Unit 11, Lesson 1 Overview
Introduction to Race & Review of Slavery in America

Vocabulary
- race
- ethnicity
- racism
- prejudice
- discrimination
- abolitionist
- emancipation
Thirteenth Amendment
Fourteenth Amendment
Fifteenth Amendment

Timeline Events
- 1500s - African Slaves First Brought to the New World
- 1620s - Dutch First Enslave Africans in the Colonies
- 1641 - Massachusetts Colony Legalizes Slavery
- 1655 - First Slave Auction Held in New Amsterdam
- 1660 - King Charles II Establishes Royal African Company
- 1705 - Virginia Passes Slave Codes
- 1807 - England Outlaws Slave Trade
- 1819 - Canada Offers Sanctuary for Runaway Slaves
- 1845 - Frederick Douglass's Autobiography Released
- 1849 - Harriet Tubman Escapes Slavery
- 1857 - Dred Scott Supreme Court Decision
- 1863 - Emancipation Proclamation
- 1865 - 13th Amendment Abolishes Slavery
- 1868 - 14th Amendment Grants Due Process and Equal Protection to African Americans
- 1870 - 15th Amendment Grants African Americans Right to Vote
- 1896 - Plessy v. Ferguson Supreme Court Decision
- 1909 - NAACP Founded

People
- Nat Turner
- Frederick Douglass
- Harriet Tubman
- Dred Scott
- John Brown

Big Ideas/Activities
Major Slave Revolts
Vocabulary
civil rights
civil disobedience
activist
segregation
integration
Freedom Riders
24th Amendment
Civil Rights Act of 1964
Voting Rights Act of 1965

People
Martin Luther King, Jr.
Rosa Parks
Malcolm X
Thurgood Marshall

Timeline Events
1954 - Brown v. Board of Education Supreme Court Decision
1955 - Rosa Parks Is Arrested for Civil Disobedience
1957 - “Little Rock Nine” Integrates Arkansas School
1960 - “Greensboro Four” Sits In at Woolworth Counter
1963 - March on Washington for Jobs and Freedom
1964 - 24th Amendment Abolishes Poll Tax
1964 - Civil Rights Act of 1964
1965 - State Troopers Brutally Assault Peaceful Marchers in Selma, AL
1965 - Congress Passes Voting Rights Act of 1965
1968 - Martin Luther King, Jr. Is Assassinated
1968 - Civil Rights Act of 1968 Is Signed by Johnson

Big Ideas/Activities
1 - Major Supreme Court Decisions
2 - Civil Disobedience
3 - “I Have a Dream” Speech Analysis
Equity for Women and Other Minorities

Vocabulary
Nineteenth Amendment

People
Betty Friedan
Cesar Chavez
Dolores Huerta
Sandra Day O'Connor

Timeline Events
1848 - Seneca Falls Convention
1869 - Women Granted Voting Rights in Wyoming
1878 - Federal Woman Suffrage Introduced in Congress
1920 - 19th Amendment Grants Women Right to Vote
1968 - Indian Civil Rights Act
1972 - Equal Opportunity Employment Act
1981 - Sandra Day O'Connor is Named to Supreme Court
1988 - Civil Liberties Act
1990 - Americans With Disabilities Act (ADA) Passed
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## American History Units Available

- **Unit 1: The First Americans (North American Natives)**
- **Unit 2: Europeans Explore & Settle North America**
- **Unit 3: Life & Conflict in the English Colonies**
- **Unit 4: The Road to War & The Fight for Independence**
- **Unit 5: A New Nation is Born**
- **Unit 6: Moving West**
- **Unit 7: A Nation is Divided (Slavery & Emancipation)**
- **Unit 8: A Nation Changing (Industrialization & Immigration)**
- **Unit 9: A World at War**
- **Unit 10: Communism & The Cold War**
- **Unit 11: The Civil Rights Movement**
- **Unit 12: Terrorism: A New Threat**
There are 3 Lessons in Unit 11:
Lesson 1: Introduction to Race & Review of Slavery
Lesson 2: The Civil Rights Movement
Lesson 3: Equality for Women and Minorities

Please see the Overview Page for each lesson (one is shown to the right) for a complete list of vocabulary terms, people, timeline events, and big ideas covered in each lesson.

