

## **Rutherford B. Hayes Presidential Center Guided Tour**

### Description and Curriculum Resources

- Location:** Rutherford B. Hayes Presidential Center, Fremont (Sandusky), Ohio
- Guided tours:** Rutherford B. Hayes Home (45 minutes)  
Rutherford B. Hayes Museum (45 minutes)
- Availability:** Monday through Friday  
Year-round by appointment  
<http://www.rbhayes.org/hayes/reservations/>  
419-332-2081 or 800-998-7737
- Time Allowance:** At least 2 hours on site
- Cost:** Students, Chaperons, and Teachers: \$2.00 one tour, \$4.00 two tours
- Grades:** Adaptable to all grades

### **Description**

The Rutherford B. Hayes Home is a thirty-one room mansion and is centerpiece of the Rutherford B. Hayes Presidential Center in Fremont, Ohio. The home, library and museum, and tomb are located in a twenty-five-acre park called Spiegel Grove. A wrought iron fence and six original White House gates surround it.

The museum of the Rutherford B. Hayes Presidential Center was started by the President's second son, Colonel Webb Cook Hayes and his siblings, shortly after the turn of the 20th century. In several transactions, Colonel Hayes and his brothers and sister deeded over to the state of Ohio, Spiegel Grove, the President's estate and all its holdings. Ground was broken in 1912 for the museum building and the first presidential library/museum in the United States opened in 1916 funded by the state of Ohio and Webb C. Hayes.

### **Social Studies Content Standards Addressed:**

#### **History (Chronology)**

**4<sup>th</sup>.** (1) Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.

**5<sup>th</sup>.** (1) Create time lines and identify possible relationships between events.

**8<sup>th</sup>.** (1) Select events and construct a multiple-tier time line to show relationships among events.

#### **History (Civil War and Reconstruction)**

**8<sup>th</sup>.** (11) Analyze the consequences of Reconstruction with emphasis on: b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments to the U.S. Constitution;

#### **Government (Role of Government)**

**4<sup>th</sup>.** (2) Explain why elections are used to select leaders and decide issues.



**5<sup>th</sup>.** (1) Explain major responsibilities of each of the three branches of the U.S. government: a. The legislative branch, headed by Congress, passes laws. b. The executive branch, headed by the president, carries out and enforces the laws made by Congress. c. The judicial branch, headed by the Supreme Court, interprets and applies the law.

**5<sup>th</sup>.** (2) Explain the essential characteristics of American democracy including: a. The people are the source of the government's authority. b. All citizens have the right and responsibility to vote and influence the decisions of the government. c. The government is run directly by the people or through elected representatives. d. The powers of government are limited by law. f. Basic rights of individuals are guaranteed by the Constitution

### **Government (Rules and Laws)**

**4<sup>th</sup>.** (3) Explain the purpose of a democratic constitution: a. To provide a framework for a government; b. To limit the power of government; c. To define the authority of elected officials.

**8<sup>th</sup>.** (4) Explain the political concepts expressed in the U.S. Constitution: a. Representative democracy; c. Bicameralism; d. Separation of powers; e. Checks and balances.

**8<sup>th</sup>.** (8) Describe the process by which a bill becomes a law.

### **Citizenship (Participation)**

**4<sup>th</sup>.** (1) Describe the ways in which citizens can promote the common good and influence their government including: a. Voting; b. Communicating with officials; c. Participating in civic and service organizations; d. Performing voluntary service.

### **Citizenship (Rights and Responsibilities)**

**4<sup>th</sup>.** (2) Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.

**4<sup>th</sup>.** (3) Explain the importance of leadership and public service.

**4<sup>th</sup>.** (4) Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

**5<sup>th</sup>.** (2) Explain the obligations of upholding the U.S. Constitution including: a. Obeying laws; b. Paying taxes; c. Serving on juries; d. Registering for selective service.

**5<sup>th</sup>.** (3) Explain the significance of the rights that are protected by the First Amendment including: a. Freedom of religion; b. Freedom of speech; c. Freedom of the press; d. Right of petition and assembly

**8<sup>th</sup>.** (4) Show connections between the rights and responsibilities of citizenship including: a. Voting and staying informed on issues; b. Being tried by a jury and serving on juries; c. Having rights and respecting the rights of others.

### **Social Studies Skills and Methods (Obtaining Information)**

**4<sup>th</sup>.** (1) Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: a. Atlases; b. Encyclopedias; c. Dictionaries; d. Newspapers; e.



Multimedia/Electronic sources.

4<sup>th</sup>. (2) Use a glossary and index to locate information.

4<sup>th</sup>. (3) Use primary and secondary sources to answer questions about Ohio history.

5<sup>th</sup>. (1) Obtain information from a variety of print and electronic sources and analyze its reliability including: a. Accuracy of facts; b. Credentials of the source.

5<sup>th</sup>. (2) Locate information in a variety of sources using key words, related articles and cross-references.

5<sup>th</sup>. (3) Differentiate between primary and secondary sources.

8<sup>th</sup>. (1) Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

### **Social Studies Skills and Methods (Thinking and Organizing)**

4<sup>th</sup>. (5) Identify main ideas and supporting details from factual information.

