



#6 Social Unrest and Protest HWE0 (23-24)

Duration: 6 Weeks, 3 hours

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Library Media, Social Studies, English, Visual Art, Music

Grades: 5

Planning



Transdisciplinary theme

How we express ourselves

Transdisciplinary theme focus

- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values



Central idea

In times of conflict, expression of ideas and beliefs can cause change and have consequences.



Learner profile attributes

Risk-takers, Communicators

Development of the learner profile attribute(s)

Students will have multiple opportunities to analyze opinions and express their own ideas about multiple topics both verbally and in writing.



Key concepts

Perspective, Function, Change



Related concepts

Concepts

- **Perspective:** expression
- **Function:** conflict
- **Change:** consequence



Lines of inquiry

- The consequences of self-expression (consequence, change)
- The ways to express ideas, beliefs and values (expression, perspective)
- How conflict can be a catalyst for expression (conflict, function)



Approaches to learning

Communication Skills

Communication Skills

Communication Skills (General)

Teaching the ATL skills

Communication skills as students will negotiate new ideas and knowledge and communicate their different beliefs and values.

Journeys SEL - Unit 4 Social Awareness



Learning goals and success criteria

Students will come to understand that people can express themselves and communicate in multiple ways. They will be able to analyze, synthesize and reflect in order to form their own opinions and expressions.



Subject standards

Visual Art

Creating

Reflect- Refine- Continue

- VA:Cr3.1.5a - Create artist statements using art vocabulary to describe personal choices in art-making. (VA:Cr3.1.5a)

Responding

Analyze

- VA:Re8.1.5a - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. (VA:Re8.1.5a)

Connecting

Relate

- VA:Cn11.1.5a - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. (VA:Cn11.1.5a)

Social Studies

History

Perspectives

- HIST 5.4 - Explain why individuals and groups during the same historical period differed in their perspectives. *(HIST 5.4)*
- HIST 5.5 - Explain connections among historical contexts and people's perspectives at the time. *(HIST 5.5)*

Historical Sources and Evidence

- HIST 5.7 - Generate questions about multiple historical sources and their relationships to particular historical events and developments. *(HIST 5.7)*
- HIST 5.8 - Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. *(HIST 5.8)*
- HIST 5.6 - Compare information provided by different historical sources about the past *(HIST 5.6)*

Causation and Argumentation

- HIST 5.10 - Use evidence to develop a claim about the past. *(HIST 5.10)*
- HIST 5.9 - Explain probable causes and effects of events and developments. *(HIST 5.9)*

Music

Connecting

Connect

- MU:Cn10.0.5a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music *(MU:Cn10.0.5a)*
- MU:Cn11.0.5a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. *(MU:Cn11.0.5a)*

Performing

Analyze

- MU:Pr4.2.5a - Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. *(MU:Pr4.2.5a)*
- MU:Pr4.2.5b - When analyzing selected music, read and perform using standard notation. b When analyzing selected music, read and identify by name or function standard symbols for rhythm, p *(MU:Pr4.2.5b)*
- MU:Pr4.2.5c - Explain how context (such as social, cultural, and historical) informs performances. *(MU:Pr4.2.5c)*

Performing-Interpret

- MU:Pr4.3.5a - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). *(MU:Pr4.3.5a)*

Rehearse, Evaluate, Refine

- MU:Pr5.1.5a - Apply teacherprovided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. *(MU:Pr5.1.5a)*
- MU:Pr5.1.5b - Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. *(MU:Pr5.1.5b)*

Present

- MU:Pr6.1.5a - Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. *(MU:Pr6.1.5a)*

Responding

Analyze

- MU:Re7.2.5a - Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). (MU:Re7.2.5a)

Select

- MU:Re7.1.5a - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. (MU:Re7.1.5a)

Interpret

- MU:Re8.1.5a - Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent. (MU:Re8.1.5a)

Evaluate

- MU:Re9.1.5a - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music . (MU:Re9.1.5a)

English

Reading: Literature

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RL.5.9 - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS.ELA-LITERACY.RL.5.9)
- CCSS.ELA-LITERACY.RL.5.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS.ELA-LITERACY.RL.5.7)

Craft and Structure

- CCSS.ELA-LITERACY.RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS.ELA-LITERACY.RL.5.5)
- CCSS.ELA-LITERACY.RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS.ELA-LITERACY.RL.5.4)

Writing

Production and Distribution of Writing

- CCSS.ELA-LITERACY.W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) (CCSS.ELA-LITERACY.W.5.5)

Range of Writing

- CCSS.ELA-LITERACY.W.5.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELA-LITERACY.W.5.10)

