



AT-HOME LEARNING

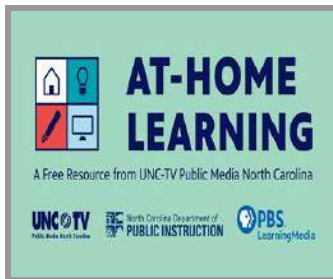
Curriculum-Related Programming

Tune in Monday through Friday, 8 AM-6 PM, to the North Carolina Channel or stream at unctv.org/ahl

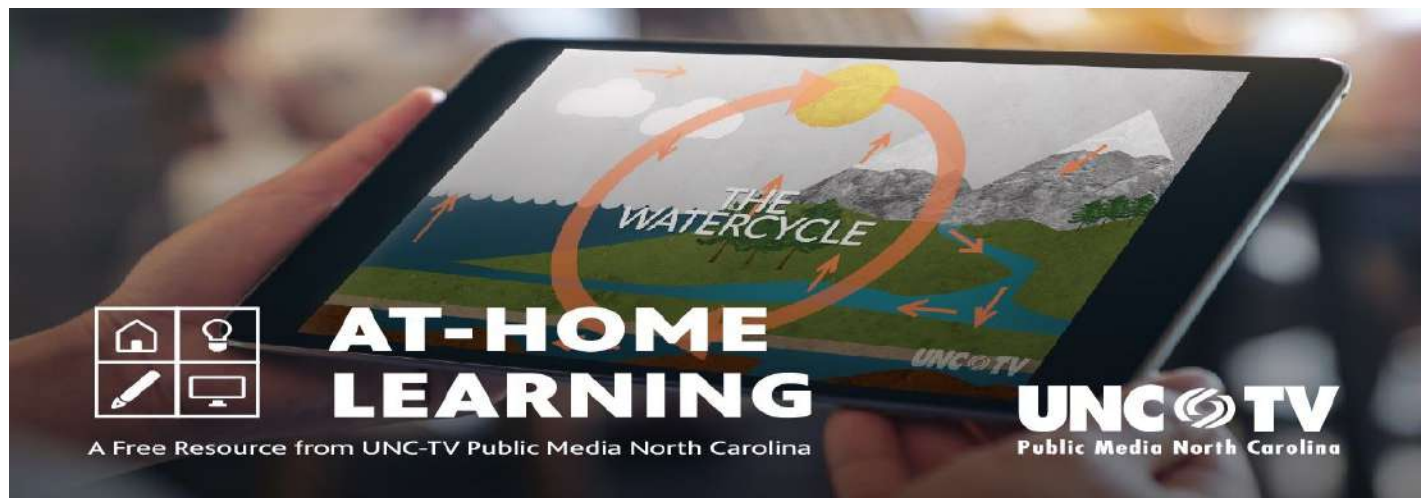
This is a free resource from UNC-TV Public Media North Carolina

■ Grades 4-8 ■ Grades 9-12

Scheduling for: April 20-24, 2020



Partnering with the North Carolina Department of Public Instruction, UNC-TV has worked to provide students with a robust schedule of programs designed to complement their schools' existing virtual learning efforts. These educational resources are FREE and are designed to be used by parents, caregivers and educators to help support and maintain learning for children during school closures. This multi-platform initiative includes PreK-12 educational programming online and on air, as well as additional robust resources through PBS LearningMedia.



Disclaimer:

The content found on UNC-TV's programming was created prior to school closures, separate from the North Carolina Department of Public Instruction (NCDPI). NCDPI does not endorse any of the content provided within these programs. NCDPI does not endorse any of the titles listed on the top 100 list from *Great American Reads*.

