

# Pioneer Program Station Outlines

## Cabin

1. Greeting/Welcome inside
  - a. Built-in 1840 and moved here by a truck
2. Log Home VS. Log Cabin
  - a. Hand-planned/hewed logs
  - b. Chinking
  - c. Glass windows/Oil Cloth Windows
  - d. Multiple floors
  - e. Stone Fireplace
3. **This house VS. your house**
  - a. Do we have all of the rooms here that you'd have in your house?
4. How would we
  - a. Cook?
    - i. Butter shaking
    - ii. **Science!** Friction allows fat molecules to start sticking together
  - b. Bathe?
    - i. Washtub
  - c. Go to the Bathroom?
    - i. Outhouse
  - d. Keep Warm?
    - i. Fire/Fireplace
5. Showcase the remaining "rooms"
  - a. Bedroom
  - b. Dining Room
  - c. Living Room
  - d. Kitchen
  - e. Bathroom
6. Allow students to get up and explore
  - a. Grate Cinnamon and Nutmeg
  - b. Try shaking the butter
  - c. Feel the animal pelts and bed

## Information

The log home was built in 1840. It was originally located in Weston, Ohio (near Bowling Green). The home was disassembled like a puzzle, the pieces were labeled and loaded onto a big truck, driven here, and reassembled piece by piece.

It is a two-story home. All of the wood is original except for the flooring and the fireplace wall. The family could have had 6 or 7 kids along with the grandparents living there at one time. Cabins were temporary. We know this home was permanent because it has glass windows, real doors, and the logs were whitewashed, which you can still see evidence of on the upper logs.

Notice in this home there are flat beams meaning they were hand hewn. They used a special axe to shape the logs. The marks on the beams are evidence of this. Between the wood is “chinking” or what we might call cement. It is made of clay, dust, limestone, and ash. This was a constant process since the outdoor elements would loosen or dislodge it.

**Kitchen:** The fireplace acts as the stove and the oven. The mother could spend all day preparing meals. Men would often eat first so they could go back to work. The swing arm allowed for hanging pots above the fire or coals while. Each pot served a different purpose such as the flat plates that would serve much like our stove burners do today. Any pots with legs on them could be placed near the embers of the fire and this would bake food much like an oven. Most of their bowls and other utensils would have been made of wood.

**Living Room:** The living room would have featured a rocking chair and a straight back chair. They often handmade their furniture from wood.

**Bedroom:** This is the parent’s bedroom. The bed is a frame with rope supports. The phrase *“sleep tight and don’t let the bed bugs bite”* comes from these beds. They would fill their mattresses with straw and other materials they would find outside that might have bugs in it. The ropes on the bed would get loose over time and they would have to tighten them back up. All of the children would have slept upstairs unless they were young enough to stay close to their parents. The kids may or

may not have had beds. They could have had mattresses or mats on the floor. In the winter they may come downstairs to be closer to the fire.

**Bathroom-** They did not have a bathroom in their home. They would have had an outhouse. They dug a hole in the ground and built a wooden structure around it. Water was taken from a well, stream, or nearby water source, brought inside and boiled over the fireplace. It could be used for washing/bathing or cooking. Multiple people often took a bath in the same water. They would have taken their baths inside possibly with a sheet hung up for privacy. During the warmer months they could have also bathed outside in the tub or other water source.

### **Chores:**

Girls: sewing, embroidery, spinning (show the cotton, wool, and spinning wheel), weaving thread into material, making clothes, washing clothes, cooking, cleaning (show broom) and take care of younger children.

Boys: cut down trees, chop wood, help build house and barn, hunt, work in the field, and take care of animals. Both boys and girls could bring in the water, churn butter, work in gardens, and dip candles.

## **School**

1. Greeting
2. Ring Bell
3. Stone Academy
  - a. **Replica building/1844**

4. Make Manners
5. Stand to Answer
6. Greeting/Curtsy or Bow
7. Marm Duties/lived with students
8. No Electricity
9. No running water
10. Outhouse/Compare and Contrast
11. Water Bucket/dipper/lunch pail

#### Social Studies

12. Flag/present-day/1844
13. No Pledge/poem by Francis Bellamy/ 1892
14. George Washington/James K Polk

#### Reading

15. McGuffery Readers/blab reading

#### Arithmetic

16. Work problems on slates

#### Spelling/Writing

17. Write words on slates
18. Ink bottle/quill

#### Wrap Up

19. Poem/Do your best
20. Tongue Twisters
21. Parting Song

## **Information**

Our stone academy replicates Sylvania's 1844 stone academy that was located on the same lot as the village near Element 112's parking lot. The original stone academy operated from 1844 to 1869. We built our replica in 2001 based off of a modeled drawing (using somewhat smaller dimensions) from a centennial history of the city of Sylvania, published in 1933.