Research to Build and Present Knowledge

- CCSS.ELA-LITERACY.W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.5.9)
- CCSS.ELA-LITERACY.W.5.9.A - vApply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (CCSS.ELA-LITERACY.W.5.9.A)
- CCSS.ELA-LITERACY.W.5.9.B - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS.ELA-LITERACY.W.5.9.B)

Text Types and Purposes

- CCSS.ELA-LITERACY.W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. *(CCSS.ELA-LITERACY.W.5.1)*
- CCSS.ELA-LITERACY.W.5.1.A - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. *(CCSS.ELA-LITERACY.W.5.1.A)*
- CCSS.ELA-LITERACY.W.5.1.B - Provide logically ordered reasons that are supported by facts and details. *(CCSS.ELA-LITERACY.W.5.1.B)*
- CCSS.ELA-LITERACY.W.5.1.C - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). *(CCSS.ELA-LITERACY.W.5.1.C)*
- CCSS.ELA-LITERACY.W.5.1.D - Provide a concluding statement or section related to the opinion presented. *(CCSS.ELA-LITERACY.W.5.1.D)*



Prior learning

Students will be asked to respond to various forms of expression and form understandings and perspectives.



Action

Advocacy



Connections: Transdisciplinary and past

Students will have the opportunity to respond in a variety of ways to the perspectives of others and form their own expression.

Students will analyze, synthesize and reflect about the changes they have undergone and the Learner Profile Attributes they have developed while at RMMS and how they will have an impact on their future.



Teacher questions

How can self-expression create consequences?

How do we express our ideas and beliefs while respecting the perspectives of others?

How does conflict bring about expression and change?

Implementing



Learning experience library



School Strike for Climate

Amy Rios

Watch the Ted Talk video talk by Swedish teenager GretaThunberg. Talk about it with your family

Complete the reflection sheet



G5U4: Opinion Writing: Day 4 – 5 Square Paragraph Graphic Organizer

Amy Rios

G5U4: Opinion Writing: Day 4 – 5 Square Paragraph Graphic Organizer

Writers use a 5 square graphic organizer to make a plan for your writing.

Writers write a concluding sentence that includes information from the topic sentence and the 3 central ideas.



Yours For Justice, Ida B. Wells

Amy Rios

Students will answer the following questions in a small group...

1. What happens during the yellow fever epidemic that proves Ida's determination and her love of her family?

2. Do any of Ida's dreams come true? She dreams for herself and her people.

3. Besides her writing, Wells also lectures and gives speeches. Why are all of these methods of communication important to her activism?

Students will reflect on the following questions on Google Chrome.

What are some of your dreams? What dreams do you have for your community? Society? The world?



Loyalist/Patriot Debate

Amy Rios



Protests in Hong Kong

Amy Rios

Need additional document from GC

This news story on the Time For Kids site is about recent protests in Hong Kong. Use the "TFK video link" to listen to the article. Or, you can click on the other "Link" to read it yourself. After you have read the article, click on the "Hong Kong Protests" response document to reflect on the conflict.



Hector: a boy, a protest and the photograph and changed apartheid

Amy Rios

Students will learn that Hector Pieterse, an ordinary boy, lost his life after getting caught up in what was supposed to be a peaceful protest. Black South African students were marching against a new law requiring that they be taught half of their subjects in Afrikaans, the language of the White government. Students will reflect on the story and describe what Hector's point of view is...



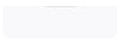
Protest Jeopardy!

Amy Rios

Click on the link and play Protest Jeopardy with yourself, or against others at home. Keep track of your scores. Play at least three times so you get better each round. Record your scores on the attached Google Doc and write one thing you learned.



What Do I Know About Protests



Amy Rios

Click on the Quiz below and answer the questions to find out how much you have learned about protests.



LA.U2.RML8 Reflect on and evaluate your book club discussion.

Amy Rios

Literary Analysis –

U2 – Learning Conversational Moves in Book Club

LA.U2.RML8 Reflect on and evaluate your book club discussion.



Stand Up and Sing! Pete Seeger, Folk Music, and the Path to Justice

Amy Rios

Students will reflect in small groups and using Google Chrome on how Pete encouraged others to rally behind causes that mattered.



1-Charlie Cooper

Amy Rios

Watch the video and reflect.



Voting Rights-Women

Amy Rios



LA.U1.RML2 Mark places you want to talk about.

Amy Rios

Reading: Management Lessons –

Literary Analysis –

U1 – Getting Started with Book Clubs

LA.U1.RML2 Mark places you want to talk about.