PBS Program	Content Area	NCDPI Resource Suggestions
Example <i>Chasing the Moon American Experience Part 1</i>	US History Grades 9-12	<ul style="list-style-type: none">• First Black Astronaut Trainee - PBS Learning• National Archives Space Race Learning Activities (MS/HS)• The Great Space Race (Grades 3,4,5)

Monday April 20, 2020		
Xavier Riddle and the Secret Museum	History	<ul style="list-style-type: none"> • Printable biosketch readers with comprehension questions on specific historical figures <ul style="list-style-type: none"> ○ Amelia Earhart ○ Leonardo Da Vinci
Peg + Cat 140	Math	<ul style="list-style-type: none"> • Part 1 <ul style="list-style-type: none"> ○ Going Buttons Directions ○ Going Buttons Game ○ Big Cheese • Part 2 <ul style="list-style-type: none"> ○ Turtle Number Walk Directions ○ Turtle Number Walk Game ○ Big Cheese
Cyberchase 202	Math	<ul style="list-style-type: none"> • Area & Perimeter • Making a Dog Pen • Putting Down Carpet • Raging Rectangles • I Get Around
The Roosevelts “An Intimate History”	US History	<ul style="list-style-type: none"> • The Powers of the Presidency - Understanding Presidential Power: Handout • Power of the Presidency Viewing Guide
SciGirls Episode 105 Horsing Around	Science Grades K-3	<ul style="list-style-type: none"> • Learning Connections and Reflections • Use the KWL sheet to record information about horses. Before watching the episode, record what you Know, and what you Want to know, about horses. After viewing the episode record what you Learned.
NOVA Episode 4013 Meteor Strike	Science Grades 4-8	<ul style="list-style-type: none"> • Learning Connections and Reflections (can be adapted for grades 6-8) • Make Craters with Mini-Meteors
Breakthrough: Ideas that Changed the World - The Smartphone	Science Grades 4-8	<ul style="list-style-type: none"> • Learning Connections and Reflection (can be adapted for grades 6-8)

PBS Program	Content Area	NCDPI Resource Suggestions
Tuesday April 21, 2020		
Xavier Riddle and the Secret	History	<ul style="list-style-type: none"> • Printable biosketch readers with

Museum		comprehension questions on specific historical figures <ul style="list-style-type: none"> ◦ Build your own biosketch!
Peg + Cat 211	Math	<ul style="list-style-type: none"> • Part 1 <ul style="list-style-type: none"> ◦ Patterns ◦ Table Dilemma ◦ Hopping to 1000 ◦ Number Concentration • Part 2 <ul style="list-style-type: none"> ◦ Shapely treats ◦ Sorting shapes ◦ Naming 2D/3D shapes
Cyberchase 203	Math	<ul style="list-style-type: none"> • Terrific Tar Heels • Tangram Challenges • Hatteras Hop • Equivalent Fractions
SciGirls Episode106 Blowin' in the Wind	Science Grades TK-3	<ul style="list-style-type: none"> • Learning Connections and Reflections • Make a Pinwheel
NOVA Episode 4608 Inside the MegaFire	Science Grades 4-8	<ul style="list-style-type: none"> • Learning Connections and Reflection (can be adapted for grades 6-8) • Discussion Questions
Independent Lens: Hottest August	Science Grades 4-8	<ul style="list-style-type: none"> • Learning Connections and Reflection (can be adapted for grades 6-8)
Wednesday April 22, 2020		
Xavier Riddle and the Secret Museum	History	<ul style="list-style-type: none"> • Printable biosketch readers with comprehension questions on specific historical figures <ul style="list-style-type: none"> ◦ Tomioka Tessai
Latino Americans: Pride and Prejudice	US History	<ul style="list-style-type: none"> • Problem Solution Graphic Organizer for <ul style="list-style-type: none"> ◦ Cesar Chavez ◦ Dolores Huerta ◦ Chicano Activists • Cesar Chavez & Community Organizing • Cesar Chavez Graphic Organizer • The Farm Workers' Movement • Organizing the Farm Workers' Movement
Peg + Cat 223	Math	<ul style="list-style-type: none"> • Part 1 <ul style="list-style-type: none"> ◦ What's the point? ◦ Equal Parts • Part 2 <ul style="list-style-type: none"> ◦ Geometry Maps
Cyberchase	Math	<ul style="list-style-type: none"> • Is it Possible?