4<sup>th</sup>. (6) Distinguish between fact and opinion.

4<sup>th</sup>. (7) Read and interpret pictographs, bar graphs, line graphs and tables.

4<sup>th</sup>. (8) Formulate a question to focus research.

5<sup>th</sup>. (5) Compare points of agreement and disagreement among sources.

5<sup>th</sup>. (6) Draw inferences from relevant information.

### **Social Studies Skills and Methods (Problem Solving)**

4<sup>th</sup>. (10) Use a problem-solving/decision-making process which includes: a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness.

5<sup>th</sup>. (9) Use a problem-solving/decision-making process which includes: a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness; g. Evaluating the effectiveness of the solution.

8<sup>th</sup>. (4) Organize and lead a discussion.

8<sup>th</sup>. (5) Identify ways to manage conflict within a group.

### **Hayes Home Glossary:**

**campaign.** A series of actions that are carried on to bring about a special result, for example, to elect a president.

**civil servant.** A person who works for the government.

**cultural institution.** An established custom, practice or relationship of importance in a society.

**cultural perspective.** The complex set of meanings, attitudes, values, and ideas belonging to a cultural group.

**cultural practice.** A pattern of behavior accepted by a society.

**culture.** Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools, and machines.

**delegate.** A person sent with power to act for another.

**democracy.** A system of government in which political control is exercised by all of the people, either directly or through their elected representatives.

**diffusion.** The spread of people, ideas, technology, and products among places.



**direct democracy.** A democratic system of government in which the people exercise political control and participate directly in decision making.

**direct primary.** The election of candidates by party members to run against candidates from other parties.

**election.** The act of voting or electing. There is an election for a president every four years.

**electoral college.** Formal voters of the U.S. who elect the president and vice president.

**executive branch.** The part of government that puts law into action.

**First lady.** The wife of or female representative of a presiding president during his term.

**judicial branch.** The part of government that interprets the laws.

**nation.** A group of people bound together by a strong sense of shared values and cultural characteristics, including language, religion, and common history.

**natural rights.** A belief that individuals are naturally endowed with basic human rights that cannot be taken away or given up.

**perspective.** A specific point of view in understanding or judging things or events.

**popular government.** Government responsive to and representative of the people.

**President.** The executive who is the head of the United States government.

**presidential democracy.** A system of government characterized by a separation of powers between independent and coequal executive and legislative branches such as the United States.

**representative democracy (republic).** A democratic system of government in which the people exercise political control and participate through elected representatives responsible for promoting the common welfare.

**responsibilities.** The conditions or tasks for which a person is accountable or answerable.

**right.** Just claims that belong to a person by law, nature, or tradition.

**slogan.** Word or phrase used by a group or product to call attention; a motto.

**suffrage.** Right to vote.

**territory.** An area of land; the land and waters under the jurisdiction of a state, nation, or sovereign.

### Activities:

Children's Coloring Book [http://206.196.23.5/hayes/content/files/PDFs/color\\_book.pdf](http://206.196.23.5/hayes/content/files/PDFs/color_book.pdf)

Student Activity Book [http://206.196.23.5/hayes/content/files/PDFs/kids\\_activity\\_book.pdf](http://206.196.23.5/hayes/content/files/PDFs/kids_activity_book.pdf)

Museum Lesson Plan Grades K-3 [http://206.196.23.5/hayes/content/files/Education-lesson\\_plans/prekinder\\_lesson.htm](http://206.196.23.5/hayes/content/files/Education-lesson_plans/prekinder_lesson.htm)

Museum Lesson Plan Grades 4-6 [http://206.196.23.5/hayes/content/files/Education-lesson\\_plans/fourth\\_grade\\_plan.htm](http://206.196.23.5/hayes/content/files/Education-lesson_plans/fourth_grade_plan.htm)

Museum Lesson Plan Grades 7-8 [http://206.196.23.5/hayes/content/files/Education-lesson\\_plans/middle\\_school\\_lesson.htm](http://206.196.23.5/hayes/content/files/Education-lesson_plans/middle_school_lesson.htm)

Museum Lesson Plan Grades 9-12 [http://206.196.23.5/hayes/content/files/Education-lesson\\_plans/hs\\_lesson\\_plan.htm](http://206.196.23.5/hayes/content/files/Education-lesson_plans/hs_lesson_plan.htm)

High School Study Guide [http://206.196.23.5/hayes/content/files/Education-lesson\\_plans/hs\\_student\\_guide.htm](http://206.196.23.5/hayes/content/files/Education-lesson_plans/hs_student_guide.htm)

The Hayes Presidential Center, Inc. operates and manages the Rutherford B. Hayes Presidential Center. A non-profit entity, it receives the majority of its funding through the Rutherford B. Hayes–Lucy Webb Hayes Foundation. The State of Ohio also provides an annual appropriation administered through the Ohio Historical Society.



OHIO HISTORICAL SOCIETY

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[www.ohiohistoryteachers.org](http://www.ohiohistoryteachers.org) [www.ohiokids.org](http://www.ohiokids.org) [www.ohiohistorycentral.org](http://www.ohiohistorycentral.org) [www.ohiohistory.org](http://www.ohiohistory.org)