

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
Funded by the US Department of Education
2004-2009**



Concept: Change

Topic: Civil Rights

By: Doris Dennis & Sarah Foxworth

Grade Level: 4

**The North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program**

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic - Civil Rights
Text – Freedom on the Menu
Author – Carole B. Weatherford
Publisher/Date -- Dial Books for Young Readers -- 2005

Concepts	Themes
Change Relationships Diversity	Change may be revolutionary and causes conflict. Family relationships grow/change due to larger issues in the community. Diverse populations cause change in communities.
Issues or Debates	Problems or Challenges
Positive or negative change Fairness and equality Cultural diversity	<ul style="list-style-type: none"> • Initiating change peacefully • Accepting inequality • Allowing children to make adult decisions in order to foster their growth • Paradigm shift
Processes	Theories
Conflict resolution Decision making	<ul style="list-style-type: none"> • By arresting citizens it would stop the Civil Rights Movement • Standing up for your rights will give you dignity and respect • Diverse populations are accepted in society today vs. the mindset of 1960
Paradoxes	Assumptions or Perspectives
Sitting down to stand up Going to jail provides freedom <i>**Thomas Jefferson Quote about equality</i>	One ethnic group is superior to another Everyone will be treated fairly

Concept: Change

Topic: Civil Rights

Suggested Text Selection(s): Freedom on the Menu

Look, Listen and Identify:

Intelligent Behaviors

Story Focus: **Persistence, think flexibly, metacognition, question and pose problems, think and communicate with clarity and precision, think interdependently**

Student Activities: **Persistence, listen with understanding and empathy, think flexibly, metacognition, question and pose problems, think and communicate with clarity and precision, think interdependently**

NC Standards: **Social Studies 2.04** Describe how different ethnic groups have influenced culture, customs and history of NC

Social Studies 4.05 Identify and assess the role of prominent persons in NC, past and present

Language Arts 3.01 Respond to fiction, nonfiction, poetry and drama using interpretive, critical, and evaluative processes by analyzing the impact of authors' word choice and context.

- Examining the reasons for characters' actions
- Identifying and examining characters' motives
- Considering a situation or problem from different characters' points of view
- Analyzing differences among genres
- Making inferences and drawing conclusions about characters, events and themes

Language Arts 3.02 Analyze characters, events and plots within and between selections and cite support evidence

Language Arts 3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Language Arts 4.02 Use oral and written language to:

- present information and ideas in a clear, concise manner.
- discuss. Solve problems
- interview. Make decisions

Language Arts 4.10 Use technology as a tool to gather, organize, and present information.

Math 4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs to solve problems)

Math 4.03 Solve problems by comparing two sets of related data

Math 4.04 Design experiments and list all possible outcomes and probabilities for an event

Math 5.01b Identify, describe and generalize relationships in which:
Change in one quantity relates to change in a second quantity

Math 5.03a Verify mathematical relationships using:
Models, words and numbers

Local Pacing Guide Timeline:

Thinking Skills Focus:

Topic Focus: Civil Rights

Concept Focus: Change

Overarching Generalizations:

- ✱ Change may generate additional change, change may be evolutionary or revolutionary
- ✱ Change is inevitable
- ✱ Change is necessary for growth

More Complex Generalizations (Two or more concepts):

- ✱ Relationships, over time, may change and cause conflict.
- ✱ The change may alter relationships.

Directions for Teachers:

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

Suggested Topics for Discussion:

Civil rights, Freedom of Speech, diversity of cultures, conflict that arises from change

Suggested Vocabulary Words for Discussion:

courageous

five-and-dime

lunch counter

minister

chapel

NAACP

voter registration	manager	sit-in
picket	protests	arrested
mule-stubborn	chanting	Sears catalog
agricultural	technical	freshman
hecklers	dignity	segregation
civil disobedience	environmentalists	encampment
urban	poverty	international
social injustice	economic injustice	political injustice
resistance (31)		

A Six-Step Process for Teaching Academic Vocabulary Terms:

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

Vocabulary Extension:

1. **Word of the Day**
2. **Word Wall**
3. **Jeopardy**
4. **Concentration with matching word and definition**
5. **Word Square with 4 blocks; word, definition, picture, connection**
6. **Vocabulary Whirl**

Select a generalization(s) and essential questions. Introduce one or more of the following topics:
 Change generates additional change. Change can be evolutionary or revolutionary.
 How does Civil Disobedience bring about change?