Types of Protest

Amy Rios

Look at the three Types of Protests listed on the Google Slide. Ask your parent or other older family member if they can think of a a time that they, or someone they knew or have heard or read about, took part in one of these types of protests. On the Protest Response document, name the person who gave you the information , what the protest was about and when it happened.



Nelson Mandela

Amy Rios

Listen to the book Nelson Mandela by Kadir Nelson. Answer the questions on the attached sheet.



Bolivian President Quits

Amy Rios

GC documents need to be added

This recent news article is about Bolivian President Evo Morales and how, after 14 years as President of Bolivia, powerful protests caused him to quit! Click on the Video link to read and listen to the article. Or, click on the "Article" Google Doc to read it yourself. Then, Click on the "Protests Cause President of Bolivia to Resign" Google Doc Response to respond.

**WAR.U7.RML1 Write a diary entry from the perspective of a character.**

Amy Rios

U7 – Responding Creatively to Reading (4)

WAR.U7.RML1 Write a diary entry from the perspective of a character.

**WAR.U6.RML1 Make an advertisement for a book**

Amy Rios

Strategies and Skills –

Writing About Reading –

U6 – Writing About Reading to Persuade (3)

WAR.U6.RML1 Make an advertisement for a book.

**LA.U2.RML5 Value and encourage diverse perspectives.**

Amy Rios

Literacy Analysis

U2 – Learning Conversational Moves in Book Club

LA.U2.RML5 Value and encourage diverse perspectives.

**The Boston Massacre**

Amy Rios

Need 2 GC documents

click on the "video" to listen and read the article about the Boston Massacre. Click on the "Boston Massacre Response" and compare the two perspectives between the British Soldiers and the Colonial Patriots.

**Kid President-How to Change the World**

Amy Rios

Watch "How to Change the World" by Kid President. Reflect on the attached form.

**Can you Match It?**

Amy Rios

Look at the list of "Protest Vocabulary Words" and see if you can match the correct word to its meaning on the Match It! page. Type the word in the correct spelling! One point for each correct match and one point for correct spelling! 18-20 points= Expert; 14-17points=Almost There; 10 or fewer points=You are Getting It

**Did You Know?**

Amy Rios

Did you know that for a long time kids like you had to work on dangerous jobs for long hours and couldn't go to school? Read about Child Labor Reform!

1. If you want to listen and read, click on the video.
2. If you want to read it on your own, click on the link Child Labor Reform Article.
3. Respond on the Child Labor Reform Response document

**Voting Rights-Women**

Amy Rios

**Can you match it?**



Amy Rios

Look at the list of "Protest Vocabulary Words: and see if you can match the correct word to its meaning on the Match it page. Type the word in using correct spelling. One point for each correct match and one point for correct spelling 18-20 points=expert. 14-17 points=almost there 10 or fewer points=You are Getting It



G5U4: Opinion Writing: Day 7 – 6 Traits Rubric

Amy Rios

G5U4: Opinion Writing: Day 7 – 6 Traits Rubric

Writers carefully score a student sample based upon evidence of strengths and weaknesses.

Writers notice that scoring another writer's work will help you learn to identify both strengths and weaknesses in your own writing.



G5U4: Opinion Writing: Day 10 – Revising

Amy Rios

G5U4: Opinion Writing: Day 10 – Revising

Writers revise your work using the ARMS process.

Writers also reread your piece many times to be sure that it sounds right and then make the necessary changes.



LA.U15.RML4 Notice the techniques authors use to persuade you.

Amy Rios

Literary Analysis –

U15 – Exploring Persuasive Texts (5) Do and/or review*

LA.U15.RML4 Notice the techniques authors use to persuade you.



LA.U15.RML2 Authors use evidence to support an argument.

Amy Rios

Literary Analysis –

U15 – Exploring Persuasive Texts (5) Do and/or review*

LA.U15.RML2 Authors use evidence to support an argument.



WAR.U7.RML4 Write a reader's theater script based on a book.

Amy Rios

Strategies and Skills –

Writing About Reading –

U7 – Responding Creatively to Reading (4)

WAR.U7.RML4 Write a reader's theater script based on a book.



G5U4: Opinion Writing: Day 9 – Paragraphs 3, 4, & 5

Amy Rios

G5U4: Opinion Writing: Day 9 – Paragraphs 3, 4, & 5

Writers use a 5 square paragraph planning sheet to write supporting paragraphs.

Writers also use the 5 square paragraph planning sheet to write a satisfying conclusion that wraps up your 3 central reasons in an interesting way.



