking and collaborative learning. For further information go to <http://www.history.org/>

Teaching American History Grant Program

The U.S. Department of Education is recruiting reviewers for the upcoming 2010 grant award competition. They are seeking American history content professionals to participate in the grant application review process. The anticipated grant review period is mid March to early April 2010. You may serve as a TAH grant reviewer if you meet at least one of the following qualifications:

- ☉ A degree in history
- ☉ K-12 history teacher
- ☉ History Professor
- ☉ TAH grant director
- ☉ TAH grant partner
- ☉ History scholar
- ☉ Professional development provider
- ☉ Evaluator or evaluation specialist
- ☉ Other history-related professional

Please email your abbreviated resume (5 pages maximum) to Yianni Alepohoritis at YianniAlepohoritis@ed.gov no later than February 12, 2010. If you are selected you will serve on a panel with two other reviewers. This process includes one week of reading applications on your own and two weeks of telephone meetings with your panel. An honorarium is given to those who complete the grant review.

For more information on the TAH program, please visit the program website at <http://www.ed.gov/programs/teachinghistory/ind>



NYSCSS

The New York State Council for the Social Studies 72nd Annual Conference, entitled "Engaging the Past, To Transform Our Future," is March 4-6 in Rye Brook, NY. Kim O'Neil, NCTA alum, represents the Five College Center for East Asian Studies and NCTA by staffing a booth at the conference. Visit www.nyscss.org.

National Conference on Enhancing Canada in the Curriculum

Social Studies Professionals are cordially invited to attend an important and innovative National Conference on enhancing Canada in the Curriculum. Please join us for: "*Putting Canada in the Classroom: A Conference on the Role and Place of Canada in the American K-12 Curriculum.*"

Dates: An opening evening reception will be held Monday, May 24, 2010 with a full day of conference programming on Tuesday, May 25, 2010.

Location: Embassy of Canada, 501 Pennsylvania Avenue, NW, Washington, D.C.

RSVP required. To RSVP and for further information, please contact: Amy Sotherden, Coordinator of Outreach Activities, Center for the Study of Canada, State University of New York College at Plattsburgh. Tel: 518 564 2385; E-mail: amy.sotherden@plattsburgh.edu, Web : www.plattsburgh.edu/cesca/

The conference is organized and sponsored by the Center for the Study of Canada - SUNY Plattsburgh in partnership with the Canadian-American Center - University of Maine, Center for Canadian-American Studies - Western Washington University, the Canadian Studies Center - University of Washington, and the Embassy of Canada to the United States.



Websites of Interest

NEW BILL OF RIGHTS eLESSON FULL BODY SCANNERS AND PRIVACY

On December 25, 2009, Nigerian Umar Farouk Abdulmutallab attempted to set off a bomb concealed in his underwear on a flight from Amsterdam to Detroit. President Obama, saying that a "systemic failure has occurred," has called for changes in the way intelligence is distributed among agencies. In addition, the TSA has called for increased use of full-body scanners at airports (currently used in nineteen airports in the US) and has issued new rules, which will affect airline passengers. This week's Bill of Rights in the News focuses on the implications of these developments for the criminal procedure and personal liberty protections in the Bill of Rights. <http://www.billofrightsinsitute.org/Teach/freeResources/Lessons/?action=showDetails&id=267&ref=showCatD&catId=6>

KIDS AROUND THE WORLD

Kids Around the World is a website created to introduce elementary school-age children in the United States to the lives of children of the same age in developing countries around the world. It includes interviews, lesson plans, booklists, and more: <http://www.katw.org/index.cfm>

"LOST" AMAZON COMPLEX FOUND; SHAPES SEEN BY SATELLITE

Hundreds of circles, squares, and other geometric shapes once hidden by forest hint at a previously unknown ancient society that flourished in the Amazon, a new study says. Satellite images of the upper Amazon Basin taken since 1999 have revealed more than 200 geometric earthworks spanning a distance greater than 155 miles (250 kilometers). Now researchers estimate that nearly ten times as many such structures-of unknown purpose-may exist undetected under the Amazon's forest cover. At least one of the sites has been dated to around A.D. 1283, although others may date as far back as A.D. 200 to 300, said study co-author Denise Schaan, an anthropologist at the Federal University of Pará in Belém, Brazil. <http://news.nationalgeographic.com/news/2010/01/100104-amazon-lost-civilization-circles.html>

REFUGEE SITUATIONS ONLINE GAME

Against All Odds is an interactive online game created to increase students' awareness and knowledge about refugee situations by putting players in the position of a

refugee. Divided into three categories - "War and Conflict," "Borderland," and "A New Life" - *Against All Odds* takes players on a journey ultimately towards asylum, but also touches on issues of understanding and intuition in different environments. Players will be challenged by a variety of obstacles and scenarios simulating struggles refugees are forced to deal with every day, from sneaking out of town to dealing with prejudices in a new place.

http://www.unrefugees.org/site/c.lfIOKSOwFqG/b.4803687/k.939C/Against_All_Odds.htm?tr=y&auid=5775372