Six Facets of Understanding

Facet 1 – EXPLANATION
<p>How might we prove, confirm or justify civil disobedience? How is the Greensboro Sit-In connected to the Civil Rights movement? Explain your answer, giving several specific relations. How do relationships change over time due to the Greensboro Sit-In?</p>
Facet 2 - INTERPRETATION
<p>How has the Greensboro Sit-In impacted how I live today? How has this affected minority service in a restaurant? How has society changed due to the sit-in?</p>
Facet 3 - APPLICATION
<p>How might the events going on in the US during summer, 1960 help us to better understand the Greensboro Sit-In? How could we use what we have learned in the book to overcome bullying? What changes occurred in relationships due to this?</p>
Facet 4 – PERSPECTIVE
<p>What are the points of view of Aunt Gertie, Connie, the man at the water fountain, the elderly white lady, the store manager, the waitress and the cook? How was Greensboro alike and different from NY city at the time of the story? When is it OK to break the law?</p>
Facet 5 – EMPATHY
<p>What would it be like to walk in _____’s shoes? (Dr. King, Connie’s brother, the store manager, the waitress or a character in the story you choose.) What was Dr. King or the man at the water fountain trying to make us feel and see?</p>
Facet 6 – SELF-KNOWLEDGE
<p>How were the views of (Dr. King, the store manager, the white lady in the store) shaped by the times in which they lived? What are the limits of my knowledge about the pre-Civil Rights days?</p>

Select a generalization(s) and essential questions. Introduce one or more of the following topics:
 Change generates additional change. Change can be evolutionary or revolutionary.
 How does Civil Disobedience bring about change?

**Read: The Greensboro Four
 Post-Reading Task Rotation Learning Activities**

Grade 4

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>Draw pictures that depict 4 events leading up to Connie being able to get a banana split at Woolworth’s. (Fold a 11x14 sheet of paper into fourths to “hold” your events.) Organize and title events in the order they take place, demonstrating that you are able to evaluate the sequence and effect of each event. Be prepared to share orally.</p> <p align="center">V x L x S x M x B x P x I x N x</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Role play Connie and her sister as they debate the pros and cons of picketing. How might the conflict cause Connie and her sister to have a change in their relationship? Would it also cause a change in their relationships with others?</p> <p align="center">Vx Lx S_M_B_Px Ix N__</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>What are the similarities and differences between you and Connie.</p> <p>Memory Box (Student Engagement Activities)</p> <p>Poem - Diamante Noun, 2 adj, 3 verbs, 2 adj about first noun, 2 adj about 2nd noun, 3 verbs, 2 adj. noun</p> <p align="center">V x L x S x M x B x P x I x N</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Generate a different outcome to the scenario of Connie and her Aunt Gertie at the water fountain.</p> <p>Perform – get volunteers from classmates to play roles if you have more roles than people in your group</p> <p align="center">V x L x S x M x B x P x I x N x</p>

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Real World Connections With Products:

compare/contrast; identify, similarities/differences; explain; analyze; interpret; evaluate

Real World Applications:

journalist, lobbyist, sociologist, lawyer, mediator, teacher, producer, historian

Real World Terms:

discuss, explain, imagine, opinion, choose, illustrate, examine, problem-solve

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

- ✱ **Change may generate additional change, change may be evolutionary or revolutionary**
- ✱ **Change is inevitable**
- ✱ **Change is necessary for growth**

More Complex Generalizations (Two or more concepts):

- ✱ **Relationships, over time, may change and cause conflict.**
- ✱ **The change may alter relationships.**

Essential Question

How might we prove, confirm or justify Civil Disobedience?

How does Civil Disobedience bring about change?

Materials Needed for Task Rotation and/or Task Rotation Menu

11x14 paper, crayons, markers

Computer for Timeline, Power Point, research and word documents

MetaCognitive Discussion (Essential Questions):

What is equality?

Equal is not fair. In your opinion, what does that mean?

How may equality bring about conflict?

(Whole Group)

Conceptual Perspectives:

- 1. Is change necessary for growth?**
- 2. Who benefits or is harmed by growth and/or change?**
- 3. How can change be positive or negative?**
- 4. Can change cause more change?**
- 5. What factors can cause change?**
- 6. Is change always necessary for growth?**

Intelligent Behaviors:

Persistence – How did the Greensboro Four demonstrate persistence?