204		<ul style="list-style-type: none"> • Constructing Triangles
SciGirls Episode 107 High Tech Fashion	Science Grades TK-3	<ul style="list-style-type: none"> • Learning Connections and Reflections • Circuits • Circuits Answer Key
NOVA Episode 4508 Rise of the Superstorms	Science Grades 4-8	<ul style="list-style-type: none"> • Learning Connections and Reflection (can be adapted for grades 6-8) • Background Reading and Discussion Questions (questions are on the bottom of the teacher tips document)
Wild Weather	Science Grades 4-8	<ul style="list-style-type: none"> • Learning Connections and Reflection (can be adapted for grades 6-8)
Thursday April 23, 2020		
Xavier Riddle and the Secret Museum	History	<ul style="list-style-type: none"> • Printable biosketch readers with comprehension questions on specific historical figures <ul style="list-style-type: none"> ◦ Compare and Contrast
The Story of China with Michael Wood - The Last Empire/ The Age of Revolution	World History	<ul style="list-style-type: none"> • SHEG lesson on the Chinese Cultural Revolution with accompanying documents and questions to help students answer the question “Why did Chinese youth get swept up in the Revolution?”
History Detective Series Season 10 - Episode 1005 “Picture Frame, Woolworth Signs , and Toy Soldiers”	Social Studies	<p>Students watch a clip from the episode Woolworth Sign in which they learn about the use of sit-ins and nonviolence in the Civil Rights Movement. They then examine period images and news footage in order to analyze the strategies of the Civil Rights Movement and their effectiveness.</p> <ul style="list-style-type: none"> • Full lesson plan (For extracting instructions to reproducible activities) <p>Reproducible Activity Resources:</p> <ol style="list-style-type: none"> Print Reproducible Slideshow - The Civil Rights Movement Slideshow Print Reproducible for Analyzing Primary Sources Print Reproducible for the Newspaper Article Planner
SciGirls Episode 108 Science Cooks	Science Grades TK-3	<ul style="list-style-type: none"> • Learning Connections and Reflections • My Plate Word Puzzles • My Plate Coloring Sheet
NOVA Episode 4418 Killer	Science	<ul style="list-style-type: none"> • Learning Connections and Reflection (can be

Floods	Grades 4-8	adapted for grades 6-8)
H2O: The Molecule that Made Us - pt. 1/3	Science Grades 4-8	<ul style="list-style-type: none"> • Learning Connections and Reflection (can be adapted for grades 6-8)
Friday April 24, 2020		
Xavier Riddle and the Secret Museum	History	<ul style="list-style-type: none"> • Printable biosketch readers with comprehension questions on specific historical figures <ul style="list-style-type: none"> ◦ Isaac Newton
Peg + Cat 214	Math	<ul style="list-style-type: none"> • Part 1 <ul style="list-style-type: none"> ◦ Turtle Number Walk Directions ◦ Turtle Number Walk Game ◦ Going Buttons Directions ◦ Going Buttons Game ◦ Big Cheese • Part 2 <ul style="list-style-type: none"> ◦ What time is it? ◦ When do we eat? ◦ Write the time
Cyberchase 207	Math	<ul style="list-style-type: none"> • Find the Unknown Number • Out of This World Operations
The American Experience: The Man Who Tried to Feed the World	US History	<ul style="list-style-type: none"> • Global Food Security (see Enriching Activities, Concept Elaboration and Evaluation, and Activity 2: Feeding the World) • Norman Borlaug: Printable Education Resources • Note taking: Educator and Agronomist handout • Norman Borlaug: Hunger Fighter • Iowan Agronomist
Shakespeare Live from the RSC	Theatre	<ul style="list-style-type: none"> • The Intersection of Art and Life, an interactive timeline of events in William Shakespeare's life • Virtual Tour of the Globe Theatre
Carolina Ballet Swan Lake	Dance, Music, and Theatre	<ul style="list-style-type: none"> • Swan Lake: Synopsis, Set, Costumes, and Music
SciGirls Episode 109 Underwater Eco- Adventure	Science Grades TK-3	<ul style="list-style-type: none"> • Learning Connections and Reflections • Kelp Forest Friends • Coral Reef
NOVA Episode 4211 Lethal Seas	Science Grades 4-8	<ul style="list-style-type: none"> • Learning Connections and Reflection (can be adapted for grades 6-8) • Researching Impacts of Ocean Acidification

		(background reading document): What is Ocean Acidification? (discussion questions document)
Climate Change: The Facts	Science Grades 4-8	<ul style="list-style-type: none"> • Learning Connections and Reflection (can be adapted for grades 6-8)

Additional Resources

April 20 - 24

Math

For additional information about math alignment and programming, click [Peg + Cat](#) and/or [Cyberchase](#).