100 YEARS AGO: THE AMAZING TECHNOLOGY OF 1910

The dawn of 2010 promises more amazing developments in the world of technology. Already, tourists can visit space, for a price, nearly everything and everyone is going digital, and medical science continues to test the boundaries of what makes us truly human. One full century ago, the new technologies that had people talking were considered just as groundbreaking. Electricity led the charge of developments that were changing the way people lived every day, with transportation and chemistry not far behind. The early years of the century saw the general public finally able to enjoy the fruits of what was achieved in electrical engineering during the previous century. By 1910, many suburban homes had been wired up with power and new electric gadgets were being patented with fervor. Vacuum cleaners and washing machines had just become commercially available, though were still too expensive for many middle-class families... http://news.yahoo.com/s/livescience/20100101/sc_livescience/100yearsagotheamazingtechnologyof1910

TEACHING WITH PRIMARY SOURCES

The Library of Congress' Teaching with Primary Sources (TPS) Eastern Region is currently accepting applications for the development of local TPS projects on a rolling deadline. You are invited to develop and submit a grant proposal to initiate and implement a TPS program for pre- or in-service K-12 educators and/or librarians. Seed grants between \$2,000 and \$15,000 will be awarded. Descriptions of ongoing TPS Eastern Region projects at:

<http://tps.waynesburg.edu/eregion/participants.html>. T

CIVIL WAR PRESERVATION TRUST RESCUES 2,777 ACRES OF HALLOWED GROUND IN 2009

News Release: Civil War Preservation Trust January 7, 2010

Despite difficult economic climate, national nonprofit group protects historic landscapes at 20 battlefields

(Washington, D.C.) – The Civil War Preservation Trust (CWPT), the nation’s largest nonprofit battlefield preservation group, has announced its land preservation accomplishments for 2009. Despite the difficult economy and challenges facing all charitable organizations, CWPT helped to permanently protect 2,777 acres of hallowed ground at 20 different Civil War battlefields in five states during the last calendar year. Overall, CWPT has protected more than 29,000 acres of battlefield land at 109 sites in 20 states.

“Despite the worst economy in recent memory, we pressed onward with our mission and achieved a level of success that surpassed all expectations,” noted CWPT President James Lighthizer. “We posted one of the most successful years in this organization’s history — including our second-highest-ever tally for acres preserved in a calendar year.”

With 30 acres of Civil War battlefield land lost to development each day, there has long been a pressing need to see these hallowed grounds protected, but many preservation projects in 2009 took on an added sense of urgency. In 2008, the Commonwealth of Virginia approved \$5.2 million in matching grants for battlefield preservation, specifying a limited time frame for use of the landmark allocation.

“At a critical time in the fight to preserve some of this nation’s most hallowed ground, Virginia’s landowners, citizens, organizations and the government leaders at all levels have led the way to secure these battlefield lands for future generations of Americans,” remarked Kathleen Kilpatrick, director of the Virginia Department of Historic Resources. “There is so much to celebrate in these remarkable accomplishments, even as we prepare for the hard work ahead.”

However, in order to secure these funds, CWPT and other preservation groups had to secure \$2 from other sources for every dollar they requested from the state. Understanding the once-in-a-lifetime nature of the opportunity, CWPT members responded, contributing to a “Virginia Legacy Fund” to meet the match requirements.

“CWPT’s members are the lynchpin of our success,” said Lighthizer. “They are smart, savvy people who want to know exactly what they are contributing toward — they want to examine a map, see pictures, read a personal account of the fighting on that property before they write a check. We respect our members and work hard to be responsible stewards of their generosity.”

In addition to land purchases, the year was also notable for the organization’s donation of 176 acres of the 1862 battlefield to Harpers Ferry National Historical Park. The land was purchased by CWPT several years ago with the express intention of being transferred to the National Park Service once it was able to incorporate the gift. Incorporating newly protected land into existing parks is a perpetual goal for CWPT. In 2009, the organization participated in the preservation of land at two sites — Davis Bridge, Tenn. and Cedar Creek, Va. — where the acreage was transferred to a state or national park. In the case of Davis Bridge, the state of Tennessee contributed \$864,000 toward acquisition of this key battlefield site.

Recognizing that the work of protecting historic landscapes is often beyond the scope of any single organization, CWPT strives to work in partnership with a wide variety of regional and local preservation groups to purchase significant pieces of land otherwise outside the reach of either independently. For example, CWPT this year partnered with the Central Virginia Battlefields Trust, based in Fredericksburg, to protect 93 acres at the Wilderness Battlefield, lending technical expertise to the transaction process, as well as contributing financially.

Another hallmark of CWPT preservation strategy is working toward reaching a “critical mass” of preservation at individual battlefields and connecting previously protected the parcels into unified entities. In 2009, the joint effort between CWPT and the Shenandoah Valley Battlefields Foundation to protect 209 acres at Third Winchester, Va., created a 576-acre swath of protected battlefield land. Recent preservation efforts added 11 acres at Glendale and 178 acres at Malvern Hill, both in eastern Henrico County, Va., — an area in which CWPT has now protected a total of 1650 contiguous acres, almost 900 of which have already been transferred to the National Park Service’s Richmond National Battlefield.