Listen with understanding and empathy – Give examples from the story of listening and understanding the viewpoints of others.

Think flexibly – How did the demonstrators use flexible thinking to gain the attention of the public?

Metacognition – How did Connie demonstrate metacognition?

Question and pose problems – How would your family re-act or interact to/with the actions taking place during this time?

Think and communicate with clarity and precision – How does “sitting down” show that you are standing up for your rights?

Think interdependently – Why was it necessary for the community to support the G’boro Four in order for them to achieve their objectives?

Literary Perspectives:

Why do you think Carole Weatherford wrote about the Greensboro Sit-In?

What lesson(s) do you think we were expected to learn?

Why would learning about this period of time be important?

Student/Teacher Reflections – Student Reflections

Math Task Rotation Learning Activities

Grade 4

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;">Work in Progress Mastery Learner (A) Sensing- Thinking</p> <p>Use Primary Source Materials (Woolworths and McDonalds menus) and collect information showing prices for five items that could be purchased at a lunch counter in 1960 and now. Organize and display your information and creatively report your findings to the class.</p> <p style="text-align: center;">V <u> </u> L_x S_x M <u> </u> B <u> </u> P_x I <u> </u> N <u> </u></p>	<p style="text-align: center;">Work in Progress Interpersonal Learner (B) Sensing-Thinking</p> <p>Use Primary Source Materials (Woolworths and McDonalds), work with a partner and design a lunch counter menu that you would enjoy today. Include a fair market price for each item on your menu. Use primary source materials that show a lunch menu from 1960. Reflect and draw conclusions (at least 3) concerning the differences in 1960 and today based on the information you have researched.</p> <p style="text-align: center;">V_x L_x S_x M <u> </u> B <u> </u> P_x I <u> </u> N <u> </u></p>
<p style="text-align: center;">Work in Progress Understanding Learner (C) Intuitive-Thinking</p> <p>Use Primary Source Materials (Woolworths and McDonalds) to compare and contrast the cost of 5-6 like items on the menus. Make a table displaying your items and the percent increase in each item. You may be creative in your display of information as long as you show 5 items, sources of information and percent increase in cost then and now.</p> <p style="text-align: center;">V_x L_x S_x M <u> </u> B <u> </u> P <u> </u> I <u> </u> N <u> </u></p>	<p style="text-align: center;">Work in Progress Self-Expressive Learner (D) Intuitive-Feeling</p> <p>In your group, discuss the economic effects of the boycotts in 1960. Were they successful ? Why or why not? Justify your answer. Thinking in terms of economics , how are boycotts and economic downturns (2008-2009) alike and different. Formulate a theory that explains your position. Be prepared to support your views in a round table discussion.</p> <p style="text-align: center;">V_x L_x S <u> </u> M <u> </u> B_x P_x I <u> </u> N <u> </u></p>

Real World Connections With Products: compare/contrast; identify similarities/differences; explain, analyze, interpret, evaluate; collect and organize data; formulate theories; reflect

Real World Applications: teacher, journalist, economist, statistician, sociologist,

Real World Terms: collect, organize, display, reflect, research, formulate, justify, support

Concept Focus: Change

Overarching Generalizations:

- ✱ Change may generate additional change, change may be evolutionary or revolutionary
- ✱ Change is inevitable
- ✱ Change is necessary for growth

More Complex Generalizations (Two or more concepts):

- ✱ Relationships, over time, may change and cause conflict.
- ✱ The change may alter relationships.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Primary Source materials found on Internet sites
- Computer
- Poster paper, pencils, markers
- Graphing template

MetaCognitive Discussion (Essential Questions):

What is equality?

Equal is not fair. In your opinion, what does that mean?

(Whole Group)

Conceptual Perspectives:

1. Is change necessary for growth?
2. Who benefits or is harmed by growth and/or change?
3. How can change be positive or negative?
4. Can change cause more change?
5. What factors can cause change?
6. Is change always necessary for growth

Intelligent Behaviors:

Persistence—How did the Greensboro Four demonstrate persistence?

Listen with understanding and empathy—Give examples from the story of listening and understanding the viewpoints of others.

Think flexibly – How did the demonstrators use flexible thinking to gain the attention of the public?

Megacognition – How did Connie demonstrate metacognition?

Question and pose problems – How would your family re-act or interact to/with the actions taking place during this time?

Think and communicate with clarity and precision – How does “sitting down” show that you are standing up for your rights?

Think interdependently – Why was it necessary for the community to support the G’boro Four in order for them to achieve their objectives?

Literary Perspective:

Why do you think Carole Weatherford wrote about the Greensboro Sit-In?

What lesson(s) do you think we were expected to learn?

Why would learning about this period of time be important?

Student/Teacher Reflection:

Change generates additional change. Change can be evolutionary or revolutionary.
 How does Civil Disobedience bring about change?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	List the five main events in the story. Elaborate on each of your selections.	Summarize the story. Make a cartoon that shows each of the major parts of the story.	Generate a list of adjectives that would demonstrate how *_____ would feel during this time.	Role play *_____ scene from *_____. Explain why you chose this scene.
2	What examples can you find to support inequality in two stories. Find books that demonstrate inequalities. You may choose civil rights or branch out into women's rights, the rights of the handicapped, etc.	Compare & contrast the two stories, <u>The Greensboro Four</u> and a book on this time period found in your school library.	Prepare interview questions and interview your grandmother/father about what they remember about the early 1960's.	Pretend you are a lawyer and you going to advise Connie's sister about the arrest at the lunch counter. Prioritize the main points you will make in order to make your point.
3	How might you defend Connie's sister's position about going to jail? How might this change the relationships between family members and between friends?	What would have happened if the Civil Rights Movement had been squelched?	(Create a short story about what our country/state would be like today if the sit-ins had not taken place.) Write a short story about 1-20-09 as if the sit-ins had not taken place.	Pretend you are a newscaster in December of 1955 and it is your task to report on Rosa Parks and her experience on the bus in Mont, Alabama. Summarize and give an objective opinion about this event. Be sure to explain "sitting down to stand up."

***Choose a character from the book.**

Real World Connections With Products: compare/contrast; identify similarities/differences; explain, analyze, interpret, evaluate; collect and organize data; formulate theories; reflect

Real World Applications: teacher, journalist, economist, statistician, sociologist,

Real World Terms: collect, organize, display, reflect, research, formulate, justify, support

Concept Focus: Change

Overarching Generalizations:

- ✱ Change may generate additional change, change may be evolutionary or revolutionary
- ✱ Change is inevitable
- ✱ Change is necessary for growth

More Complex Generalizations (Two or more concepts):

- ✱ Relationships, over time, may change and cause conflict.
- ✱ The change may alter relationships.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Primary Source materials found on Internet sites
- Computer
- Poster paper, pencils, markers
- Graphing template

MetaCognitive Discussion (Essential Questions):

What is equality?

Equal is not fair. In your opinion, what does that mean?

(Whole Group)

Conceptual Perspectives:

7. Is change necessary for growth?
8. Who benefits or is harmed by growth and/or change?
9. How can change be positive or negative?
10. Can change cause more change?
11. What factors can cause change?
12. Is change always necessary for growth?

Intelligent Behaviors:

Persistence—How did the Greensboro Four demonstrate persistence?

Listen with understanding and empathy—Give examples from the story of listening and understanding the viewpoints of others.

Think flexibly – How did the demonstrators use flexible thinking to gain the attention of the public?

Megacognition – How did Connie demonstrate metacognition?

Question and pose problems – How would your family re-act or interact to/with the actions taking place during this time?

Think and communicate with clarity and precision – How does “sitting down” show that you are standing up for your rights?

Think interdependently – Why was it necessary for the community to support the G’boro Four in order for them to achieve their objectives?

Literary Perspective:

Why do you think Carole Weatherford wrote about the Greensboro Sit-In?

What lesson(s) do you think we were expected to learn?

Why would learning about this period of time be important?

Materials Needed for Task Rotation and/or Task Rotation Menu

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Student Reflections and Assessments

**Task Rotation Learning Experience
Grade 4**

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>Gather information and organize a timeline showing four (4) events prior to the Greensboro Sit-In and four (4) events after the sit-in. Present a report that elaborates the details of each of the events on the timeline.</p> <p>(use computer generated timeline and report is in the form of a powerpoint)</p> <p align="center">Vx Lx Sx M__ B__ P__ Ix N__</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Work with a friend to write editorials illustrating the positive or negative position of the actions taken by the Greensboro Four. Be sure that you reference and cite primary source material and prepare information in a clear and concise manner.</p> <p align="center">Vx L__ S__ M__ B__ Px I__ N__</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Formulate pros and cons of the Greensboro Sit-In. Create a poster supporting your viewpoint. Be prepared to defend your position verbally or in writing.</p> <p>(Open compare and contrast?)</p> <p align="center">V.x Lx Sx M__ B__ P__ Ix N__</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Hypothesize what life would have been like for you today if the Greensboro Sit-In had not taken place. Include personal and community examples. Create an oral or written report, a play or a song demonstrating your hypothesis.</p> <p align="center">Vx L__ S__ M__ B__ P__ Ix N__</p>

Real World Connections With Products: compare/contrast; identify similarities/differences; explain, analyze, interpret, evaluate; collect and organize data; formulate theories; reflect

Real World Applications: teacher, journalist, economist, statistician, sociologist,

Real World Terms: collect, organize, display, reflect, research, formulate, justify, support

Concept Focus: Change

Essential Question: How might we prove, confirm or justify Civil Disobedience?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Primary Source materials found on Internet sites
- Computer
- Poster paper, pencils, markers
- Graphing template

MetaCognitive Discussion (Essential Questions):

What is equality?

Equal is not fair. In your opinion, what does that mean?

(Whole Group)

Conceptual Perspectives:

13. Is change necessary for growth?
14. Who benefits or is harmed by growth and/or change?
15. How can change be positive or negative?
16. Can change cause more change?
17. What factors can cause change?
18. Is change always necessary for growth?

Intelligent Behaviors:

Persistence—How did the Greensboro Four demonstrate persistence?

Listen with understanding and empathy—Give examples from the story of listening and understanding the viewpoints of others.

Think flexibly – How did the demonstrators use flexible thinking to gain the attention of the public?

Megacognition – How did Connie demonstrate metacognition?

Question and pose problems – How would your family re-act or interact to/with the actions taking place during this time?

Think and communicate with clarity and precision – How does “sitting down” show that you are standing up for your rights?

Think interdependently – Why was it necessary for the community to support the G’boro Four in order for them to achieve their objectives?

Literary Perspective:

Why do you think Carole Weatherford wrote about the Greensboro Sit-In?

What lesson(s) do you think we were expected to learn?

Why would learning about this period of time be important?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Computer
- Open compare/contrast
- Poster with markers and colored pencils

Student/Teacher Reflections:

How has reading this book and studying this time period changed the way you think about equal rights issues? Give specific examples.

Compare and contrast the presidential election of 1960 and 2008.

Math Student Reflections and Assessments

**Task Rotation Learning Experience
Grade 4**

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p>Mastery Learner (A) Sensing- Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Real World Applications:

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

Books:

Leon's Story by Leon Tillage

Abby Takes a Stand by Patricia McKissack

The Watson's Go to Birmingham by Christopher Paul Curtis

Civil Rights Movement for Kids by Mary C Turck

The Civil Rights Movement by Elaine Landau

Dare to Dream by Angela Madaris and Ann Rich

Days of Courage: The Little Rock Story by Richard Kelso

Free at Last by Angela Bull

Going to School During the Civil Rights Movement by Rachel Koestler-Grack

If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold

Now Is Your Time! The African-American Struggle for Freedom by Walter Dean Myers

Oh, Freedom! Kids Talk about the Civil Rights Movement with the People Who Made it

Happen by Casey Kind and Linda Barrett Osborne

Rosa Parks: From the Back of the Bus to the Front of a Movement by Camilla Wilson

Rosa by Nikki Giovanni

Rosa Parks: My Story by Rosa Parks, James and Jim Haskins

Sit-Ins and Freedom Rides: The Power of Nonviolent Resistance by Jake Miller

Stand up for Your Rights by Children from all over the World

Through My Eyes by Ruby Bridges

** Books on handicapped rights, women's rights

Reader's Theater for **Freedom on the Menu** www.cr.nps.gov/nr/travel/civilrights/ncl.htm

Lesson Plans from Carole Weatherford www.caroleweatherford.com/freedom_lesson_plan.htm

Teaching about the civil rights movement www.civilrightsteaching.org

Primary Source Materials [www.pbs.org/indepentlens/february one/](http://www.pbs.org/indepentlens/february_one/)

[Newspaper articles](#)

Video Clips:

Paintings & Prints:

APPENDIX

A

Additional Instructional Concept-Based Activities