In the curriculum bundle, you’ll find Lesson PowerPoints. These cover each and every foldable that is included, so you can have your students copy the notes directly from the PowerPoint. Some examples are shown below.

Lesson PowerPoint Slides

If you do not have the curriculum (if you only purchased the interactive notebook activities) then the notes to complete each foldable can be found in that activity’s pre-filled Quick Notes. More information on Quick Notes is explained on the next page.

Study Guides and Tests

For each of the 3 lessons, there is a study guide included with answer key. After students have completed all activities in the overview for that lesson (vocabulary, people, events, and big ideas) then have students complete the study guide.

All of the information for the study guide can be found in the lesson activity foldables and quick notes. This is a good opportunity to take a grade. Always allow students to use their notes to complete study guides even if taking for a grade.

Have students save their study guides for each lesson. This will be their actual study guide to study for the test. Everything on the test (and a little bit more) is found in the study guides, but the questions are asked in different ways to test for true understanding.

Modified Tests - I always include a modified test in the format I was required to use for students with modifications. Use these however you like. I have broken matching sections down to no more than 5 together, and multiple choice questions only have two possible answer choices instead of four. A separate answer key is included.
How to Use These Materials

Editable Materials

I have made many aspects of this curriculum editable, understanding that there are times when you need to add a word I didn’t include or take away something that I did. It would be virtually impossible for me to include absolutely every vocabulary word, person, or event that deserves attention in American history, and state curriculums do differ. No part of this curriculum may be used for any purpose other than personal classroom use. Commercial use is strictly prohibited.

I’ve included editable templates in PowerPoint for the interactive notebook activities just as I do with my ELA interactive notebooks. You may need these fonts that can be download free from TpT for your personal classroom use if you want your materials to look just like mine:

KG Miss Kindergarten
KG Red Hands
KG Piece by Piece

Most of the clipart used within these resource was created by Heidi Babin of The Doodle Oven exclusively for my use in this curriculum. You may not extract them and reuse them for any purpose other than your own personal classroom use. Use of clipart found here in any commercial products or resources is strictly forbidden.

Photographs and other images (excluding clipart) included are here because they are free of copyright, meaning they are free to use and reuse commercially.

If you find that the study guides/tests are opening wonky in Microsoft Word, that is beyond my control and has to do with the settings on your computer versus the ones on mine. Just open them in the PDF files I’ve included and you won’t have to worry about that – you can just print them and go.

Complementary Materials

I have teamed up with Heidi Babin of The Doodle Oven to create more visually appealing resources for you and your students to go along with this curriculum. In her Teachers Pay Teachers Store, you’ll find Illustrated Timelines, Coloring Pages, and beautiful Events Posters. Please visit The Doodle Oven to purchase those materials.

Interactive Notebooks

New to interactive notebooking? Be sure to check out my comprehensive FAQ on my blog here: http://imlovinlit.com/2014/07/21/interactive-notebooks-faq/

I also have a free hour-long webinar you can view on Teachers Pay Teachers here: https://www.teacherspayteachers.com/Product/Getting-Started-With-Interactive-Notebooks-Video-FREE-Webinar-2839573
Using Quick Notes

Quick Lessons
Sometimes, you might find it necessary to get information into the interactive notebook without a full-blown interactive notebook lesson. These Quick Notes offer the perfect solution for an interactive notebook lesson that won’t break the clock. Since the templates are all 2D, the student has only to simply fill in the missing information for each page. You can have them copy the information right off of the pre-filled template, or provide the information yourself. And for the ultimate quick lesson, simply provide students with copies of the pre-filled templates.

Absent Students
Accommodating for absent students can be one of the biggest pains with interactive notebooks. Well, pain no more! These templates are designed so that they can be used in conjunction with the Interactive Reading Informational Text Notebook lessons. The notes are the same and the graphics are similar. So if most of your students have the real lessons in their notebooks, it’s perfectly fine if a few absent students have the Quick Notes templates. They will all have the same exact information. Hand those absent students a blank template that they can fill in, or provide them with the pre-filled template to cut, glue, and go!