Then and Now in the Stone Academy

1. **Electricity:** they would have used candles or oil lamps
2. **Desks:** no individual desks, desks have slanted tops
3. **Smart boards/white boards:** In the 1840s schools had chalkboards and slates. (Hold up one of the slates and explain) Students would practice their handwriting, spelling and arithmetic on these slates. They would use paper for anything they wanted to keep or hand in to the teacher (ink and quill pen)
4. **Bathroom:** Most one room school houses did not have indoor plumbing or running water. The outhouse (ask if they know what an outhouse is) would have been located close by outside. No running water meant no drinking fountains. They would bring in water from a well or nearby creek in wooden buckets. (demonstrate the wooden bucket and ladle). They may have had two buckets, one for hand washing and one for drinking. Everyone drank out of the same ladle, and thus would have spread germs. After science understood how germs were passed, each student would bring their own collapsible tin cup.
5. **Other classrooms:** One room schoolhouse students all studied together. They did not have gym class but their recess time would allow them to play and get exercise. They also did not have a library, all of the books they used would be in the classroom.
6. **Flag:** Our flag on the wall has 26 stars. Ask the students why there were only 26 stars. The 26 stars represented the 26 states at the time our schoolhouse operated in 1844. They are in the shape of a star because back then there was no regulation for how the stars were to be positioned on the flag.
7. **Pictures of Polk and his Wife:** Classrooms would often feature pictures of George Washington, Abraham Lincoln and the current president, which in 1844 was James K. Polk (We do not feature Lincoln since he had not been president yet). Polk served one term from 1845 - 1849. He is best known for winning the Mexican American War which ultimately led to our acquisition of what is today the American Southwest. He also acquired the Oregon territory from Great Britain.

## Average School Day

**Students:** There was an assortment of older and younger students (some as young as five or six and some as old as 18 to 20 depending on individual circumstances) all taught by one teacher. There would be a mixture of multiple lessons going in throughout the class at one time. Some may be reading, and some may be doing arithmetic. Students were not categorized into traditional grade levels as we have today. Students worked through the readers at his or her own pace, therefore, younger students may be doing more challenging work than their older peers. Since boys helped out on the farm more than girls and were absent from school more, it would typically take them longer to finish school. Girls would finish younger and those who wanted to teach could take the teaching examination around the age of 16.

**Teacher:** Could be a man or a woman. They were collectively the teacher, principal, custodian, nurse and disciplinarian. One teacher meant that they had to keep order in their classroom to keep it from getting chaotic. Explain different types of discipline: the paddle - they would smack it on the desk to get students attention or hit a student's hand for punishment, the circle on the chalkboard punishment - have a student volunteer to come up and draw a circle on the chalkboard and stand with their nose in it. Let them sit down and explain that the teacher could have made them stand there as long as they thought necessary. They could have also used dunce caps or simply made students stand in the corner. Parents of the students paid the teacher's salary and often for their room and board. The teacher may have even boarded with a different family in the school for a month or so at a time. Teachers were relatively young themselves. Often the only requirement for them to teach was to pass roughly the 8<sup>th</sup> grade and to also pass the teaching examination. Teachers could be younger than some of their students. Women teacher had stricter rules: hair up in bun, dress covering ankles, can no longer teach after married (See teacher rules on desk for more information).

**Subjects:** Reading, arithmetic, and spelling were the most studied subjects. They also studied history. Noah Webster's spelling book was commonly used and so were The McGuffey Readers. The readers were among the first textbooks in America to become gradually more difficult with each volume. Students worked through them at their own pace. There are 6 editions but most would have only made it to the third or fourth. The books used word repetition as a learning tool and developed students reading skills. Teachers would have students stand up to read passages out loud to the class. They would also hold spelling bees using words from a reader or a spelling dictionary. Families had to provide their kids with the books if they were not provided by the school and many kids would have to share.

