

The Case of the Bothersome Women, Ohio Historical Center Distance Learning Description and Resource Materials

Program: History Mystery: The Case of the Bothersome Women

Availability: Monday, Tuesday, Wednesday, and Thursday
January, February, March, April, and May

Time Allowance: 45 minutes per program

Grades: 4th, 5th, 8th, 10th, adaptable to all

Cost: \$ 50.00 per program (inside of Ohio)
\$125.00 per program (outside of Ohio)

Description: This program focuses on the Rights or Non-rights of Women in the 19th century. This living history program is set in the year 1850 during Ohio's Constitutional Convention. The program brings to the forefront the lack of rights for women (and other individuals) during the 19th century. A Women's Rights activist visits an Ohio Senator asking him to present a signed petition for an amendment to the constitution that would allow women the right to vote. However, when the proposed petition is brought to his office he finds excuses to be unavailable. Unable to talk with the Senator the activist presents the proposal to his wife who has dropped in to ask her husbands permission to purchase a new bonnet with money she herself has earned. An in-depth discussion follows involving both participants and viewers of the program. When the Senator returns, he finds things very different. The viewers may not anticipate the Senator's reaction to the proposal.

Ohio Social Studies Academic Content Standards Addressed:

History (Chronology)

4th. Construct time lines with evenly spaced intervals for years, decades and centuries.

5th. Create a time line and identify possible relationships between events.

People and Societies (Interaction)

8th. Describe and explain the social, economic and political effects of: a. Stereotyping and prejudice

8th. Describe the historical limitations on participation of women in U.S. Society and their efforts to gain equal rights.

Government (Role of Government)

5th. 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. Basic rights of individuals are guaranteed by the Constitution.

Government (Rules and Laws)

4th. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

5th. Explain the significance of the Declaration of Independence and the U.S. Constitution.

Citizenship Rights and Responsibilities (Participation)

4th. Describe the ways 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 services.

8th. Explain how the opportunities for civic participation expanded during the first half of the 19th century including: a. Active campaigning.

10th. Describe ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on; a. Extension of suffrage.

10th. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including; a. Women's suffrage movement of the late 1800's

Citizenship (Rights and Responsibilities)

4th. 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.

4th. 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.

5th. Explain the significance of the rights that are protected by the First Amendment including: b. Freedom of speech; c. Freedom of the press; d. Right of petition and assembly

8th. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including; a. Elizabeth Cady Stanton and women's rights.

8th. Show connections between the rights and responsibilities of citizenship including; a. Voting and staying informed on issues; b. Having rights and respecting the rights of others.

Social Studies Skills and Methods (Obtaining Information)

4th. Use a glossary and index to locate information.

4th. Use primary and secondary sources to answer questions about Ohio History.

5th. Locate information in a variety of sources using key words, related articles and cross-references.

5th. Differentiate between primary and secondary sources.

Social Studies Skills and Methods (Thinking and Organizing)

4th. Identify main ideas and supporting details from factual information.

4th. Distinguish between fact and opinion.

4th. Formulate a question to focus research.

5th. Read information critically in order to identify: a. The author; b. The author's purpose; c. The purpose.

5th. Compare points of agreement and disagreement among sources.

5th. Draw inferences from relevant information.

5th. Organize ideas by taking notes that paraphrase or summarize

Social Studies Skills and Methods (Problem Solving)

4th. Use 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.

5th. 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.

8th. Organize and lead a discussion.

8th. Identify ways to manage conflict within a group.

Social Studies Skills and Methods (Communicating Information)

8th. Construct a historical narrative using primary and secondary sources.

8th. Write a position paper or give an oral presentation that includes citation of sources.

10th. Analyze one or more issues and present a persuasive argument to defend a position.

Bothersome Women Glossary:

19th Amendment. The amendment to the U.S. Constitution that permitted women to vote.

artifact. A material object of a culture such as a tool, an article of clothing, or a prepared food.

ballot. A printed form used in voting. A voter checks or writes down his/her choice, then puts the ballot into the ballot box.

banner. A piece of cloth that has a design or sometimes writing on it.

benefit. That which is received as an improvement or advantage as the result of a decision.

campaign. The organized use of speeches, advertising and slogans that a person running for office uses to gain votes.

citizen. A person who is born in a country or who chooses to live in it and become a member of the country.

Constitution. The basic principles used to govern a state or country.

country. A unit of political space, the entire land area of a nation or state.

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

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.

discrimination. Unfair treatment of a person or group based on a variety of prejudices.

dissent. To differ strongly in opinion.

election. The act of electing. There is an election to choose a president every four years.

initiative. A petition process by which a certain percentage of voters (electors) can put a proposed constitutional amendment or statute on the ballot for popular approval or rejection or submit a proposed statute to a legislative assembly for approval (e.g., Ohio).

issue. A point, matter, or problem to be decided.

lobbyist. A person who tries to make lawmakers vote in a certain way.

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 held 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.

petition. A formal request that is made to a person in authority.

prejudice. An adverse opinion or judgement formed beforehand or without full knowledge or complete examination of the facts; a preconceived idea or preference.

primary source. An account of an event by someone who was present at the event.

referendum. The process in which a measure passed by a legislature is submitted (referred) to the voters for final approval or rejection or a petition process by which a certain percentage of electors (voters) can order recently passed legislation to be submitted to the electors (voters) for approval or rejection.

reliability. The degree to which something is trustworthy or is suitable to be depended upon.

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

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

secondary source. An account of an event by someone who was not present at the event.

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

suffrage. Right to vote.

The Ohio Historical Center is operated by the Ohio Historical Society, a nonprofit organization that serves as the state's partner in preserving and interpreting Ohio's history, archaeology, and natural history.