Modifications
We’ve all had students with dysgraphia or other fine motor skills who specifically struggle with interactive notebooks. Now, you’ve got two new options! While the rest of the class does the regular interactive notebook page, these students can use the 2D template where all they have to do is fill in the notes. This takes the pressure off of them to keep up with the entire cut, color, and glue procedures. Have a student with a more severe need? Simply give him the pre-filled template and allow him to color. He’ll still have the same information in his notebook and be able to participate in the lesson.

Teaching the Same Students Multiple Years
I first taught using interactive notebooks while teaching the same exact students in 6th, 7th, and 8th grades. It’s definitely a challenge to keep those notebooks fresh year after year! With Quick Notes, it’s now easy to pick and choose which full interactive notebook lessons you’ll complete with each grade – ideally, as you introduce those topics in depth for the first time – and then fill in using Quick Notes for the rest. They make a super-easy review for students who learned the information with the original template but need to have the information in their notebooks to review and look back on.

Accessing the Digital Interactive Notebook Files
These digital interactive notebook pages are designed to be completed using Google Slides. Here’s a link for the folder on Google Drive where you can copy these files over to your own Google Drive. You will not be able to edit them here but need to save them to your own drive.

Sharing Files
These files are licensed to be used for one teacher with his or her students. If multiple teachers need access to these files, additional licenses must be purchased for each teacher. A licensed teacher may share these files with all of his or her students. You may choose to share the entire notebook with your students, or share one file (lesson) at a time as you go.

Editing Files / Completing Notebook Pages
In order to edit files, students will first need to save these files to their individual drives. Then, simply open the slide(s) and add text boxes on top to add text where it needs to be.
Purposes:
Students will actively and appropriately participate in a discussion about race.
Students will identify major events and people involved in the history of slavery in America.

*Recommended Additional Resources (not required and links not guaranteed to work forever:

**Introduction to Race Activity**
You absolutely need to preview this activity first to make sure it is right for your students. I think it’s an excellent way to introduce the topic of race and get your 4th-6th graders more comfortable (and prepared) to discuss the issues in this unit.

http://www.pbs.org/race/002_SortingPeople/002_00-home.htm - Sorting people - I recommend that you have students do this activity independently to self-reflect, NOT as a class to shout out guesses and give them a chance to point out differences.

Brain Pop (subscription or free trial required, additional activities are amazing)

Slavery (Excellent – worth the trouble of the free trial for! Showed this to my own son to help him understand the subject)
https://www.brainpop.com/socialstudies/ushistory/slavery/

Frederick Douglass - https://www.brainpop.com/socialstudies/ushistory/slavery/

**Introduction to Race Activity**

PBS Learning Media – integrates with Google Classroom, and I REALLY, REALLY like these videos! None are over five minutes are so. Please preview before showing to your students.

A sarcastic tone, best for mature fifth graders/sixth graders, regarding the ideas that justified slavery https://lpb.pbslearningmedia.org/resource/2be48ba8-c1b9-40a5-9f27-e1b6e10481b4/slavery-and-freedom/#.WepqRxNSyjg

Frederick Douglas’s words, explanation: https://lpb.pbslearningmedia.org/resource/ketae.ss.his.us.slave/us-history-a-nation-enslaved/#.WepuzBNSyjg
Unit 5, Lesson 2

- Preamble
- Amendment
- Democracy
- Republic
- Federal System
- Legislative Branch
- Judicial Branch
- Executive Branch
- The Great Compromise
- Checks and Balances
1. All vocabulary foldables will be assembled the same way, regardless of the number of vocabulary words included. *(photo examples shown are of Units 4 and 5, but the process does not differ among units)*