Science

For additional information about science alignment and programming, click [SciGirls](#) and/or [NOVA](#).

English As a Second Language Resources

The resources in this [folder](#) can be used by teachers in their virtual sessions, but also shared for families to use them independently (Spanish versions available). There are a variety of hands-on projects that families could work on together.

English Language Arts Resources

Little Women Tasks

1. Watch *Little Women* Parts 1, 2, and 3.
2. As you watch each part of *Little Women*, make note of how aspects of each sister are revealed. Use your inferencing skills to think about lines of dialogue, setting, and actions made by the character.
[ELA NCSoS Anchor Standards: R.7, R.1](#)
3. On a piece of paper, create a drawing of each sister.
4. Complete each body biography based on the following criteria. Feel free to add more aspects of the person (include objects or settings). Be creative!
[ELA NCSCoS Anchor Standards: R.1, R.3](#)
 - Muscles: Strengths of the character
 - Achilles Heel: Weakness(es) of the character
 - Heart: Kindness that the character shows or what she cares about
 - Brain: Intelligence or knowledge she has
 - Mouth: What the character would say is her motto on life
 - Stomach: Core beliefs of the character
 - Hands: What the character does (career, hobby, etc and how it reveals something about her)
 - Eyes: Perspective of the character (what she sees based on a conflict, event, or idea presented in the story)
 - Feet: Foundation of who the character is and where she comes from (examples: supportive family, poor environment)

American Masters Tasks

1. Watch *Louisa May Alcott- American Masters*.
2. Read “[A Topsy-Turvy Woman?](#)” from the PBS Learning Media Site (also attached below). As you read, annotate for the question: Did she or did she not defy convention?
ELA NCSCoS Anchor Standards: R.1
3. Watch *Margaret Mitchell- American Masters*. As you watch the episode, consider the question: Was she a rebel for her time? Is she a rebel for contemporary times? *ELA NCSCoS Anchor Standards: R.1, R.7*
4. Complete a Venn Diagram (attached below) to compare and contrast Louisa May Alcott and Margaret Mitchell. Keep in mind how they did or did not defy conventional expectations of the times in which they lived. *ELA NCSCoS Anchor Standards: R.1, R.3, R.9*
5. Write an analysis of who was more of a rebel, Alcott or Mitchell.
ELA NCSCoS Anchor Standards: R.1, W.1



PBS LearningMedia

Louisa May Alcott: A Topsy-Turvy Woman?

Introduction

While it's true that Louisa May Alcott based her best-selling book *Little Women* on her own life growing up in Concord, MA, her childhood was not quite as idyllic as the one portrayed in the book. Despite the many and significant similarities between the real Alcott and the fictional March families, the novel is not strictly autobiographical. As Alcott scholar Harriet Reisen, author of the 2009 book *Louisa May Alcott: The Woman Behind Little Women*, says, "She's not the little woman you thought she was, and her life was no children's book." Louisa called herself a "topsy-turvy" woman, referring not just to a life full of motion and action, but also one that turned 19th-century expectations upside down.



Louisa May Alcott, age 25.

Photo courtesy of the Museum of Fine Arts, Boston.

Much has been written about the Alcott family—their contributions to the Transcendentalist movement, their unconventional beliefs (including the shocking idea that girls should not have to wear corsets), and their famous friends and neighbors—but Louisa May Alcott was far more than just the inevitable result of her upbringing. She was, as Mary Elizabeth Williams says in her 2009 salon.com column, "Louisa May Alcott's Topsy-Turvy Life":

... uncommonly clever and ambitious in a time when women were rarely prized for being either. And though she's a beloved literary heroine to generations for the book her editor described simply as "a girl's story," Alcott, it turns out, was also a . . . free-thinking, pulp fiction-writing, one-of-a-kind American icon.