G5U4: Opinion Writing: Day 1 – What is the difference between Fact and Opinion?

Amy Rios

G5U4: Opinion Writing: Day 1 – What is an Opinion Paper?

Writers understand that statements made are not necessarily facts. Writers also understand that facts can be supported and proven with evidence. Writers understand that opinions are not right or wrong.

**LA.U2.RML2 Recognize appropriate times to take a turn.**

Amy Rios

Literary Analysis –

U2 – Learning Conversational Moves in Book Club

LA.U2.RML2 Recognize appropriate times to take a turn.

**WAR.U6.RML2 Write a book review.**

Amy Rios

Strategies and Skills –

Writing About Reading –

U6 – Writing About Reading to Persuade

WAR.U6.RML2 Write a book review.

**LA.U2.RML6 Add on to the important ideas to extend the thinking of the group.**

Amy Rios

Literary Analysis –

U2 – Learning Conversational Moves in Book Club

LA.U2.RML6 Add on to the important ideas to extend the thinking of the group.

**LA.U2.RML7 Change the topic and refocus the discussion as needed.**

Amy Rios

Literary Analysis –

U2 – Learning Conversational Moves in Book Club

LA.U2.RML7 Change the topic and refocus the discussion as needed.

**G5U4: Opinion Writing: Day 5 – Facts and Opinions**

Amy Rios

G5U4: Opinion Writing: Day 5 – Facts and Opinions

Writers use a 5 square graphic organizer to make a plan for your writing.

Writers write a concluding sentence that includes information from the topic sentence and the 3 central ideas.

**LA.U15.RML3 Notice the difference between fact and opinion.**

Amy Rios

Literary Analysis –

U15 – Exploring Persuasive Texts (5) Do and/or review*

LA.U15.RML3 Notice the difference between fact and opinion.

**WAR.U7.RML2 Create a poem in response to your reading.**

Amy Rios

Strategies and Skills –

Writing About Reading –

U7 – Responding Creatively to Reading (4)

WAR.U7.RML2 Create a poem in response to your reading.

**G5U4: Opinion Writing: Day 6 – Kyle’s Formal Writing Assessment**

Amy Rios

G5U4: Opinion Writing: Day 6 – Kyle’s Formal Writing Assessment

Writers study the strengths and weaknesses in the writing of other authors because it helps you grow as a writer.

**LA.U1.RML5 Give directions to help everyone get to a specific place in the book quickly.**

Amy Rios

Reading: Management Lessons

Literary Analysis –

U1 – Getting Started with Book Clubs

LA.U1.RML5 Give directions to help everyone get to a specific place in the book quickly.

**WAR.U7.RML3 Write an interview to tell about the subject of a biography.**

Amy Rios

Strategies and Skills –

Writing About Reading –

U7 – Responding Creatively to Reading (4)

WAR.U7.RML3 Write an interview to tell about the subject of biography.

**LA.U15.RML5 Consider an author's qualifications and sources when you read a persuasive text.**

Amy Rios

Literary Analysis –

U15 – Exploring Persuasive Texts (5) Do and/or review*

LA.U15.RML5 Consider an author's qualifications and sources when you read a persuasive text.

**G5U4: Opinion Writing: Day 12 – Scoring and Publishing**

Amy Rios

G5U4: Opinion Writing: Day 12 – Scoring and Publishing

Writers take your time as you score yourself thoughtfully and honestly using the Six Traits rubric.

Writers reflect on your writing so that you grow as a writer.

**LA.U15.RML1 Authors write to persuade you to believe or do something.**

Amy Rios

Literary Analysis –

U15 – Exploring Persuasive Texts (5) Do and/or review*

LA.U15.RML1 Authors write to persuade you to believe or dosomething.

**LA.U1.RML3 Talk about your thinking in book clubs.**

Amy Rios

Reading: Management Lessons

Literary Analysis

U1 – Getting Started with Book Clubs

LA.U1.RML3 Talk about your thinking in book clubs.

**WAR.U6.RML3 Make a persuasive poster based on an opinion you developed from reading.**

Amy Rios

Strategies and Skills –

Writing About Reading –

U6 – Writing About Reading to Persuade (3)

WAR.U6.RML3 Make a persuasive poster based on an opinion you developed from reading.

**G5U4: Opinion Writing: Day 11 – Editing**

Amy Rios

G5U4: Opinion Writing: Day 11 – Editing

Writers edit writing carefully using an editing checklist and understand that editing takes time and is a necessary part of the writing process.