2. First, color and cut out the entire template.

3. Next, place glue on the backs of the side tabs only.

4. Glue the template into the middle of the notebook page. Let it dry for about a minute or two.

5. Once the glue has dried, cut the dotted vertical line in the middle of the page.

6. Next, snip each horizontal line between words so that each tab swings open freely.

7. Finally, lift each tab and write the definitions for the words under the tabs.

*QUICK NOTES* These pages do not have to be assembled – they can simply be cut and glued into the notebook and written on for a quicker lesson, absent students, students with modification, or any reason you’re in a hurry. You can also give select students (or everyone!) the pre-filled version of Quick Notes for the ultimate no-hassle activity. Looking for the notes for writing inside foldables? Use the pre-filled Quick Note – all of the notes you need will be written there for each activity in this notebook. Complete notes for each foldable can also be found in the Lesson PowerPoints.
Vocabulary - Unit 11, Lesson 1

- race
- ethnicity
- Mexican
- Portuguese
- Korean
- African
- Irish
- abolitionist
- emancipation
- Thirteenth Amendment
- Fourteenth Amendment
- Fifteenth Amendment
- discrimination
Vocabulary - Unit 11, Lesson 1

- race
- ethnicity
- racism
- prejudice
- discrimination
emancipation

1865 amendment to the Constitution that abolished slavery

Fourteenth Amendment

1868 amendment to the Constitution that established blacks as citizens with the same legal rights as whites

Fifteenth Amendment

1870 amendment to the Constitution that gave all male citizens of all races the right to vote
Timeline - Unit 11, Lesson 1
Sample Page

A History of Slavery in the U.S.

1860s - African Slaves First Brought to the New World
Green and Portuguese settlers brought slaves to present-day U.S.

1870 - Massachusetts Colony Legalizes Slavery
with the Body of Liberties law, Massachusetts becomes the first colony to legalize slavery.

1863 - King Charles II Establishes Royal African Company
The company would trade mainly for gold and slaves from Africa.

1807 - England Outlaws Slave Trade
Parliament passed the act that outlawed the slave trade but did not outlaw slavery itself.

1865 - Frederick Douglass’s Autobiography Released
Douglass’s first autobiography is published, describing his experiences as a slave and hoping to promote abolition of slavery.

1849 - Harriet Tubman Escapes Slavery
After escaping slavery, Harriet Tubman becomes the most well-known conductor of the Underground Railroad, helping other slaves to escape north to freedom.

1865 - 13th Amendment Abolishes Slavery
The amendment to the U.S. Constitution officially ends slavery in the United States.

1870 - 15th Amendment Grants African Americans Right to Vote
This amendment gives African American men the right to vote.

1909 - NAACP Founded
The National Association for the Advancement of Colored People (NAACP) is one of the nation’s oldest and one of the most influential civil rights organizations in the U.S.
Constructing the Timelines

1. If you’ve used other units in this line then I’m sure you’ve noticed that this timeline is completely different from the norm. Due to the huge number of events in this Unit, I changed the timeline format to make it more simple for students to create. I’ve included a regular and pre-filled version so you can decide if you want your students to write in the notes themselves or simply glue in the template that already includes the notes.

2. To construct this template, first cut out the two template pieces (if there are two – if only one, simply cut out the one and glue it onto the page).

3. Fold up the bottom tab as shown on the first timeline piece.

4. Glue down the back of the first half of the timeline WITHOUT gluing down the tab that you just folded up.

5. Put glue dots on the area that indicates it is for glue dots and glue the top of the second template piece to the glue section as shown in the photo below.

6. Fold up to close, and swing down to open timeline.

7. Find notes for writing inside the template in the pre-filled version, or on the PowerPoint slides if you have the PowerPoints.
Supreme Court Decisions

1857 - Denial of Citizenship

1954 - Integration
Brown v. Board of Education

1896 - Separate But Equal

1967 - Interracial Marriage
Loving v. Virginia
Constructing the Big Idea 1 Foldable

1. Color (if desired) and cut out the four template pieces as shown.
2. Fold down the top tab on each template.
3. Place glue dots on the back of each of these tabs only.
4. Glue the tabs down on the page arranged as shown below.
5. Lift each tab and write the notes for each topic under the tab. Notes for writing under the tabs can be found in the pre-filled Quick Notes that follow, or in the lesson PowerPoints if you have the curriculum.
Big Idea 1: Unit 11, Lesson 2