The Origins of *Little Women*

Although Jo March (commonly thought of as the fictional version of Louisa) shared many attributes with Louisa—both were theatrical, imaginative, defiant, stubborn, and quick tempered—Louisa May Alcott lived a far more fascinating, turbulent, triumphant, and tragic life. She was born in 1832 to Bronson and Abigail Alcott, the second of four daughters. From an early age, Louisa was rebellious, restless, and moody. She became a serious intellectual, a feminist, and a social reformer, who supported not only abolition but, more radically, equality between the races.

(An early story of hers about an interracial marriage was rejected by *The Atlantic Monthly* as being too daring.) She also fought for women's rights, prisoners' rights, and educational reform.

Enormously talented and prolific, Louisa was unabashed to pursue writing as a career that would bring in cash, writing gothic thrillers as well as "respectable" stories for younger readers—a role she was not enamored of. "I plod away, though I don't enjoy this kind of thing," she wrote in her journal when she began *Little Women*. Later, she dismissed the book that would bring joy to generations as "moral pap for the young." Although in *Little Women*, Jo puts aside her "blood and thunder" stories as morally reprehensible, Louisa relished writing gory, sensationalistic stories under the pen name of M. Barnard, filled with violence, sex, and fantasies.

Unlike Jo's comforting and stable existence in Concord, MA, Louisa moved more than 30 times in her lifetime, mainly due to the family's dire poverty. Although the March family were the genteel poor, the Alcotts were often faced with real hunger and deprivation. Despite the fact that Louisa held many of the jobs available to young women in 19th-century New England (laundress, seamstress, lady's companion, governess, teacher), her family often survived only through the charity of others. Like Jo, Louisa had a beloved sister, Elizabeth, who died young at age 22. But Louisa also lost another sister, May (the model for Amy in the book), who died in 1879, soon after giving birth to her only child, Louisa May, called Lulu. An adoring and generous aunt, Louisa raised Lulu until her own death nine years later.

In the novel, Louisa resisted marrying Jo to the rich and handsome Laurie, despite public pressure to do so. She complained in her journal: "Girls write to ask who the little women marry, as if that was the only aim and end of a woman's life." In an essay called "Happy Women," written on Valentine's Day in 1868, Louisa advised women that marriage need not be their destiny:

One of the trials of woman-kind is the fear of being an old maid. To escape this dreadful doom, young girls rush into matrimony with a recklessness which astonishes the beholder; never pausing to remember that the loss of liberty, happiness, and self-respect is poorly repaid by the barren honor of being called "Mrs." instead of "Miss."

Eventually, however, the "little women" became wives and mothers, although Louisa declared that "out of perversity" she made a "funny match" for Jo by having her marry the stout, rumped, and much older Professor Bhaer.

Unlike Jo, Louisa was romantic and nurturing, yet never married or had children of her own. Devoted to caring for her family, financially as well as domestically, Louisa spent her later years nursing first her mother and then her ailing father. Yet she also yearned to travel and be independent. In contrast to Jo's health and vibrant energy, Louisa May suffered from a myriad of symptoms that she attributed to mercury poisoning from treatment of typhoid fever, which she contracted while a nurse during the Civil War. (Another theory suggests that she had an

autoimmune disease, perhaps lupus.) Like her father, Louisa was prone to dark depressions, periods when she could not eat, socialize, or write.

Mr. March, modeled on Louisa's father, is interestingly absent for most of *Little Women*. Louisa had a complicated relationship with her father. As a child, she tried, often unsuccessfully, to please him. She resented the fact that his lofty pursuit of ideas, including a short experience in communal, egalitarian living on a farm known as Fruitlands (where the women ended up doing all the work while the men debated philosophy) made life stressful and exhausting for her, her sisters, and especially their mother. The fact that Bronson was unable (or unwilling) to support the family financially influenced Louisa's determination to earn a comfortable living—which, ironically, led her to write *Little Women*. Tension between her parents, noticeably missing from the relationship between Father and Marmee in *Little Women*, may have also helped Louisa's decision not to marry.

Abigail ("Abba") Alcott is less well-known than her husband, but like many women of her time, it was her strength that held the family together. Born to a prominent New England family, Abigail also worked outside the home to support the family, running an employment agency and as what some have called the first paid social worker in Boston. A suffragist, abolitionist, and temperance movement supporter, Abigail collaborated with her husband but was not always the dutiful wife. "Wherever I am," she wrote, "I see the yoke on women in some form or another." Echoing this sentiment in her 1876 novel *Rose in Bloom*, Louisa wrote: "I believe that it is as much a right and duty for women to do something with their lives as for men and we are not going to be satisfied with such frivolous parts as you give us."