**G5U4: Opinion Writing: Day 8 – Paragraphs 1 & 2**

Amy Rios

G5U4: Opinion Writing: Day 8 – Paragraphs 1 & 2

Writers use a 5 square paragraph planning sheet to write your introduction and first supporting paragraph.

**G5U4: Opinion Writing: Day 3 – 5 Square Paragraphs**

Amy Rios

G5U4: Opinion Writing: Day 3 – 5 Square Paragraphs

Writers plan your writing carefully before you begin.

**LA.U2.RML3 Monitor your participation and encourage others to participate.**

Amy Rios

Literary Analysis –

U2 – Learning Conversational Moves in Book Club

LA.U2.RML3 Monitor your participation and encourage others to participate.

**LA.U1.RML1 Choose a book you would like to read and talk about.**

Amy Rios

Reading: Management Lessons –

Literary Analysis –

U1 – Getting Started with Book Clubs

LA.U1.RML1 Choose a book you would like to read and talk about.

**LA.U2.RML4 Invite each other to provide evidence.**

Amy Rios

Literary Analysis –

U2 – Learning Conversational Moves in Book Club

LA.U2.RML4 Invite each other to provide evidence.

**LA.U1.RML4 Ask questions to clarify understanding.**

Amy Rios

Reading: Management Lessons –

Literary Analysis –

U1 – Getting Started with Book Clubs

LA.U1.RML4 Ask questions to clarify understanding.



G5U4: Opinion Writing: Day 2 – Fact/Opinion T-Chart

Amy Rios

G5U4: Opinion Writing: Day 2 – Fact/Opinion T-Chart

Writers provide facts and opinions about a topic.



LA.U2.RML1 Be a strong listener and a strong speaker.

Amy Rios

Literary Analysis –

U2 – Learning Conversational Moves in Book Club

LA.U2.RML1 Be a strong listener and a strong speaker.



Resources

- [!\[\]\(20e5ed72a8b4ef7ed5cdf45dafabc248_img.jpg\) Google Docs: Sign-in](#)
- [!\[\]\(bd39a48913389dae78f86736af5c3b5c_img.jpg\) Patriot Loyalist Debate](#)
- [!\[\]\(253eb8e251544a51f94a0dff47178904_img.jpg\) How little people can make a big difference | Charlie Cooper | TEDx|CUCairns](#)
- [!\[\]\(75a4c6dae8c67a3de21090be9d6910b5_img.jpg\) Google Docs – create and edit documents online, for free.](#)
- [!\[\]\(da677b5d160fe9767b5735b83d78ecaf_img.jpg\) How To Change The World \(a work in progress\) | Kid President](#)
- [!\[\]\(72bd2e6d517e68a6ebc760d6a665113b_img.jpg\) Google Docs – create and edit documents online, for free.](#)
- [!\[\]\(da3688e2f6f70c92740fa810199d434a_img.jpg\) Nelson Mandela by Kadir Nelson](#)
- [!\[\]\(17b098e1d23ca1400a2b3001bc064bb2_img.jpg\) Google Docs – create and edit documents online, for free.](#)
- [!\[\]\(8e1f8145ca95b91bee885e98decf7af1_img.jpg\) School strike for climate - save the world by changing the rules | Greta Thunberg | TEDxStockholm](#)
- [!\[\]\(b4337e008e67cc176ad6e6959bb4570f_img.jpg\) Google Docs – create and edit documents online, for free.](#)
- [!\[\]\(4f02f0691637d652ff0aff563177a27f_img.jpg\) Google Docs – create and edit documents online, for free.](#)
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- [!\[\]\(9025498ebda8569eba06142eff6b1ba2_img.jpg\) Google Slides – create and edit presentations online, for free.](#)
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- [!\[\]\(a91147624aa23c54b985f68e711f1aa4_img.jpg\) Meet Google Drive – One place for all your files](#)
- [!\[\]\(f2cba41adaa490dc58e81a4ecf719eba_img.jpg\) Google Docs – create and edit documents online, for free.](#)
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 -  [Alice Paul and Civil Disobedience for Women's Suffrage | Carrie Chapman Catt | PBS LearningMedia](#)
 -  [19th Amendment Passes Congress, Sent to States | Carrie Chapman Catt | PBS LearningMedia](#)
 -  [Suffragists Persuade Male Lawmakers to Support Their Cause | Carrie Chapman Catt | PBS LearningMedia](#)
 -  [Overview of the 19th Amendment | Carrie Chapman Catt | PBS LearningMedia](#)
 -  [Jim Crow Laws Influence the Fight for Women's Suffrage | Carrie Chapman Catt | PBS LearningMedia](#)