

A Legacy Washington traveling exhibit lesson exercise aimed at middle and high school students.



# Moving Forward, Looking Back

**Washington's First Women In Government**  
 A traveling and online exhibit

"Moving Forward, Looking Back Photo Gallery." *Legacy Washington - WA Secretary of State*, 2010, [www.sos.wa.gov/legacy/gallery.aspx?l=movingforwardlookingback](http://www.sos.wa.gov/legacy/gallery.aspx?l=movingforwardlookingback).

<b>Essential Question Objectives</b>	<input type="checkbox"/> EQ: How have women changed the political landscape of Washington state? <b>At the end of this lesson students will...</b> <input type="checkbox"/> Review the different roles of government on the federal, state, tribal, and local level. <input type="checkbox"/> Make predictions on what roles women have played in the government of Washington state and at the federal level. <input type="checkbox"/> Analyze the growing impact women have had on Washington state governments. <input type="checkbox"/> Engage in small and large-group discussion that uses evidence-based arguments.
<b>Materials</b>	<input type="checkbox"/> Traveling or on-line exhibit <input type="checkbox"/> Washington Government Structures Chart <input type="checkbox"/> Focused Notes
<b>Standards</b>	<input type="checkbox"/> SSS3.6-8.1 Engage in discussion, analyzing multiple viewpoints on public issues. <input type="checkbox"/> C2.6-8. 2 Distinguish the structure, organization, powers, and limits of government at the local, state, and tribal levels. <input type="checkbox"/> H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington State history since statehood. <input type="checkbox"/> H3.6-8.3 Explain, analyze, and development an argument about how Washington State has been impacted by individuals and movements.

<div data-bbox="113 163 308 993" data-label="Section-Header"> <h2>Activity</h2> </div>	<p><b>Entry Task:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handout Washington Government Structures Chart to students.</li> <li><input type="checkbox"/> In pairs or small groups have students review the chart. Students should ask clarifying questions, note points of confusion, and make connections to prior knowledge. Have students share out ideas to whole class.</li> <li><input type="checkbox"/> Next, have students make predictions about which of the different elected and appointed offices would be ones that women held and when women first held them. Have them place their predictions on a timeline starting in 1889 to present (this could be done individually, in small groups, or as a class).</li> </ul> <p><b>Lesson Activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will use the <a href="#">note-taking chart</a> to take notes on the different people from the exhibit. Have students make note of the office they held, dates they served, and notes and main ideas from the exhibit.</li> <li><input type="checkbox"/> Next, have students look over their notes and have a discussion about what challenged, changed, or confirmed their predictions. Capture notes on the note-taking chart.</li> <li><input type="checkbox"/> After they have completed that, individually, have students write a brief reflection on what impact women have had on government and what questions do students still have. Students should be ready to use their ideas for Reflection/ Application section.</li> </ul> <p><b>Reflection/Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Small group discussion (4-6 sts): How did women’s impact change over time? What do you notice in the exhibit? How accurate were your predictions? What predictions were wrong? What are some lessons we can take away? Encourage students to back up assertions with evidence from their notes, the exhibit, or references to small group chats earlier in the lesson.</li> </ul> <p><b>Possible extension or taking informed action Ideas:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn about local officials and what impacts women have had. How were they inspired by the firsts that came before? (My legislative district, my Tribal council, my city council, my county commissioners, my school board).</li> <li><input type="checkbox"/> Write a locally elected woman or female community leader and ask about their history leading up to the position of leadership - create a panel highlighting them in the form of the exhibit panels.</li> </ul>
<div data-bbox="113 1465 308 1768" data-label="Section-Header"> <h2>Formative Assessment</h2> </div>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Note-taking chart, including individual reflection</li> <li><input type="checkbox"/> Small group discussion</li> </ul>