***Little Women* in Print**

Louisa's first book, *Flower Fables*, was published in 1854 and earned her a modest sum. Although she had been told by the Boston publisher James Fields "You can't write" and advised by him to "stick to your teaching," she continued to pursue her literary career. It was only after *Hospital Sketches* (based on Louisa's letters that she had sent home during the Civil War, while nursing the wounded in Washington, DC) was published in 1863 that she began to experience success.

Little Women was written in a mere 10 weeks and was published in September 1868, along with illustrations by Louisa's sister May. The book originally ended after Chapter 23, with the lines: "So grouped, the curtain falls upon Meg, Jo, Beth, and Amy. Whether it ever rises again depends upon the reception given to the first act of the domestic drama called *Little Women*." Given its instant popularity, Louisa quickly wrote a sequel (in England it was called *Good Wives*), published a few months later. In 1880, both parts of the novel were published under the name *Little Women*.

Little Women was a phenomenon from the beginning. By 1869, Louisa had earned an enough money to pay off her family's entire debt. The book soon achieved its status as a classic, staying in print and selling millions of copies, as it continues to do today. When Little Brown & Company issued a special edition in 1908, forty years after its first publication, *The New York Times Book Review* wrote:

As a rule, the classics of youth scarcely live beyond the immediate generation that welcomed their birth. It is a unique distinction of "*Little Women*," however, it has never grown old; never appeared antiquated to the youngsters of today, who are rather prone, as a rule, to demand somewhat different literary fare from that which satisfied their elders when they in turn were in their nonage. Librarians and booksellers alike will tell the inquirer that Miss Alcott's masterpiece are still among the works most in demand. . . .

Of course, not all reviews were favorable. The book was often dismissed as a story for children and derided for being overly sentimental, preachy, and unrealistic. In the 1960s, however, Louisa May Alcott was rediscovered as newly relevant, in sync with the emerging second wave of feminism. (The Transcendentalist movement, from Thoreau's back-to-nature treatise *Walden* and call to non-violent rebellion in *On Civil Disobedience*, to communal living, to the vegetarian and whole-grain diet that the Alcotts observed, resonated with baby boomers as they came of age.) In 1968, Elizabeth Janeway wrote, with a nod to Louisa May Alcott's appeal as a nonconformist, that *Little Women* ". . . was written by a secret rebel against the order of the world and woman's place in it, and all the girls who ever read it know it."

***Little Women* Today**

Today, Jo—and her creator—are hailed as feminist icons. In 2016, Constance Grady wrote on vox.com, "Jo is a kind of avatar for feminist discontent, raging at housework and men and the idea that her sisters must eventually leave her to get married and start families of their own." Louisa's declaration that she'd "rather be a free spinster and paddle my own canoe" can be found on T-shirts, pillows, and posters. She also wrote, in an advice column, "Sisters, don't be afraid of the words, 'old maid,' for it is in your power to make this a term of honor, not reproach." As Mary Elizabeth Williams conjectures, "Imagine the fantastic blog [Louisa May Alcott] would have if she were alive today."

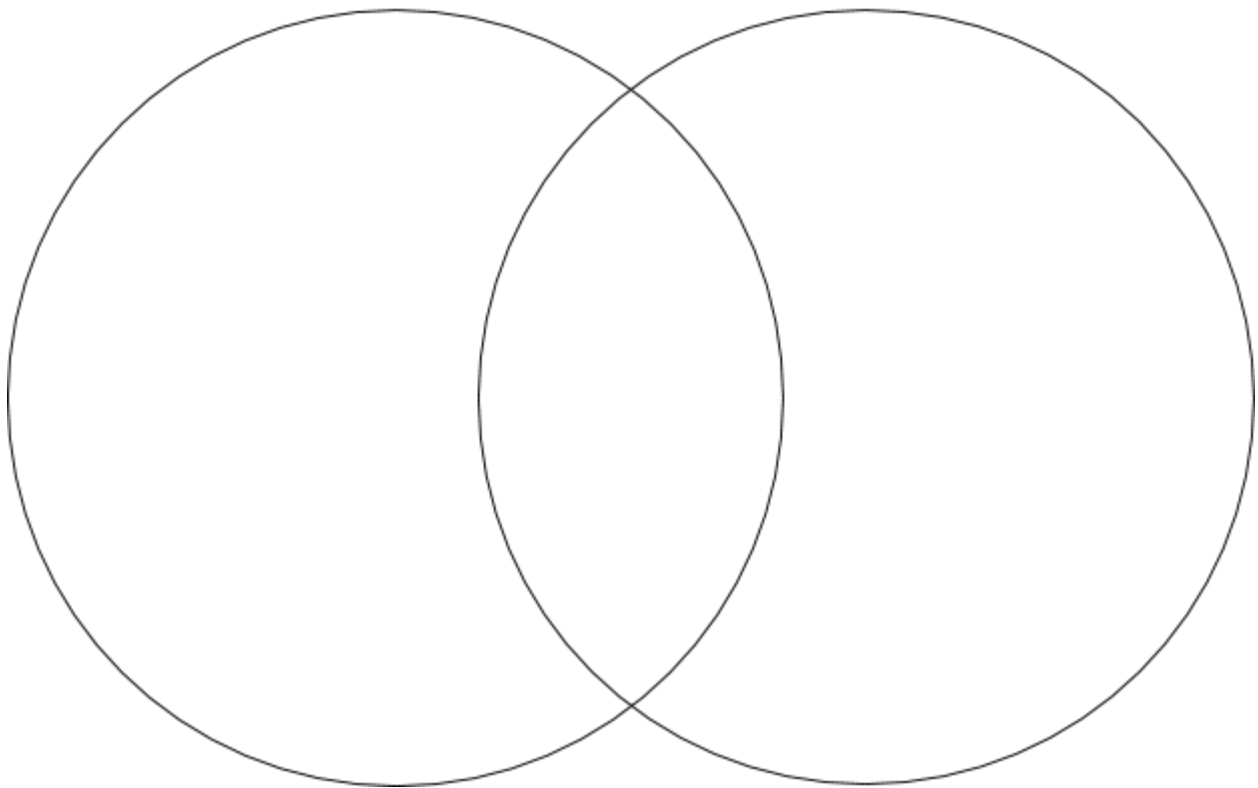
Little Women has been translated into over 50 languages and reimagined as a play, an opera, a ballet, and of course, as a film and on television. A 2014 Harris poll named *Little Women* as one of America's top 10 favorite books. Theodore Roosevelt adored the book, and it inspired authors as diverse as Gertrude Stein, Simone de Beauvoir, Joyce Carol Oates, Ursula K. Le Guin, Gloria Steinem, and J.K. Rowling. Orchard House, the Alcott family's home in Concord, MA, receives more than 50,000 visitors every year from all over the world.

The precise reasons for the lasting appeal of *Little Women* continue to be analyzed and debated. Each new version or anniversary revives a fresh wave of scholarship, as readers continue to embrace the book itself. It is one of the books cited in the ELA Common Core Standards, as illustrating the “complexity, quality, and range of student reading.” As English professor Anne Boyd Rioux says in her 2017 blog for Literary Hub, “Why We *Do* Need Another Adaptation of *Little Women*.” “The best stories . . . are living things, and as much as we may cherish the original, the true act of love comes in the retelling. . . . The truest sign of a book’s value to its readers is not only how many editions are in circulation, or how many times a treasured copy is passed down from one generation to the next, but how many times the story is retold.”

Venn Diagram

Louisa May Alcott

Margaret Mitchell



****Accessing UNC-TV Public Media North Carolina's Channels on Cable & Satellite**

Spectrum Cable subscribers can access UNC-TV's four digital services at the following channel numbers: UNC-TV – 1221, the North Carolina Channel – 1276, Rootle 24/7 PBS KIDS Channel – 1275 and the Explorer Channel – 1277. Contact your provider if you need help finding us in your area.

Visit <https://www.unctv.org/watch/channels/> to find additional provider information.