**Typical school day/year:** The teacher and the school board determined the start and end times of the school day. Therefore, it varied from school to school since there were not any federal standards established yet. Their school year on average was shorter than ours because of the farming season. There were no universal mandatory school attendance policies until the early 20<sup>th</sup> century, but a majority of children attended at least through the equivalence of their elementary years. Children walked to school regardless of weather. They did not have busses. They carried with them their lunches (show lunch pail). A typical meal may have included a sandwich wrapped in a napkin, fruit, cookies or other backed goods and cheese.

**Dismissal:** Boys would bow, girls would curtsy.

### McGuffey Readers

It's estimated that at least 120 million copies were sold between 1836 and 1960 which put it in a comparable sales category with the Bible and Webster's Dictionary. William Holmes McGuffey born in

Pennsylvania and raised in Youngstown, Ohio highly valued education. He created the first four readers from 1836-37 and his brother compiled the last two in the 1840s. They consist of stories, poems essay and speeches. Many of them were about honesty, kindness and morals. They not only provided new words for each section but gave them context by placing them into real literature and incorporated new words along with old familiar words.

The first reader mostly taught phonics and how to sound out words. The next reader was started once the students could read and helped them understand the meaning of sentences. The third reader included more definitions of word and was written at a modern 5<sup>th</sup> or 6<sup>th</sup> grade level. The fourth was written for the highest level of ability for grammar school levels. Many students stopped after the first two and students rarely ever went on to the fifth and sixth books that were comprised of works by writers such as Lord Byron, John Milton and Daniel Webster.

## Trains

1. Blow Whistle/Greeting
2. Depot History
  - a. What/how it was used
  - b. 1858/Original building
3. What is a Train
  - a. 3 Parts: Engine, Cars, Caboose
4. Transportation before the Train
  - a. **Covered Wagons**
    - i. Box activity/not good at carrying many things
      1. Divide into 3 groups
      2. Hand out clipboards - With their group have them “pack” their wagon
      3. Come back as a whole group and section by section have the groups pack the main wagon. Each group packs a weight
      4. Explain things were left behind and you’d probably still have to walk alongside the wagon

5. Trains are more efficient
5. Train car barn
  - a. Engine
    - i. Ran on Electricity/didn't go long distances
  - b. Caboose
    - i. Like a house for the workers/went long distances
6. Split into 2 groups
  - a. Bring students aboard each
7. Time for questions

## Information

Over 100 years ago in the late 1800s and early 1900s, trains were the most common way people traveled, especially if they were going long distances. A horse and wagon might have taken all day to accomplish a 60-mile trip. A train would have taken less than a few hours to accomplish the same distance. Faster travel time meant more access to faraway places, which opened new trading markets. Before trains, people mostly sold their products locally. After thousands of miles of tracks were laid, people were able to sell their goods across the country. Steamboats were also beneficial for trade, but they were not nearly as fast as trains and could only travel so far/where there were rivers or canals.

### The History of the Depot:

This is Sylvania's original train depot. It was built in 1858 and sat about two miles down the road just behind the Southbriar Shopping Center (where Tekela's is now). The Depot was used until 1956, nearly 100 years.

It served both passengers and freight. Passengers would come to the station office window to purchase their tickets and then wait in the waiting room until the train arrived and was ready to board. The freight would be brought into the baggage room to be sorted and loaded.

## **The Importance of the Depot in the Community:**

The Depot was the source of news. People could send and receive mail here. There was also a telegraph located in the station master's office. This allowed news from throughout the country and world to come right to Sylvania. You can show them the 'post office' with all the mail slots. Later on, the Depot would get a telephone that could be used by the community if needed (not everyone had personal house phones). The depot became a social hub where community members would gather to hear and spread the news. Most depots had telegraphs that received news that could be shared with the town. Remember, this was before computers, television and radio.