In addition to land purchases, CWPT remained actively engaged in education and advocacy programs designed to inform the public of the threats facing Civil War battlefields. In 2009, two major news conferences with Academy Award-winning actors — Richard Dreyfuss unveiled CWPT’s annual History Under Siege report in March and Robert Duvall called attention to

Historical Fiction Only the First Step

by Gregory Edgar, author and school presenter

Using historical fiction in the classroom can be an effective way to make history come alive for your students. Good storylines, and characters with whom your students can identify, can make history enjoyable. Your students will learn about history and be entertained at the same time. And it just might inspire some to do their own independent pleasure reading, and start a life long love of history. When you are ready to discuss with your students what they've read, or test them on it, do not restrict the scope of your questions to the content of the book. Challenge them with questions and exercises slightly beyond the scope of the book. Force them to apply the insight about the past that they gained from their reading. Let me illustrate, using my novel, *Patriots, a Story of Bunker Hill*. You can also use this technique with whatever novel or story you currently use. Present your students with scenarios that are not described in the book. Think of it as a "You are there, what would you do?" approach. Following are two examples.

In the first scenario, it's three weeks since the Battle of Bunker Hill, and George Washington has just arrived on the scene. He'd been appointed by the Continental Congress to go to Massachusetts and take control. Upon arriving, he discovers that the "army" opposing the British consists only of unruly, undisciplined "Yankees" (New Englanders). After being told the details of the recent battle, he orders courts martial for several Massachusetts officers who fled the battlefield instead of staying with their troops and facing the enemy.

Ask part of your class to prepare and present one such court martial. The trial arguments should reflect some of the provincial and prejudicial attitudes that the people from one colony had toward those from another. Officers from Massachusetts felt justified in ignoring orders from General Israel Putnam, simply because Putnam was from Connecticut. This was a common attitude that Washington would struggle with throughout the war. Nationalistic sentiment would not be common until many years after the war; this is an important point to emphasize when teaching the Revolution and Constitution periods.

The second scenario is acted out by a few students, and has two scenes. Scene 1 takes place one week after the battle. Several farmers, who have not yet heard of the battle, meet at a crossroads in rural Pennsylvania. They discuss the predicament that those radical New Englanders (with their extremist political views, and their abhorrent "social leveling") have brought down upon all the colonies. A recruiter rides up and gives them a sales pitch, telling them that each colony is raising regiments for a new "continental" army to fight the British. The farmers listen and talk to the recruiter, offer prejudicial opinions about the Yankees, and tell him to be on his way. Scene 2 is the next day. The farmers meet again at the same crossroads, and renew their discussion. Suddenly, an express rider arrives and throws a newspaper sheet at them while riding by. Hot off the press, it is a reprint of a letter (written by students) from either a Yankee soldier or a citizen who observed the battle. In vivid language, it describes how the Yankees stood their ground against the redcoats. One of the farmers reads it aloud to the others. Then they again discuss the idea of enlisting, more animated this time, and each one makes a decision whether to "list" in this new army, and march all the way to Boston to "go meet the British." This role playing will bring out the main idea students should remember from studying the Bunker Hill event - that it truly was a turning point in the revolutionary movement. The colonists, especially the "Southerners" (anyone outside New England), were reluctant to commit to a war that many perceived as having been started by Yankee extremists. As a friend in London wrote to Benjamin Franklin years after the war, there would not have been a war if the Yankees had not stood their ground that June day in 1775. Using historical fiction can make learning history more fun. But, don't stop with the final page of the story. Take your students to the next step. Place them in the past, and challenge them to decide how they would act. Help them bring history to life!

Note: Gregory Edgar is the author of six books on the Revolutionary War, including two for children. You can email him at Gregory_Edgar@Hotmail.com or visit his author's page on amazon.com.

(Disclaimer: NHCSS endorses the general teaching strategy but is not specifically endorsing this author.)

1st or 2nd Year Teacher Scholarship to Northeast Regional Social Studies Conference

NHCSS offers a 1st or 2nd year teacher scholarship to attend the Northeast Regional Social Studies Conference in Sturbridge, MA. March 22-25. Information on the conference can be found at masscouncil.org/nerc. NHCSS will reimburse a full-time 1st or 2nd year New Hampshire Social Studies teacher up to \$300 to cover registration and hotel room.

Applications must be received by March 1 and should include teacher's name, home address, home phone, email address, school name, school address, school phone number, and principals name and phone number. Also include a brief statement, 40 words or less, why you should receive this scholarship. Notification will go out March 6th.

Send information to **Ron Adams, P.O. Box 337, Ossipee, NH 03864 – socialstudiesrus@hotmail.com.**

[Recipient]

Address Line 1

Address Line 2

Address Line 3

Address Line 4