

# Contributing to a Collaborative Timeline of Washington State Women's History

*Lesson plan outline for middle and high school students*

## Introduction

In recognition of the centennial of voting rights for women in the United States, the Washington State Historical Society is asking teachers and students across the state to collaborate to craft a timeline of Washington women's history. In this lesson plan, students from across the state will contribute content to a single, shared timeline using the Tiki Toki platform. Students research, draft and publish a brief description of a significant person or event related to women's lives in Washington. Students can select subjects that are well known or less familiar to most Washingtonians. Ideally these subjects will relate to the student's local community.

## Compelling Questions

- How have women contributed to making Washington the place it is today?
- How would Washington be different today if women had not won the right to vote?
- How do women continue to impact Washington?

## Academic Standards Met, 7<sup>th</sup> Grade

### Main Standards Met

- HISTORY 4.1.2, Part 3 Understands how themes and developments have defined eras in Washington State and world history by: Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: Railroads, reform, immigration, and labor (1889—1930).
- SOCIAL STUDIES SKILLS 5.1.1 Understands evidence supporting a position on an issue or event.
- SOCIAL STUDIES SKILLS 5.1.2 Evaluates the breadth of evidence supporting positions on an issue or event.
- CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### Additional Standards Met

- SOCIAL STUDIES SKILLS 5.2.2 Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.
- CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.



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Footer images, left to right: "Woman forever march," Washington State Historical Society Catalog ID Number: 2010.151.4; "Woman's suffrage pin," Washington State Historical Society Catalog ID Number: C2008.0.132; "Votes for women: official organ of Washington Equal Suffrage Association," Washington State Historical Society Catalog ID Number 2000.104.38.14

- CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)
- CCSS.ELA-LITERACY.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

## **Teacher Instructions**

### Preparation:

- Review this lesson plan. Familiarize yourself with the included templates and list of digital resources. Consider what local digital resources you might use in addition to (or instead of) those provided. (Check your local library, historical society, newspaper, etc. for digital archives.) Spend some time getting comfortable with the Tiki Toki website. Make sure you can log on, spend some time reviewing the “stories” already posted to the timeline, and learn how to create a new “story.”



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- Log on to the Washington State Historical Society suffrage timeline at Tiki Toki:  
<https://www.tiki-toki.com/timeline/entry/1254631/Washington-Womens-Suffrage-Centennial/>  
 or  
<https://tinyurl.com/suffrage100wa>
- Where you see “Edit this Timeline” in the lower left, enter your name and the password:  
**suffrage100wa**

### **Session One – Research**

Resources needed:

- Internet access for students
- Tiki Toki Research graphic organizer
- Suggested Online Digital Resources list for this lesson

Warm up questions: How many women can we name who have significantly impacted the history of our world/country/state? Why study women’s history?

Possible responses include: Women’s stories are usually left out of official history books. Leaving out women’s stories means you don’t have a complete history. Women have often worked on behalf of other groups traditionally left out of the official history.

Begin by asking students to read the article “What Happened in Washington” by Shanna Stevenson. We encourage you to employ your preferred guided reading strategy.

Discuss the article as a class or in small groups, considering the essential questions outlined above.

Allow students some time to browse the digital primary resources from the list provided.

Then, using the Tiki Toki Research graphic organizer, ask students to choose a person or event related to the history of women in Washington state. Ideally, students will choose individuals or events that speak to the diverse experiences of women in our state, from our earliest history to the present. We also hope that submissions to the collaborative timeline will represent the geographic diversity of our state.

Once students have selected their person or event, have them complete the research graphic organizer in preparation for the drafting stage.



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## Session Two – Draft

Resources needed:

- Internet access for students
- Tiki Toki Timeline Template

Warm-up Question: How are timelines useful to historians?

Possible responses include: Timelines can illustrate cause and effect. They offer a visual representation of how events are related and give us a sense of the big picture.

Break students into groups, and ask them to spend 15-20 minutes browsing the Tiki Toki timeline online and reading the different entries.

Ask students to take their research worksheet and draft their timeline entry based on the examples already posted to the timeline and using the template provided.

## Session Three – Peer Review

Resources needed:

- Students bring their completed Tiki Toki Timeline Templates
- Colored pencils
- Music

This activity is based on musical chairs.

Review editing symbols with students. (See right for an example of editing marks.) Explain that students will play musical chairs and edit three of their classmate's timeline entries.

Writers leave their timeline template on their desk with three different colored pencils.

When the music starts, students roam around the room. When the music stops, student find a seat. The teacher sets a timer and students begin editing the paper at the desk they stopped at, using the editing marks provided. When the timer goes off, students stand and push in their chairs.

This is repeated until all students have reviewed three papers.

Students return to their own seats and begin revising their papers based on the feedback of their peers.

EDITING MARKS	
	Insert a word, letter, or phrase
	Delete
	Capitalize
	Change to lower case
	Insert period
	Insert comma
	Insert an apostrophe
	Insert quotation marks
	Insert space
	Close up space
	Transpose letters or words
	Start a new paragraph
	Check spelling
	Move right
	Move left



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## Session Four – Publish

Resources needed:

- Tiki Toki Timeline How To
- Internet access for students

Warm up question: How has the internet changed the way we study history?

Possible responses: It has created easy access to primary sources. It allows people from different part of the world to share research. It makes history more accessible to different kinds of audiences.

Once their entries have been drafted and peer-reviewed, students can proceed with uploading them to the Tiki Toki site. Use the Tiki Toki Timeline How To worksheet to guide student through the process of inputting their data to the platform.



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