## **The Impact of Trains on Travel:**

The trains arrived in Northwest Ohio in the early 1850s. Trains greatly changed everyday life in our area. Trips that once took full days, took only a few hours. People from the surrounding countryside in Fulton, Wood, and Williams counties and in southern Michigan, could purchase a ticket for a few cents and travel into the city. Farmers in those areas could send extra produce and dairy into Toledo each day which opened up markets for their goods. You could travel into Toledo, then switch trains and be connected to anywhere in the United States. Goods and products that were once only found in large cities could now be ordered via catalogue and shipped to stores and individuals throughout the country, even in the most rural areas.

People could use the train to take vacations and visit relatives in distant parts of the country - something nearly impossible in the days of horse and buggy.

Sylvania had many rail lines running through it by the start of the 20th century. Some were interurban trains, similar to today's rapid transit/commuter trains. These trains usually had fewer cars, tended to be run on electricity from wires above the lines and would carry passengers in and out of the city. Our engine in the train car barn is from the Toledo and Western interurban. Other

important lines that ran through Sylvania included the Erie and Kalamazoo which was the first rail line west of the Allegheny Mountains and the Toledo Angola and Western one of the shortest independent rail lines ever to exist (only 10 miles total).

In 1996, then owners of the Depot, Gene Paul and Jack Newton, donated the Depot to the Sylvania Historical Village and it was moved here on the tracks behind us to its current location. The tracks behind us are still in use.

The station master was the one in charge of the depot. He would sell tickets, take care of packages and mail and would send and receive telegrams on the telegraph.

**The Train Car Barn:** Our replica Train Car Barn is a 1/4th scale model of the original train car barn that sat in Sylvania. This was used to service engines and cars from throughout the region. Trains would be pulled in and workers actually worked from pits dug out underneath where the trains pulled in.

**The Train Engine:** An original 1915 engine, one of only four ever made. It was made in Pittsburgh Pennsylvania and actually ran on the Toledo and Western Rail line, which means it ran through Sylvania. It weighs 63 tons and was an electric engine. The long white pole by the garage doors attached to the top of the engine and then ran along electric lines that ran above the tracks. (You can see how it was set up in the photo on one of the exhibit signs in the train car barn). Explain that the electricity powered the batteries inside the engine. This engine could both pull cars and push cars.

**The Caboose:** This wooden caboose was built in the 1920s and is one of the oldest wooden cabooses left in Ohio. A caboose was always the last car on the train and was painted usually red or yellow so that others on the road could tell when the last car was coming. Inside the caboose are crew quarters. The conductor would be here, along with a mailman if the train was carrying mail. One crew was assigned to sit up in the cupola and watch over the tracks to see if there was danger ahead (washed out tracks, trees blocking the tracks, and accident,s etc.). If he saw something, he would shoot a flare (like a firework)

out of the window of the cupola towards the front of the train. This would alert the engineer and brakeman so they could stop the train in time.

## Trades

1. Greet/Sit at tables
2. Have teacher write names of students on the white bags
3. Trades and Their Importance/ Candle Importance
  - i. How could someone see in the dark?
  - b. Welcome them to the barn, and explain that this is a trade barn
  - c. Explain what a carpenter and blacksmith did by showcasing various tools and materials.
  - d. Explain various other trades
4. Intro to Candles and what they're made of
5. Have everyone line up
  - a. Candle Instructions
    - i. Pinch, Elbows up, quick dips, etc.
    - b. Dip until the time is up (15min)
6. Safety Talk about Candles
7. Have them put their candles into their bags with their names on the bag
8. Collect their bags and put them into the blue bag
9. Dismiss

## Information

**Blacksmith:** Depending on the size of class, move to blacksmith area. A blacksmith was very important to the town because he made tools from iron that were needed by the settlers. Point out the rakes and various other tools

lining the walls. Demonstrate the moving of the iron from the forge to the anvil and the pounding needed to shape something like a horseshoe. Explain the term “apprentice” and that they worked with the blacksmiths keeping the fire hot, hauling water buckets etc. for several years while they learned the trade.

**Carpenter:** Move back to the tables - A carpenter was a woodworker who created things from furniture to houses, out of wood. A carpenter was also very important to the town because they needed houses, basic furniture and other items made from wood. Demonstrate the use of the drill and stress that there were no power tools. Frequently, the blacksmith and carpenter combined their skills in the making of tools. Reintroduce the concept of apprenticeship in relation to carpentry.

**Cabinet Makers:** eventually became a more specialized trade that made high quality furniture such as tables, chairs and desks.

**Cooper:** Pioneers had very little storage and used buckets and barrels to store food, water, clothing etc. Coopers were a skilled trade because the containers they made needed to be durable and watertight. Show the bucket and barrels in the barn.

**Weaver:** Settlers initially spun wool, flax and cotton into thread and used looms to make their own cloth. When a weaver opened shop, cloth became more readily available. Show the weaving sample.

**Dressmakers and Tailors:** Usually appeared as the town grew.

**Milliner/Hatmaker:** This was one of the few trades for women at the time. They made and sold all sorts of clothing accessories including hats, hoods, and cloaks. Show the hat and bonnet samples.

**Cobbler:** Made shoes for families. Show the shoe last and note that there were no right or left shoes until after 1850. Many customers brought their own leather to be made into shoes. Wooden pegs held the shoes together. Children often got much larger shoes than fit, wrapping their feet with cloth until their feet grew.

**Other Common Occupations as Towns Grew:**

**Chandler:** Specialized in making candles

**Apothecary:** Like today's pharmacists. They made medicines from various plants, minerals and herbs. Sometimes they acted as doctors, even performing minor surgeries.

**Gunsmith:** They made and repaired firearms.

**Printer:** They printed legal documents, newspapers, etc. All was done by hand.

**Wheelwright:** He specialized in making/repairing wheels for wagons and carriages.

**Pewterer or Metalsmith:** He used molds and molten iron, tin, etc. to make more decorative dishes.

# Games

1. Have all games on the table at the front
2. Greet and give instructions
3. Games today
  - a. What games do you play with?
4. Games back then
  - a. Material??
5. Explain the games they'll be playing with
  - i. As you explain, place on the tables
  - b. Taking turns
  - c. Inside and outside games
  - d. After instructions, they can get up and try a game
  - e. Remind them that they only have so much time
6. Clean up 2-3 min before the end
  - a. Dismiss

## Information

**Basketball:** The object of the game is to launch the ball on a string through the hole. Warn them not to press down too hard because it might break the lever.

**Ball in a Cup/Ball Through the Paddle:** Swing the ball on the string and get it into the cup or through the hole. Make sure to tell the students to stand far enough away from other people so they do not hit them with the ball and to be careful not to hit themselves in the face.

**Pick Up Sticks:** In a small wooden box are a couple dozen thin, colored, wooden sticks. The game is played by taking all the sticks and hold in your hand. Hold them perpendicular with the table and then let go, causing them to fall into a pile. The goal is to pick up your color of stick without moving any other sticks.

**Puzzles:** There are colored shapes that can be used to recreate a picture that's printed on a wooden slab.

**Whizzer Button:** Take both sides of the string in your hand and hold it horizontally. Then spin the button towards yourself until the string is wound up enough that it is starting to curl on itself. Then let go of the tension by bringing your hands closer together and pull your hands back out to make it tight again. Keep alternating letting go and pulling tight and the button should keep spinning.

**Ladder:** Hold the top piece of wood on the sides with your thumb and pointer finger. Tilt your wrist away from you so that the top of the piece you are holding is moving towards the piece of wood below it. It should then look like it's falling. Then tilt it back the opposite way and keep alternating tilts forward and backward.

**Darts:** Toss the woven hoops in the grass. Any distance will do, the farther they throw them, the more of a challenge it is. Toss the "darts" into the hoops to try and score points.

**Game of Graces/Hoop Toss:** A hoop passing game. Some like to make an x with the sticks and uncross them to throw it, others like to point the sticks downward and pull up to toss the hoop when it reaches the end of the sticks. It's supposed to be a light "graceful" motion. A partner will stand across from them and try to catch the hoops with his or her sticks.

**Hoop Rolling:** To roll the hoop, use a stick to hit on the top of the hoop. Guide it straight by touching the left or right side of the hoop. The goal is to get it to move alongside of you without falling.

**Simon Says:** Students should follow what Simon says. If they do an action that Simon does not say to do they sit down. Last one standing wins.

# What?

1. Greet/Red and Blue Cards
2. **What is an Artifact?**
  - a. Example: Typewriter, CDS
3. What is the Artifact Game?
  - a. Explain/Example: Pencil
  - b. Powers of observation
4. Tell stories and show objects
5. Collect Cards/dismiss