Supreme Court Decisions

1857 - Denial of Citizenship

1954 - Integration

1896 - Separate

1967 - Interracial Marriage

Brown v. Board of Education

Loving v. Virginia
Big Idea 1: Unit 11, Lesson 2

Supreme Court Decisions

1857 - Denial of Citizenship

1954 - Integration

Brown v. Board of Education

1896 - Separate

1967 - Interracial Marriage

Loving v. Virginia
Big Idea 1: Unit 11, Lesson 2

Supreme Court Decisions

1857 - Denial of Citizenship

1954 - Integration

1896 - Separate But Equal

1967 - Interracial Marriage

Loving v. Virginia
Supreme Court Decisions

1857 - Denial of Citizenship

- Dred Scott was a Virginia slave who sued for his freedom in court.
- The court ruled he, as a slave, was a piece of property.
- As property, he did not have any legal rights granted to human beings.

1954 - Integration

- The Supreme Court decided that separate schools for blacks and whites were constitutional, reversing the decision in Plessy v. Ferguson.
- Oliver Brown, joined by 12 African American parents, argued that separate schools for blacks and whites was unconstitutional, reversing decision in Plessy v. Ferguson.
- Facilities would eventually be extended beyond schools to other public facilities and accommodations.

1896 - Separate But Equal

- Homer Plessy, of mixed race—7/8 white and 1/8 black, boarded a “whites only” railroad car, was arrested, and convicted.
- His appeal went to the Supreme Court.
- The Supreme Court ruled that segregation was legal as long as facilities were “separate but equal.”
- However, facilities were NOT equal.

1967 - Interracial Marriage

- Mildred and Richard Loving, an interracial couple, had been sentenced to a year in prison in Virginia for marrying each other as their marriage violated a state law.
- The Supreme Court ruled that prohibiting marriage on the basis of race was unconstitutional.

Loving v. Virginia
Big Idea 2: Unit 11, Lesson 2
Sample Page

- Rosa Parks & The Montgomery Bus Boycott
- Freedom Riders

Civil Disobedience

- The Greensboro Sit-In
- 1963 March on Washington for Jobs and Freedom
Constructing the Big Idea 2 Foldable

1. Color (if desired) and cut out the templates as shown.
2. Turn it over and glue the back of the middle section only - directly behind the “Civil Disobedience” bubble letters.
3. Glue down the middle section so that the top and bottom swing open freely.
4. Snip the vertical lines between each pair of tabs as shown.
5. Lift each tab and write the notes for each topic under the tab. Notes for writing under the tabs can be found in the pre-filled Quick Notes that follow, or in the lesson PowerPoints if you have the curriculum.
Constructing the Big Idea 2 Foldable

1. Color (if desired) and cut out the template as shown in the first photograph below.
2. Fold each side tab in and put glue dots on the back of those side tabs only.
3. Glue the left side down along the vertical red line on the notebook page.
4. Carefully line up the right half of the template and glue down that tab.
5. Carefully glue the middle title piece in the open center.
6. Snip the remaining horizontal dotted lines as shown.
7. Lift each tab and write the answer for each question under the tab. Students will need to access a copy of the speech text – here’s one from the government site: [https://www.archives.gov/files/press/exhibits/dream-speech.pdf](https://www.archives.gov/files/press/exhibits/dream-speech.pdf). Answers for writing under the tabs can be found in the pre-filled Quick Notes that follow, or in the lesson PowerPoints if you have the curriculum.
Purposes:
Students will identify and discuss major people and events significant to the struggle for women’s rights and the rights of other minorities in America.

*Recommended Additional Resources (not required and links not guaranteed to work forever:

Brain Pop (subscription or free trial required, additional activities are amazing)

Cesar Chavez – EXCELLENT info about something my students rarely have any background knowledge of:
https://www.brainpop.com/socialstudies/famoushistoricalfigures/cesarchavez

Women’s Suffrage:
https://www.brainpop.com/socialstudies/ushistory/womenssuffrage/

**PBS Learning Media** – integrates with Google Classroom, and I REALLY, REALLY like these videos! None are over five minutes.
The Women’s Movement: