✔️ General Information

Our Mission

To preserve and share the historical heritage of the Sylvania community through meaningful experiences that educate, inspire, and connect people across generations.

Our Values

Education
Provide quality and immersive learning
opportunities for a wide range of audiences.

Community
To be a present and influential organization in NW Ohio.

Reflection
Offering a platform for collection, research, discussion and insight.

Volunteer Portal

The volunteer portal is our one-stop shop for seeing schedules and all upcoming opportunities at any time. To access it scan this QR code:

Or enter this link into your browser:
https://sites.google.com/view/volunteer-portal/home

Operating Hours

The Cooke-Kuhlman House

February-December
Saturdays 11-2
Sundays 1-4

The Lathrop House

May-November
Saturdays 11-2
Sundays 1-4

The Historical Village

May-November
Saturdays 11-2
Sundays 1-4

Parking

The Historical Village and Cooke-Kuhlman House

Parking is located between *Create Art Studio* and the former *Element 112* building

The Lathrop House

Parking is located just north of the St. Joseph's East Campus building. You may park at the top of the ramp down to the House, or in the spots closest to the open-air shelter.

Contact Information

Executive Director
Samantha Ayres
samantha@heritagesylvania.org

Programs and Events Manager
Tristen Dominguez-Turkopp
tristen@heritagesylvania.org

In Case of Emergencies

Tristen: 567-277-1864
Samantha: 419-350-9462
Fire, Medical, or Police: 911

✔️ Organizational History

Heritage Sylvania - Organizational Timeline

1990:

Informal meetings are held by local history enthusiasts to establish an interest in starting a historical society.

1991:

The first meeting of the Sylvania Historical Society was held at the Sylvania Public Library.

1992:

The Sylvania Area Historical Society is formed as a non-profit. Bob "Army" Armstrong became its first president.

1993:

In May, the City of Sylvania purchases 5717 Main Street with the intent of turning it into a museum and history center. Before this, The Cooke house was owned by a private business/resident. The Cookes/Kuhlmans last lived in the house in 1989.

In November the City purchased 5723 Main Street (*now Create*)

The City of Sylvania establishes the Historical Center Advisory Board to oversee the restoration and programming of the Heritage Center Museum and assist the Historical Society.

1994:

In October, the Museum opens to the public at Fall Festival, under direction of the Historical Society.

The City of Sylvania moves a home from 5460 Main St. to the Museum property (*now The Village Candy Shoppe*).

The Start of the Historical Village

1995:

Under the direction of Mayor James Seney, the City of Sylvania created a new board called the Sylvania Historical Village Commission with the intent of developing city owned land as a historical village.

Joy Armstrong is hired by the City of Sylvania to be the Curator and Director of the Historical Village.

The Sylvania Historical Society continues as an independent, all volunteer, non-profit organization with its offices and archives located in the Heritage Center Museum. They man the museum during open hours and maintain archives and collections.

The City of Sylvania purchases 5703 Main St (*now Inside the Five*) and names the building the Maplewood Marketplace.

1996:

A Log Home is purchased in Weston, OH and disassembled to be moved to the Historical Village.

The original Sylvania Train Depot is donated by Gene Paul and John Newton.

In July, The Sylvania Historical Commission is incorporated as a non-profit organization known as The Sylvania Historical Village Inc.

The Historical Village

1997:

The Sylvania Historical Village and Historical Society operate separately under an agreement of mutual partnership.

The Sylvania Train Depot is moved to the Village.

The Log Home is reassembled in the Historical Village.

The public restrooms are built near the entrance to the village.

The Museum Garden is dedicated to the Sister City - Woodstock, Ontario.

1998:

Renovations of 5703 Main St (*Maplewood Marketplace, now Inside the Five*) is completed. For a time, the Sylvania Historical Village managed this property, renting out the office and retail space on behalf of the city.

1999:

The construction of the Timber Frame Historical Barn and Blacksmith Shop in the Historical Village is complete.

2000:

Production of "Just Around the Bend", an original play in celebration of Ohio's Bicentennial, sponsored by Sylvania Historical Commission has its world premiere. This was a large endeavor for the Sylvania Community and was hugely popular for the Bicentennial Celebration.

Enter The Lathrop House

2001:

The construction of the replica of Sylvania's original 1844 Stone Academy is complete.

St. Joseph's Catholic Church purchases the Lathrop House with the intent to demolish it and use the property for their school expansion. A group of passionate volunteers, who became the Friends of the Lathrop House, and area historians began a 10-year campaign to save and restore the home.

2002:

An archeological dig was done around the Lathrop House with numerous artifacts from the period of Lucian Lathrop, unearthed.

2004:

St. Joseph's Church donates the Lathrop House to the City of Sylvania.

The Friends of the Lathrop House, the MetroParks of Toledo, and the City of Sylvania, successfully complete fundraising efforts to have the Lathrop House moved 100 yards from its original location to the banks of City owned land year Harroun Park.

2006:

The 1915 Engine 403 Baldwin Westinghouse Steeplecab Electric Locomotive and 1924 Caboose Car No.90781, arrive.

2007:

Restoration of the Locomotive is complete.

2008:

The construction of the Train Car Barn, a replica of the old T+W Railway roundhouse that once sat where Sautter's today, is complete. The building served to house the Locomotive and Caboose.

2010:

The Train Car Barn is dedicated to Dr. Read Backus who served on Sylvania City Council from 1972 to 2008.

2012:

The first phase of the restoration of the Lathrop House is completed.

A New Chapter

2014:

The Lathrop House is rededicated and the restored basement level is open to the public. The house is owned by the City of Sylvania, managed by the Toledo MetroParks and staffed by the Friends of the Lathrop House.

Joy Armstrong, the first director of the Sylvania Historical Village, retires.

2015:

Andi Erbskorn is hired by the Sylvania Historical Village board to become the new Executive Director.

The Maplewood Marketplace management is returned to the City of Sylvania.

2017:

The Toledo Metroparks turns management of the Lathrop House over to the City of Sylvania and the Sylvania Historical Village.

Talks about merging begins between the Friends of the Lathrop House, the Sylvania Historical Society and the Sylvania Historical Village.

2018:

The Blacksmith Barn, located in the Historical Village is officially rededicated and renamed "The Armstrong Barn" in honor of the work of Joy and Bob Armstrong to the preservation of history in Sylvania.

2019:

On January 1st, Heritage Sylvania launched as the result of the merger between the Friends of the Lathrop House, The Historical Society, and the Sylvania Historical Village.

2023:

Andi Erbskorn resigns after 9 years as Executive Director.

Tristen Turkopp is promoted to Assistant Director.
Samantha Ayres is hired as the new Director of Heritage Sylvania.

2024:

Tristen Turkopp is promoted to Programs and Events Manager
Samantha Ayres is promoted to Executive Director

✔️ General Site History

General Site History

The Cooke-Kuhlman House

Dr. Uriah Cooke purchased and moved into the home located at 5717 Main Street in 1897. A recently married graduate of the University of Toledo Medical College, he opened his practice in the home. Over the subsequent decades, he enlarged and remodeled the home to its current footprint. He lived and worked in the home until his death in 1942. Following his death, his wife Ethel, daughter Elizabeth, son-in-law Al Kuhlman, and granddaughter Marilyn Kuhlman, lived in the home. The house remained in the family until Elizabeth's death in 1989. In 1993 The City of Sylvania purchased the Cook/Kuhlman home. Since its opening, it has housed the Sylvania Historical Society as well as the Sylvania Historical Village from the time of its creation. The historical home is also a museum open to the public. It features changing displays and exhibits. Group tours are free and feature a brief history of the home and the Cooke/Kuhlman family, a tour of the doctor's exam room and office, and multiple other rooms throughout the house.

The Carriage House: The carriage house was purchased with the museum building. It was built in 1915 and served as a horse and carriage barn until later it became an automobile garage. It is now used as a classroom and meeting room.

The Historical Village

The Log Home: The log home was purchased, moved and rebuilt in 1997. It was originally located in Weston, Ohio and was built in 1840. We made a couple modifications for safety and structural support such as replacing the lower beams and reconstructing the fireplace wall. We also shortened the length of the second floor to showcase the height of the ceiling and added a staircase. It still maintains many original features including structural logs and interior whitewash. We now use it for school and public tours to describe the daily lives of families in the early 1800s.

The Train Depot: The train depot was donated by Gene Paul and Jack Newton, and moved to the Village in 1997. It was Sylvania's original train depot and is one

of the oldest depots existing in Ohio. It was built in 1858 and in use until 1956. It was moved 1 ¼ mile north on the tracks to its current location.

Armstrong Barn: Constructed in 1999, this building serves as a blacksmith barn for events, as well as a classroom for school groups, special events, and classes. It is a replica of an 1850s barn that was located on Sylvania Metamora Rd. The original barn was dismantled in 2000 and the beams were brought to the Village to be examined by an architect that used them to design and recreate the original barn look. In 2018, it was renamed the Armstrong Barn in honor of Joy and Bob Armstrong.

Schoolhouse: The schoolhouse was constructed in 2001. It is a replica of the 1844 stone academy that was originally located in the current day parking lot next to the village. It was built (on a smaller scale) using the original dimensions recorded by the school board. It is constructed of cut quarry stone. The interior replicates the year 1845 with James K Polk as president. The desks are copies of common 1830-1850 Ohio school desks.

Locomotive and Caboose: Both the locomotive and caboose arrived in 2006. The locomotive is a 1915, 63-ton electric train. It was the most powerful locomotive owned by the Toledo and Western Railway. It carried both passengers and freight. It traveled from Pioneer, Ohio to Adrian, Michigan. The Toledo and Western Railway went bankrupt and was bought out by the Willys-Overland and Wabash Railway in 1924. The train was operated until 1980. It was then taken in by the Waterfront Electric Railway Museum in Grand Rapids, OH. When that facility closed in 2005, the train and caboose were donated here. The locomotive was restored in 2009 after the Andersons agreed to donate labor to restore the engine.

Car Barn: The car barn was built in 2008 as a 14th scale replica to the car barn that served the Toledo and Western Railway that was originally located near what is current-day Sautter's market on main street. It now houses the locomotive and caboose that are available for touring during open hours and school tours.

The Lathrop House

This historic home was originally built in the 1850s and became the home to Lucian and Larissa Lathrop and their family. Lucian was a prominent Sylvania resident who also served in state government. During the Underground Railroad,

he and his entire family risked everything to help enslaved people escape to freedom. After many decades, the house became the home of Marie Vogt, founder of the Toledo Ballet. In 2001, the house was purchased by St. Joseph's Church with an eye to demolishing it to make room for their new school. In response to a grassroots community effort and the creation of the Friends of the Lathrop House volunteer organization, the City of Sylvania purchased the Lathrop House, saving it from demolition. The Friends, City, and Toledo MetroParks raised funds to move the building and make initial structural repairs to be able to open the lower level to the public. It had to be moved roughly 500 yards from its original location on the property of St. Joseph's Catholic Church. Originally, the Toledo MetroParks managed the property and programs with the assistance of the Friends organization as part of an agreement with the City of Sylvania. In 2014, the lower level opened to the public. It became part of the Sylvania Historical Village in 2016. The Friends of the Lathrop House were part of the three -organization merger forming Heritage Sylvania. Plans are currently in the works to restore the main living area for public use.

Heritage Sylvania's Sites

The Historical Village

The Cooke-Kuhlman House

Main St.

Summit St.

Maplewood Ave

Monroe St.

N

Main St.

P

P

The Lathrop House

✔️ Tips for Interpretation

Tips for Good Interpretation

Words

"Once you say something, you can never take it back"
Choose your words carefully. We must always e aware that we choose word that are not offensive to a people or a culture.

Delivery

Voice
- Supporting what is said
- Pronunciation, enunciation, articulation
  - Pronunciation- to say the word correctly
  - Enunciation- to say the word clearly and distinctly
  - Articulation- the art of vocal expression
- Tone
  - Knowledgeable, confident- assured of one's self
- Variety of pitch
  - Not monotone
- Posture
  - Correct posture will improve voice quality, build confidence, and allow for better projection

Appearance

Whether we like it or not, how we dress makes a statement.
Remember, you should not be the focus of your presentation.

Non-verbal Communication

The Face -is the window of our emotions. We use 5 to 53 facial muscles. There are six basic emotions we convey through our faces: happiness, surprise, fear, disgust, anger and sadness. Smiling is the most recognizable expression and

can be seen 300 ft away. It can reduce stress, boost your mood and is contagious.

- Eye Contact -The eye convinces the listener of our confidence or nervousness, our level of friendship or hostility and our trustworthiness. You should maintain eye contact at least 60% of the time during an interaction.
- Head - level both horizontally and vertically makes you feel confident and self-assured; be taken seriously and be an authoritative speaker.
- Friendly and listening and receptive -you tilt your head just a little to one side or the other. You can shift from left to right as different points in the conversation.
- Arms - give away how open and receptive we are and interactive. Outgoing folks -arms with big movements; quiet types -less movement
    - Crossing your arms shows disapproval, disinterest or boredom.
- Gestures - Purposeful movement and descriptive movement
    - Talking with our hands
    - Pointing is blunt - it narrows the focus.
- Posture - Erect and attentive projects leadership not authoritarian
    - Open Stance
    - Folding arms
    - Do not lock your knees
    - Palms slightly up -outgoing and friendly
    - Palms down - dominate and possibly aggressive
    - Slouching collapses your chest and inhibits good breathing which in turn can make you feel nervous or uncomfortable.
- Handshake - upright and vertical conveys equality
- Touching another person - maybe needed in hands-on activities but is generally not a good idea - particularly when working with children.
- Distance - Natural comfort zones differ with cultures
    - Intimate - under 18 inches
    - Personal space - 18-30 inches
    - Far personal - 2 ½ - 4 Ft.
    - Social - formal or business - 4 -12 ft.
    - Public/Strangers - 12 ft.
- Controlling your audience -you are the lead; position your audience to listen and discuss.

Listening to your audience

Research shows that most of us listen with only 25% of our capabilities; Remember only 20% of the information we hear correctly; we misunderstand the speaker's intended meaning 70% of the time.

- Effective listening takes effort. It requires our full, focused attention, a desire to truly understand what the speaker is trying to say and even the ability to slow down our brains.
- The average person speaks at a rate of 100-200 words per minute; the average listener can process 400-600 words per minute. The result of this is differential ... ample time for mental tangents! ("Where are we going for lunch?")
- Listen with more than just your ears
- Look at faces - learn the skill to read them
- Lean forward towards the audience
- Eye contact - do you have their focus?
  - Are they changing their positions often? Could be a sign that their minds are wandering or they are bored.
- Be patient
  - Wait for a reply- don't jump in with the answer as it will shut down communication
- Be aware of bias -yours and theirs
- Remain objective and open minded
- Ask questions of the audience
  - Pay attention to the answer and paraphrase the answer back so they know you understood.
- Listen for the main ideas
  - What are they gravitating towards?

Interpreting to different age groups

Preschool

- Understand compare and contrast
- Understand things that are alike vs things that are different in their world
- Have no concept of time or history as adults understand it.Works best to have them all participate together. They often aren't adept at turn taking

Primary school ages 5 - 8

- Have good imaginations
- Need to be actively engaged because they are distracted easily
- Much more concrete learners - need to see something to understand
- Are beginning to get a sense of time - yesterday, today, tomorrow, next week, holidays, clock use. Understands "before" and "after".
- Can take turns and enjoys competition
- Intermediate ages 8 - 12
- Want to explore and discover
- Can interact with you more and answer questions
- Can retain facts
- Can begin to put things in time order
- Can recognize significant dates at about age 9
- Begins to recognize broad historical eras at age 10
- Begins to be able to match dates with events, persons and eras at age 12

Middle School

- This can be the most challenging level as there is a huge difference in maturity levels.
- Like to challenge authority so make sure the rules are made clear
- Like to learn
- Are easily embarrassed and may not want to be singled out.
- Can put events/dates in time line order
- Understands different time periods and can understand time concepts such as 10 years ago, 100 years ago etc.

High School

- Don't talk down to them/want to be treated as adults
- Interactions may decrease because of peer pressure
- Can think abstractly and make connections between concepts
- Can begin to develop their own theories and understandings of the world
- Have an adult concept of history and can order significant time periods.

✔️ **Cooke-Kuhlman House**

The Cooke-Kuhlman House

1897-Present

Currently Representative of the 1930s and 50s

✅ Docent Checklist -CKH

Weekend Checklist

- ☐ Please arrive **15 minutes** before the start of open hours
- ☐ Opening
    - ☐ Unlock the main door with your key fob and then twist the ring on the inner door handle to unlock the door for guests
    - ☐ Turn on all lights
        - ☐ Foyer
            - ☐ 2 lamps
        - ☐ Library
            - ☐ 3 lamps
            - ☐ 2 display cases
        - ☐ Doctors Wing
            - ☐ Hallway
            - ☐ Waiting Room
            - ☐ Office
            - ☐ Exam Room
        - ☐ Parlor
            - ☐ 4 lights
            - ☐ 1 display case
        - ☐ Dining Room
            - ☐ Overhead light
        - ☐ Kitchen
            - ☐ Overhead light
        - ☐ Upstiars Landing
            - ☐ Overhead light
            - ☐ Spotlights
            - ☐ 1 display case
        - ☐ Guest Room
            - ☐ 1 overhead light
        - ☐ Sylvania Room
            - ☐ 3 display cases
            - ☐ 1 wall switch

- ☐ Place the open sign out and flip the door sign
- ☐ If applicable, put out an exhibit, a frame, or yard sign
- ☐ If needed:
    - ☐ The broom and dust pan are located in the back staircase storage closet
    - ☐ Extra restroom supplies are there as well
- ☐ Closing
    - ☐ Return any signs, flip the door sign, and put out the closed sign
    - ☐ Turn off all of the lights
    - ☐ Check that the inner door handle ring has been turned back to lock the door handle. Close the door tightly and activate the alarm system
        - ☐ Command - Enter
        - ☐ Arm
        - ☐ Enter code: _____
        - ☐ Wait until it starts counting down
        - ☐ Leave and shut door making sure it has latched succesfully

✅ History of the House

History of the Cooke/Kuhlman House

Although the house was home to the Cooke and Kuhlman family for most of its existence, there were many hand offs of the property from the origination of Sylvania to now.

The land was originally part of Michigan until David White and William Wilson purchased the wooded area. Eventually, the land was claimed as part of Ohio. The particular block of land that the house now sits on, at the beginning was considered Block 33.

• 6-16-1836 - The property became a part of Sylvania Township, of Lucas County, Ohio.
• 7-20-1843 - Property was purchased by Horace Green - All Block 33 except for the
school lot.
• 5-12-1846 - The property was purchased by John U. Pease.
• 12-14-1854 - The property was purchased by John H. Parker.
• 3-30-1897 - The property was transferred to Almira Parker after John's death.
• 7-16-1897 - The property was purchased by Uriah Cooke
• 4-2-1901 - Ethel Cooke was added to the property deed.
• 3-19-1952 - The property is transferred to Elizabeth Kuhlman after the death of her
parents.
• 9-15-1989 - The property is transferred to Marilyn Enz after the death of her parents.
• 5-10-1990 - The property is purchased by the Louisville Title Agency for N.W. Ohio
Inc.
• 1993 - The property is purchased by the City of Sylvania.

There is some debate as to when the house was actually built. Some believe that there was a
house built on the property during the time that John Parker owned the land. However, some
also believe that Uriah Cooke was the first one to build a home on the land.

Architecture of the Home

The house is a large four-square with decorative elements of the Victorian Gothic and the
Classical Revival period. It is said that the remodel of 1902-1905 was designed by a
Toledo Architect. The house may have always been painted white, but in that earlier period,
it was more common to have two or more colors to show off the details, and this house sure
has some finer ones!

Looking at images of the house from its original state when the Cookes purchased it in 1897
vs it's remodel in 1902-1905, it seems we can guess what was original vs what was an
addition. We see the original structure had the front door facing East with a stretch of
exterior wall jutting out until you reach the wrap around front porch. The second floor, just
above the front door and front rooms, had two windows facing south, along the east, just
above the front door was one window and then one more window along the south side that is
cropped in. If we look at the house after the remodel, we see that same exact layout along
this side of the house. This tells us that the front door, foyer and parlor room were original.
This also means the second-floor small bedroom on the south side and the front south
bedroom were original, as well. I also believe that the second-floor storage attic room was
also original.

The original house wasn't as wide, so it would make sense that the library was not a part of
the original house. There was originally a door at the front of the house to what would now
Be the doctor's office waiting room. The space looks to be very small, though. Therefore, we
think with the remodel, they added the doctor's exam room, the work space, and some of
the waiting room. we also think that they added on the library during the remodel. and potentially the bathroom at this time as well.
We know that the main staircase was purchased later by the Cooke's; the original staircase was the smaller and narrower back staircase. Today, if we stand at the top of the stairs and look down, we see a window that leads to the archives storage room. We believe that this window was used to let light onto the main landing of the second floor.
The kitchen is thought to have always been present in some capacity, with the remnants of an old fireplace built into the west wall. Beyond this is a breezeway once used as a place to house the "restroom" before the implementation of indoor plumbing and a bathroom.

History of the House by Room

Foyer:

This room had not only served as the grand entrance to the house but was their primary living room. The grandfather clock that sits near the museum store belonged to the

Cookes and originally sat in that spot. The radio sat next to the clock underneath the

window. The stairs and fireplace were purchased from a sears catalog. As a house rule, the

family was not allowed to use the main staircase, like not wearing shoes on the carpet.

Parlor:

This room served as a formal entertainment space. It once had a Victrola (A record ,

player), Piano, Oriental Carved Cabinet, and horsehair chairs and a settee. The red drapes

could be closed to keep the room warm.

Library:

This remained a library until after Uriah passed until Ethel's health declined. This room became Ethel's bedroom and sewing/ quilting room. The room has pocket doors as well as access to the basement and bathroom. The library was one of the rooms added on in the early 1900s.

Dining Room:

The table is not original to the Cookes however it is similar in style. The original table was large and rectangular. Very ornate, with 3 leaves. It was made of oak with hand carved legs.

Doctors Office/Waiting Area:

The doctors' waiting room originally had black leather furniture. Leather chairs and a settee. His office did have a roll-top desk and chair. His examination room had a metal examining table with a black leather top. Dr. Cooke more frequently did not have office hours but instead was on call anytime someone needed him.

Upstairs landing:

In the center was a circular table. On the right was a mahogany chest. On Ii
I the left, a wash sink. The window was believed to be used to allow light into this
part of the II house prior to electric bulbs being added. I

Directors Office:

This room at one point was the Kuhlmans room. (Elizabeth and Ale)

The Sylvania Room:

This was Uriah and Ethels room.

Archives:

This was used for storage, plants, and hobbies.

Archives Office:

This was Marilyns Room.

The Attic:

Dr. Cooke had an ornate pool table in here. When it was delivered it was brought
through a window because of its size.

✅ History of the Cooke Family

History of the Cooke/Kuhlman Family

Dr. Uriah Cooke:

Uriah Cooke was born on January 3rd 1870 near Metamora in Lucas
County, Ohio. His father, Thomas, was native to Ireland and came to this country
at the age of twenty-eight. His mother, Eleanor, also hailed from Ireland. Uriah
had three siblings
Belle, George and Margaret.
Uriah attended the country schools and spent one year in high school in
Sylvania. After high
school, he taught for five years in various schools. He then entered Valparaiso
University in Indiana, where he graduated from the scientific department in 1893
at the age of 23. He then
went onto continue his medical studies at the University Toledo Medical College
where he
graduated on April 14th 1897 at the age of 27. Within a week of graduating
college, he moved
into the home at 5717 Main Street and opened his own medical office. That same
year, on
September 22nd, Uriah Cooke married Ethel Kimbell.
Together, Uriah and Ethel had one child. Elizabeth Grace Cooke was born on
January 29th,
1901. Uriah eventually remodeled the home in 1902, expanding the size of his
doctor's office.
This was a three-year project, finishing in 1905. Uriah ran his practice in the
home for 45
years until 1942 when he passed away. During his life, Uriah was very involved in
the
community. He served on the Sylvania School board, he founded the Sylvania
Savings Bank in 1900 and served as president for three years, he was the
medical director for Sylvania for the poor for seven years, he was a member of
the Protected Home Circle, he was a member of the Sylvania Masonic Lodge
and Fort Meigs Chapter Royal Arch Masons, he was a member of the Methodist
Episcopal Church in Sylvania, and lastly, he had over time purchased homes
throughout Sylvania and then rented them out. Over the course of his adulthood,

Uriah owned 9 different houses that he rented out, not including his own house.
Uriah developed a sickness and a month later, passed away on August 19th, 1942 in St.
Vincents Hospital at the age of 72. He was buried in Association Cemetery near his parents.

Ethel M Cooke:

Born Ethel M Kimbell on February 6th 1875 in Ohio. Her father Jasper C. Kimbell was also born in Sylvania and her mother, Mary E. Kimbell was born in Canada.
Ethel had three other siblings - Ellery, Orville and Charles. I
Not much is known about Ethel prior to her marriage to Uriah Cooke. They were married on September 22nd, 1897, shortly after moving into the house on 5717 Main Street. Ethel was 22. On January 29th, 1901, Uriah and Ethel had Elizabeth Grace Cooke, their only child. On September 22, 1921, they held a wedding for Elizabeth at the home and then welcomed their son-in-law into the house where he lived until his death. On June 2nd, 1936 Ethel became a grandmother when Elizabeth and Al Kuhlman had Marilyn Kuhlman. Three generations of the family then lived together in the home.
Ethel was also very involved in the community through her husband. She was also a member of the Methodist Episcopal Church. After her husband's death in 1942, Ethel took over the property management of eight of the homes that Uriah owned. She sold three of the houses within five years of his death.

On September 4t11, 1951, Ethel died of a stroke, in her bedroom of the home at 5717. She was 76 years old. She was surrounded by her family. Her grand-daughter, Marilyn said that her grandmother "died in her arms".

Elizabeth Kuhlman:

Born Elizabeth Grace Cooke on January 29th, 1901 in Sylvania.
Throughout her life, she often went by the nickname, Betty. She attended Sylvania Schools and graduated on May 23rd, 1919. When she was 20 years old, on September 22nd, 1921, Betty married Alfred B Kuhlman in the home at 5717 Main Street. The two of them both lived in the home along with Dr. Uriah and Ethel Cooke.

On June 2nd, 1936, Elizabeth and Al had one child named Marilyn Elizabeth Kuhlman. This was their only child. Marilyn also lived in the home with the family. When her mother and father died, Elizabeth was willed the remaining five properties that were owned by the family. Elizabeth Kuhlman had resided in the house of 5717 Main Street her entire life and the only time she did not live in the house was the last three weeks of her life when she went to live at Lake Park Nursing Home on Harroun Road in Sylvania. She passed away on April 22nd, 1989 at the age of 88.

Alfred Kuhlman:

Born Alfred B Kuhlman on November 15tll, 1889 in Toledo, OH. He often
went by the shortened version of his name, "Al". He had four brothers - Walter, Norman,
Oswald and Clarence along with one sister who died in infancy.
He was one of the founders of the Kuhlman Engineering Company, establishing the
engineering firm with other family members in 1916 on Champlain Street. Al was a vice president and electrical circuit panel designer for more than 4. Years, retiring from active
engineering work in 1960 at the age of 70. He served as president and chairman of the board until 1962 and remained active in its management until 1975. He was also a member of the board of directors of the Sylvania club. On April 27tll, 1975, Al had a heart attack while home in the house. He was rushed to Toledo Hospital where he passed away.

Marilyn Enz:

Born Marilyn Elizabeth Kuhlman on June 2nd, 1936 in Sylvania. Marilyn was the only child of Al and Betty Kuhlman and lived with her parents and grandparents at 5717 Main Street. She attended Burnham High School and graduated from Northwestern
University in Evanston, IL in 1958 at the age of 22.
On February 15th, 1958. Marilyn married Lee Enz of Denmark, WI. They were married at the First Congregational Church in Sylvania. They met while in college and after the wedding, they moved into a home in suburban Chicago. In 1962, Marilyn gave birth to her first daughter, Lauren. Then in 1965, she had a second

daughter named Carolyn. Marilyn still lives outside of Chicago in IL while her daughters live in TX and CT. Growing up, Lauren and Carolyn would come to the home at 5717 Main St, with their parents, to visit their grandparents. While Lauren and Carolyn were never residents, they were the fourth generation to get to spend time in the home.

Timeline of the Cooke/Kuhlman Family

1897

- Uriah Cooke graduated from Toledo Medical College on April 14th, in Toledo, OH. He had attended Valparaiso University in Indiana for his undergraduate degree and graduated in 1893.
- Dr. Uriah Cooke marries Ethel Kimbell on September 22nd in Whiteford, MI. Uriah was 27 and Ethel was 22 years old.
- Dr. Uriah and Ethel Cooke purchase 5717 Main Street in Sylvania, OH. Dr. Cooke turns a front room into his doctor's office and begins seeing patients throughout Sylvania.

1901

- Elizabeth "Betty" Cooke is born to Dr. Uriah and Ethel Cooke on January 29th.

1902

- The Cooke's remodel the house to include an addition on the north side. This included a larger space for the Doctor's office as well as the addition of the library and two more second floor bedrooms. This was a 3-year project.

1921

- Elizabeth "Betty" Cooke marries Alfred "Al" Kuhlman on September 22nd, in Sylvania, OH. Betty was 20 and Al was 31 years old. They live in Betty's childhood home here, along with Dr. Uriah and Ethel Cooke.

1936

- Marilyn Kuhlman is born on June 2nd to Al and Betty Kuhlman. She lived with
  her parents and grandparents in this house.

1942

- Dr. Uriah Cooke passes away on August 8th at the age of 72. He had been sick for several months and passed away at St. Vincent's Hospital.

1951

- Ethel Cooke passes away on September 4th at the age of 76. She died of a stroke, in the arms of her grand-daughter, Marilyn. She passed away at home.

1958

- Marilyn Kuhlman marries Lee Enz on February 15th in Sylvania, OH. Marilyn was 21 years old. Together, they make their home just outside of Chicago in Evanston, IL.

1962

- Lauren and Carolyn Enz are born to Marilyn and Lee Enz and continue to live outside of Chicago, IL. The family would travel to Sylvania and spend the holidays in this home with their parents/ grandparents.

1975

- Alfred "Al" Kuhlman passes away on April 27th at the age of 85. He had a heart attack and eventually passed away at Toledo Hospital.

1989

- Elizabeth "Betty" Kuhlman passes away on April 22nd at the age of 88. She passed away at Lake Park Hospital in Sylvania, OH from what was described as "old age".

1993

- The Cooke/ Kuhlman house is sold to the City of Sylvania to preserve its Incredible history.

Carriage House

✔️ Lathrop House
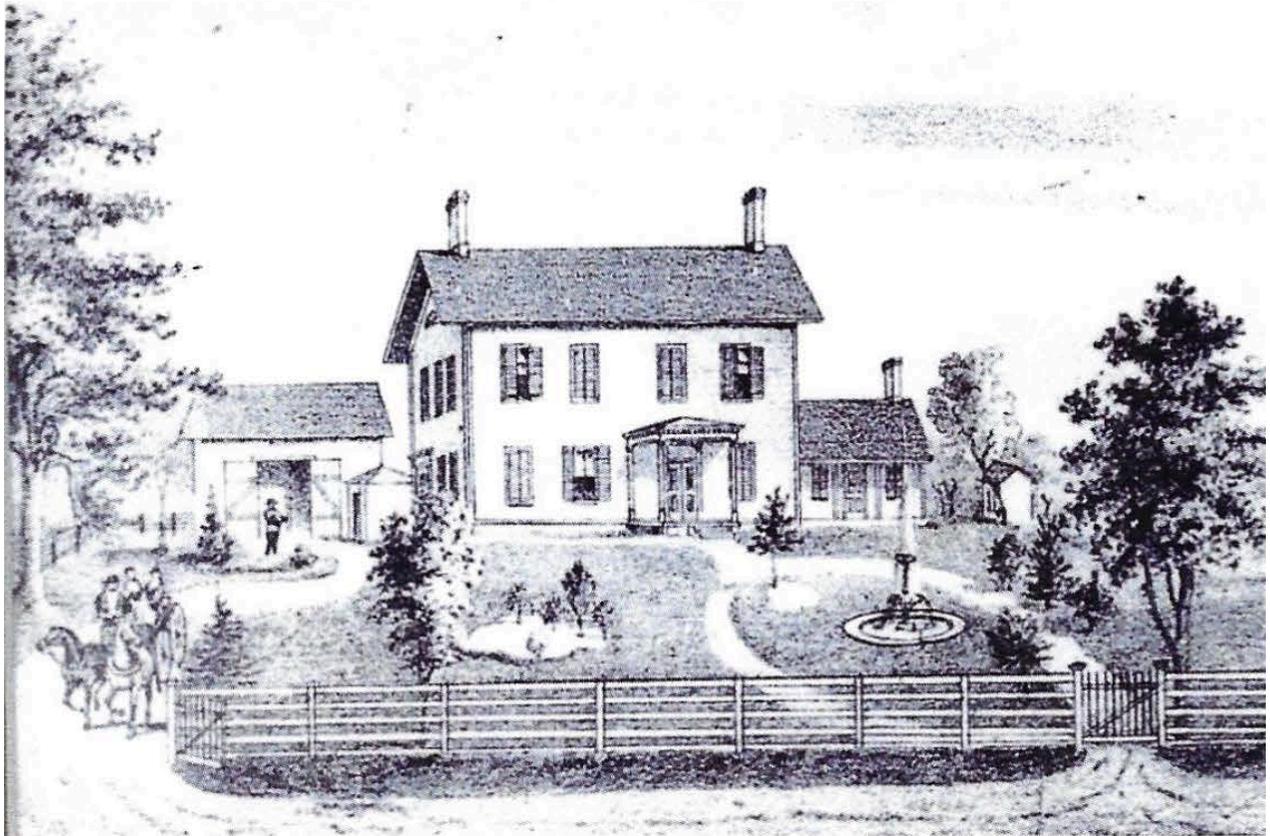
The Lathrop House

1850-Present

With portions representative of the 1850s

✅ Docent Checklist - LH

Weekend Checklist

- ☐ Please arrive **15 minutes** before the start of open hours
- ☐ Opening
    - ☐ Unlock the main basement door handle
    - ☐ Turn on the lights and turn off the Security System
        - ☐ Enter the code: _____
        - ☐ Then hit the off button
    - ☐ Make sure the main door handle is unlocked from the outside
    - ☐ Double-check that all lights are on
        - ☐ Every switch near the main door (some of these have dimmers built in, and the dimmer slider may be slid down)
        - ☐ The switch behind the door that leads to the Kitchen
        - ☐ The switch on the stairway wall
    - ☐ Place the "Lathrop House is Open" a-frame at the top of the hill
    - ☐ If needed:
        - ☐ The broom and dust pan are located in the front equipment closet
        - ☐ Extra restroom supplies are in the white cabinet in the bathroom
        - ☐ Turn off the de-humidifier in the bathroom
            - ☐ If it is full and you can empty the water reservoir, please do. If not, leave the humidifier off, and we will empty it on Monday.
- ☐ Closing
    - ☐ Return sign from the top of the hill
    - ☐ Turn on the humidifier if the water reservoir is not full
    - ☐ Double-check that the main door handle is locked
    - ☐ Turn off all of the lights
    - ☐ Set the alarm by entering the code and pushing away

✅ The Lathrop House

History of the Lathrop House

In the 1830s, Toledo merchant Elkanah Briggs came to Sylvania and purchased a parcel of land on Maumee Road (now Main Street) from Elijah Rice. Briggs built a home on the site in 1835. Lucian Lathrop purchased the home in 1847 and moved there with his family. Around 1850, he built the two-story Greek Revival Home quite possibly including parts of the original Briggs home in the new structure. The Lathrop Family would live in the home through the 1870s.
Over the ensuing decades, the home was known by many different names including the Old Colonial House, the Vogt Home, the Bischoff House, Fallis House and Maple Grow Tea Room. The house underwent many renovations during the next 170 years, including a major one in the 1930s, which uncovered the hidden room behind an old oven in the basement where escapees were hidden. Amazingly, the room still had beds in it. The final owner was Marie Vogt, the founder of the Toledo Ballet. After the home was purchased by St. Joseph's Church, a grass roots effort worked to save the house from demolition. In 2004,

through fundraising efforts by the Toledo MetroParks and the volunteer Friends of the Lathrop House, the home was moved from its original location to its current location in the adjacent Harroun Park. Prior to the move, two archeological digs were done around the site with dozens of artifacts unearthed. Work to stabilize the structure was done and the lower level was turned into a museum featuring an exhibit room and a recreation of the basement kitchen and hidden room. In 2014, the Lathrop House was rededicated and opened as the only Underground Railroad site open to the public in Northwest Ohio.

The home is owned by the City of Sylvania and managed by Heritage Sylvania.

✅ Lucian Lathrop

Lucian Lathrop

(1800 - 1873)

Lucian Bonaparte Lathrop was born in Royalton Vermont on July 18, 1900. He lived there with his parents John and Azubha Putnam Lathrop, until he married Pamelia Cleveland in 1822. The couple moved to Pike, New York, shortly after their marriage and had eight children. Lucian operated a hotel to support his growing family. In addition, he served as deputy sheriff for the twelve years he lived in New York. His professions there proved an interesting irony for his work later in life. Managing a hotel, Lucian offered his guests a safe and comfortable place to stay for the night. Later in life, as a conductor on the Underground Railroad, he again offered visitors a safe place to rest during long journeys. On the other side, Lucian spent more than a decade upholding the law as a deputy sheriff. In the next stage of his eventful life, he spent years willfully breaking the law to help escaping slaves. Lathrop was the law-man whose conscience turned him into an outlaw.

In 1834, Lucian's brother Pliny moved to Richfield Township, Ohio. Later that year, Lucian and another brother Arunah followed Pliny to Ohio. For fourteen years, Lucian and his family lived in Richfield Township where he farmed the land. Their closest neighbor resided more than four miles away. During this time, Lucian served as a trustee, treasurer school director and postmaster of Berkey, Ohio. In 1841, he was chosen as a delegate to the Democratic State Convention. In 1844, Pamelia, Lucian's wife of over 20 years died at the age of 42. Four years later, Lucian and his new wife Larissa Titus moved to the village of Sylvania and lived

in a small home they purchased from the Widow Briggs at 5362 Main Street. Around 1850, they built the stately two-story Greek Revival home that stands today. Lucian kept busy during his time in Sylvania. In 1848 he acted as a promoter for the first plank road in Ohio. He was also ordained a minister of the Universalist Church and actively preached for 10 years. He also served as the Worshipful Master of the Sylvania Masonic Lodge when it was chartered in 1856. In 1852 and 1853, he was elected as a representative to the Ohio State Legislature. In this position, he pushed to revise Ohio School laws so that African American children could receive an education. Furthermore, Lucian worked to establish laws that gave enslaved people the right

to appear in court and other legal protections. During this time, he, Larissa and their children secretly operated a station on the Underground Railroad as part of a local network that also included David and Clarissa Dodge Harroun whose barn was at the eastern end of the ravine that ran behind the Lathrop Home.

Lucian Lathrop died in May 1873 and is buried in the Berkey Cemetery. Larissa died in 1878

✅ The Harroun Barns

The Harroun Property 1835 to 1961

The Harroun property totaled 160 Acres and was owned by David Harroun and eventually Edwin Harroun. The first structure he put on this land was a log cabin and a rickety barn, which as told by Alice Harroun Shaw, David's great-granddaughter,

"You could hear the wind sail through the cracks and misaligned boards of the tool barn."

In the 1850s Lucians' son, Edwin came back from California with $10,000 after digging for Gold. With this money they constructed 2 barns and a house. Most of which is still seen today in some capacity.

The North Barn was used as the Cow Barn and the South Barn was the Horse Barn. The house built was what we refer to as the North House.

Today, portions of the North house are still visible on the Flower Hospital Campus.

In 1900 even more was added to the Harroun Family Farm including additions to the existing Barns. At it's peak The Harroun Farm had 2 Barns, 2 Houses, a Silo, Chicken Coops, a Tool Shed, and an Orchard.

By the 1850s the property was in the hands of Edwin, the property was transferred to Edwin upon his return or shortly after his return from California

In 1939 the property was no longer in the hands of the Harroun Family, it was here that we begin to see sweeping changes to the property and her structures. The Barns the turrets and windows added. And one of the houses had garages added on and even another house was built on the property, it was in 1961 that the property was transferred not to an individual but a company, Crestview. This

is the beginning of Flower Hospital and the subsequent large scale developments on the property. At this time one house was remodeled to be the home of the administrator Mr. Bjork and many garages were added to the Barns for parking for residents.

David Harroun

David Harroun

David Harroun was born in 1798 and died in 1868 at the age of 70. David was married to Clarissa Dodge Harroun.
He owned 160 acres of land, roughly a half a mile away from the soon-to-be Lathrop House.

✅ Abolitonists

Abolotionists

ab·o·li·tion·ist

/ˌabəˈliSHənəst/
noun

a person who favors the abolition of a practice or institution, especially capital punishment or (formerly) slavery.
"the abolitionist movement"

There were those who had stood against enslavement of human beings since the first Africans were brought to North America in 1619. Many early antislavery believers were members of the Society of Friends Church also known as Quakers. Quakers were against war and believed that all men and women were equal in the sight of God. The beliefs of many early antislavery advocates and supporters were often based on their religious beliefs. Methodists and Presbyterians were also against slavery. Those who were believed that slavery was wrong wanted to 'abolish' it. Abolish means to do away with or end something. A person who worked to end slavery was called an abolitionist. Abolitionists could be anyone ... male or female, black or white or Native American. The goal of the Abolitionist movement was to end slavery, not to help individual slaves escape but many abolitionists were part of the Underground Railroad . But not all Quakers and not all people of faith were abolitionists and even those who were differed on how best to deal with the issue of slavery. It is important not to make broad statements about any one group. Not all northerners were against slavery and not all southerners were in favor of it.

A large number of former slaves and free blacks were abolitionists, many risking the threat of being taken back into slavery by speaking out or being caught helping others escape.
The following is a list of some prominent Abolitionists that we discuss at the Lathrop House.

Biographies of them are found in the green book located in the Basement of the Lathrop House

- Susan B. Anthony
- John Brown
- Levi Coffin
- Ellen and William Craft
- Alexander Crummell
- Martin R. Delany
- Frederick Douglass
- James Forten
- Abby Kelley Foster
- Amos Noe Freeman
- Henry Highland Garnet
- William Lloyd Garrison
- Sarah Grimke
- Laura Smith Haviland
- Harriet Ann Jacobs
- William King
- Chauncy Langdon Konapp
- Elijah P. Lovejoy
- Lucretia Coffin Mott
- Robert Purvis
- John Rankin
- Gerrit Smith
- Lucy Stanton Sessions
- Elizabeth Cady Stanton
- Harriet Beecher Stowe
- Charles Turner Torrey
- Harriet Tubman
- Nat Turner
- Sojourner Truth
- Angelina Grimke Weld
- Theodore Dwight Weld

✅ The Underground Railroad

The Underground Railroad in Sylvania

(compiled by the Toledo MetroParks)

Early in its history, Sylvania, Ohio proved itself a city friendly to African Americans and strongly opposed to the institution of slavery. In 1849, the Toledo Blade proclaimed "Sylvania was the headquarters of Free Soilism in the County". The Free-Soil Party was the first major political party to denounce slavery. The following year, when the Fugitive Slave Act of 1850 was enacted, a meeting opposed to this controversial legislation attracted over 200 Sylvania residents. Slavery was far and away the most divisive issue in the United States in the first half of the nineteenth century and Sylvania, Ohio clearly opposed the institution.

While slavery was not permitted in 'free' states like Ohio, the Fugitive Slave Act of 1850
required that all runaways be returned to their owners. For this reason, escapees were not truly free until they could reach Canada, which as a part of the British Empire, had abolished Slavery in 1834. Northern port cities in Ohio like Toledo became critical launching points for runaway slaves but also critical monitoring points for slave catchers seeking the bounty on apprehended runaways. For this reason, smaller nearby towns developed into important stops on the Underground Railroad.
Close to Toledo but still small enough not to attract too much attention, Sylvania became a part of a major branch of the Underground Railroad in Ohio which passed through Perrysburg to Maumee and then out to Sylvania. From here, runaways were secreted to Adrian, Michigan and then through Ypsilanti, Detroit and on over the border into Canada.

Important geographic features played a role in the successful operation of the Underground Railroad. Ten Mile Creek served as a path runaways could follow to safely pass through the area. According to historian Gayleen Gindy, several area men who attended anti-slavery meetings owned property with ravines connected to the creek. Lucian Lathrop and David Harroun are two of these men who are repeatedly mentioned in oral histories and family accounts as having participated actively in helping enslaved peoples escape. The two families' properties border each other with the ravine running between, offering a natural and protective

pathway for fugitives to go from one safe house to the next. The Harroun family came to Sylvania in 1834. Runaways at the Harroun farm stayed hidden in the family's attic or hayloft. When it was deemed safe, they would be moved on to Michigan. The descendants of David Harroun related that he used to transport runaway slaves in a farm wagon with a secret compartment at the bottom. This compartment was covered by wood planks and hay, looking like any other farm wagon of its day. Inside the compartment, however, several runaways could be hidden. In 1957, the former Harroun property was purchased by the Trustees of Crestview of Ohio, Inc, who, recognizing the significance of the barn, preserved it when they built their new healthcare facility. Today the barn stands on the property of Flower Hospital, ProMedica facing Harroun Road.

Lucian and Larissa Lathrop assisted moving fugitive slaves as well. The runaways who sought refuge in their home, found sleeping quarters in the basement of the Lathrop House. A large fireplace used for cooking in the summer months contained two ovens used for baking. One of the two ovens however concealed an entrance into a secret room. Runaways coming from the ravine could be brought through an outside stairway and door that led directly to the basement and then crawl through the entrance into the hidden space. There they would wait until it was safe for them to travel further north.

It is almost certain that the Harrouns and Lathrops were not the only families in Sylvania to participate in the Underground Railroad. Because helping any enslaved person escape was breaking federal law, those caught doing so were subject to severe punishment. This meant that conductors and station masters and others who were part of this effort had to maintain the strictest secrecy. Because of this, there are very few written accounts from the time of those who participated and most information we have today comes from oral tradition, family history and physical evidence. Most names of those who risked everything to help enslaved peoples escape will never be known .

Terms of the Underground Railroad

The Underground Railroad was not underground and not a railroad. It was a term given to an intricate series of safe house and pathways and people who help enslaved people find freedom. Slavery was legal in the United States from the first arrival of captured Africans in 1619 until the passage of the 13th amendment in 1865. The Fugitive Slave Act passed in 1850 made it illegal to help slaves escape. Due to this, those working to help runaways reach freedom had to employ a great deal of secrecy in their work. The term Underground Railroad was coined in 1840 and using the language of the actual railroad, became a type of code for those who were actively helping runaways escape. Below are some common terms employed by those helping with the Underground Railroad.

Underground Railroad terms/codes

Agent - Coordinator who plotted the course for escape and made contacts
Baggage - Escaping Slaves
Conductors - Those who helped transported fugitive slaves
Load/Parcels/Bundles - Code for freedom seekers. A number attached to them told the
conductors and station masters how many slaves were coming.
Station - place of safety and temporary refuge. The Lathrop House would be an example of a station
Station Master - The owner/keeper of the safe house "station"
Stockholders - Donors of money, clothing and Food to the fugitive slaves.

✅ Northwest Ohio Abolitionism

The Underground Railroad in Toledo

James Ashley:

ASHLEY, James Mitchell, (great-grandfather of Thomas William Ludlow Ashley), a

Representative from Ohio; born near Pittsburgh, Pa., November 14, 1824; instructed himself in

elementary subjects while employed as a clerk on boats operating on the Ohio and Mississippi

Rivers; editor of the Dispatch, and afterwards of the Democrat, in Portsmouth, Ohio; studied law;

was admitted to the bar in 1849 but never practiced; moved to Toledo, Ohio, and engaged in the

wholesale drug business; elected as a Republican to the Thirty-sixth and to the four succeeding

Congresses (March 4, 1859-March 3, 1869); chairman, Committee on Territories (Thirty-seventh

through Fortieth Congresses); unsuccessful Republican candidate for reelection in 1868 to the

Forty-first Congress; delegate to the Philadelphia Loyalists' Convention in 1866; Governor of the

Territory of Montana in 1869 and 1870; constructed the Toledo, Ann Arbor & Northern

Railroad, and served as president from 1877 to 1893; died in Alma, Gratiot County, Mich.,

September 16, 1896; interment in Woodlawn Cemetery, Toledo, Ohio.

James Ashley was also a strong proponent and initial drafter of the 13th Amendment that would serve to outlaw the practice of Slavery in the United States.

Richard Mott:

MOTT, Richard, a Representative from Ohio; born in Mamaroneck, Westchester County, N.Y., July 21, 1804; attended the Quaker Seminary in Dutchess County, N.Y.; engaged in banking in New York City; moved to Toledo, Ohio, in 1836 and engaged in the real estate business and other enterprises; mayor of Toledo in 1845 and 1846; elected as an Opposition candidate to the Thirty-fourth and reelected as a Republican to the Thirty-fifth Congresses (March 4, 1855-March 3, 1859); was not a candidate for renomination in 1858; returned to Toledo, Ohio, and engaged in banking and the real estate business; served as chairman of the citizens' military committee during the Civil War; died in Toledo, Ohio, January 22, 1888; interment in Mount Hope Cemetery, Rochester, Monroe County, N.Y.

From the Biographical Dictionary of the United States Congress:
https://bioguide.congress.gov/search/bio/M001042

✅ Slavery in the United States

Timeline of Slavery in the United States

1619-1865

1619
The first (20 or so) Africans arrive in Jamestown, Virginia aboard a dutch sailing ship, The *White Lion*. They were classified as "indentured Servants".

1640
John Punch was the first African to be enslaved for life after receiving a servitude for life sentence.

1662
A Virginia law passed in 1662 stated that the status of the mother determined if a black child would be enslaved.

1705
The Virginia Slave Code entrenched the legal status of slavery and defined the rights of slave holders.

1775
The Pennsylvania Society for the Abolition of Slavery was founded.

1776
The Declaration of Independence is adopted

1808
The Atlantic Slave Trade is outlawed in the United States

1831
Nat Turner's Rebellion. The deadliest slave revolt in United States history.

1839

An enslavement revolt aboard the *Amistad* resulted in the 1841 United States Supreme Court decision affirming that the schooner's African captives were free individuals with the right to resist "unlawful" slavery.

1850
The fugitive slave act is passed as part of the Compromise of 1850

1852
Uncle Tom's Cabin, a prominent Anti-Slavery novel, is published. Written by Harriet Beecher Stowe.

1854
The Kansas-Nebraska Act is passed.

1857
Dred Scott v. Sandford decision rules that black people are not citizens of the United States.

1860
Abraham Lincoln is elected president

1861
Southern States Secede

1865
The 13th amendment is ratified, outlawing slavery

"Slavery in America." *Jim Crow Museum*, jimcrowmuseum.ferris.edu/timeline/slavery.htm. Accessed 30 Apr. 2025.

Slavery and the South

Between the 1830s and the start of the Civil War, the Southern United States cemented the role of slavery in its society and reaped newfound reward in its revival. During this period, the American South became a key global player thanks to its exports of cotton. Southern plantations helped fuel the Industrial Revolution with the raw material needed to produce garments and other fabric-based products.

The American South was producing cotton as early as the mid-1700s, but primarily southern exports were rice, tobacco, and indigo. The first exports of American cotton were to Liverpool in 1785. This was the start of the South's rise to significance. Southern plantations had an in in the European luxury market with long staple cotton that grew on sea islands off the coast of Georgia, Florida, and the Carolinas. The scarcity of places to grow this type of cotton meant that scale was not possible. And because of the lack of scale and the difficulty in producing usable cotton, the need for slavery in the United States was on the decline. It wasn't until the development of 'petit gulf' cotton in 1833 and the invention of the Cotton Gin in 1794 that southern plantations became an integral part of the global market. Petit Gulf cotton was able to be grown almost anywhere, it produced more usable cotton, and slid through the cotton gin easier than any other form of cotton.

Thanks to the Cotton Gin, an invention intended in part to decrease the need for Slave Labor. The need for slave labor began to increase!

Slavery was on the decline before the invention of the Cotton Gin. It was deemed to costly to grow cotton before Eli Whitney's invention, one could pick 50 lbs of cotton in a day, but then spend 3 weeks de-seeding the cotton. After 1794, growing cotton became profitable, and the value of slave labor to pick the cotton rose enormously. Instead of spending weeks de-seeding picked cotton, it could now be done in a day. Profitability now rested on picking; the more cotton picked, the more one could make.

The introduction of Petit Gulf cotton came at a time when more land was up for purchase after the forced removal of Native tribes. Due to the Indian Removal Act. Land that was just cleared of tribes of people was being sold for as low as 40 cents an acre. Everyone could now own their own farm and plantation and start growing the miracle strand of cotton. Banks from cities like New York and London were offering loans and lines of credit to anyone looking to purchase this newly opened land.

Before this miracle strain of cotton was introduced, the American South exported roughly 6 million pounds of cotton. In 1835, that number had risen to over 500 million pounds of cotton. Cotton was now for everyone, everywhere.

It was a never-ending cycle, though, the wealthier one became, the more they spent to maintain that wealth. The more cotton grown meant more loans, more enslaved laborers, more land, more everything.

The United States, in particular the Southern United States economy, was dependent on slave labor and cotton. As cotton production expanded, so did Slavery in the United States. You can not separate the rise of cotton, the U.S's new global position, and the expansion and solidification of slavery; they all rode hand in hand.

"In 1834, Joseph Ingraham wrote that 'to sell cotton in order to buy negroes—to make more cotton to buy more negroes, 'ad infinitum,' is the aim and direct tendency of all the operations of the thorough going cotton planter; his whole soul is wrapped up in the pursuit.'"

Slavery in the South was not limited to Cotton production or to rural plantations, slavery was a societal norm engrained in urban and rural parts of the American South. The cotton trade did not stop after production. Major cities like Atlanta and New Orleans became trading hotspots that required enslaved laborers to work the ports, warehouses, and markets.

Southern society could not imagine the end of slavery. It was noted by Thomas Jefferson long before the dominance of cotton production that "the enslaved should be freed, but then they should be colonized to another country, where they could become an "independent people." White people's prejudices, and Black people's "recollections . . . of the injuries they have sustained" under slavery, would keep the two races from successfully living together in America. If freed people were not colonized, eventually there would be "convulsions which will probably never end but in the extermination of the one or the other race.""

There was fear that even if there was a desire to end the practice of race-based slavery that it would surely result in bloodshed.

Many justified the practice with racist ideas about what would happen if Africans and African Americans were freed. There was the notion of "peace and security" that slavery provided, and the sense of duty and purpose that could not otherwise be fulfilled without the practice of slavery.

In the end, the Civil War was in part about the moral issue of Slavery and the divisions this caused between slave and non-slave states. Southern slave holding states desired to maintain control and influence, especially over federal laws regarding the issue of slavery. After the election of Abraham Lincoln, a member of the Republican Party(which campaigned on the moral anti-slavery position), Southern States felt that all influence had been lost and resorted to secession in order to maintain the economic and cultural lifestyle they were currently enjoying.

"The Cotton Revolution." *The American Yawp*, Stanford University Press, 7 June 2013, www.americanyawp.com/text/11-the-cotton-revolution/.

✅ Myths of the Underground Railroad

Myths of the Underground Railroad

Like many parts of history, myths and misunderstandings related to what happened have found their way into the public narrative of the Underground Railroad. It is a fine balance to both acknowledge the guest's information as a myth without making the guest feel uncomfortable or uninformed. Some good steps include:
- Acknowledge that the story the guest presented is one many people believe
- Although history doesn't change, our knowledge of history is always growing as we uncovered more information. So, often something we once accepted as truth, we now know was either incorrect or not as prevalent as once thought.

Myth 1:

Most of the "workers" on the Underground Railroad were white abolitionists.

Truth:

In fact, many people who helped escaping slaves were free blacks or former slaves. Even though the whites who helped runaways were abolitionists who wanted to end slavery, not all abolitionists supported the Underground Railroad. Many in fact were against helping slaves escape as they did not believe in breaking the law. They wanted to work to find a legal way to end slavery.

Myth 2:

The first "stops" along the Underground Railroad were found in the South.

Truth:

The Underground Railroad did not exist as an organization in the South. Slaves rarely received any help until they reached a free northern state. They had to reach freedom on their own which they usually did on foot.

Myth 3:

Many slaves escaped from the Deep South.

Truth:

Because runaway slaves could not expect any help until they got to a free state, it was more difficult for slaves in the Deep South like Alabama and Louisiana to make it to freedom. Slaves in the Deep South had much further to go and they had to do most of the traveling on foot. As a result, most slaves who successfully escaped were from states in the Upper South (or border states adjoining the North) like Kentucky and Virginia . From here, they had a better chance of making it to a free state like Ohio and receive help from members of the Underground Railroad.

Myth 4:

There were distinct routes along the Underground Railroad which the slaves followed.

Truth:

The Underground Railroad was a loose network of houses and people, and slaves reached these
destinations in different ways. If there had been one main route that was used regularly, the slave catchers would have known about it and would have shut it down. There were likely as many different routes as there were escaping slaves.

Myth 5:

Most people in the North supported the Underground Railroad and welcomed runaway
slaves into their states.

Truth:

Only a small minority of people in the North worked on - and even supported- the Underground Railroad. In fact, many did not welcome fugitives into their states. In 1804, Ohio passed a law prohibiting runaway slaves from entering the state.

Myth 6:

 Most slaves knew the term "Underground Railroad".

Truth:

Although slaves had been escaping since they were first brought to the New World in 1619, the 'loose' network of routes and houses that became known as the Underground Railroad didn't emerge until the 19th century. The term "Underground Railroad' was not coined until about 1840, but this term was used mainly in the North. Most slaves in the South would not have been familiar with that term.

Myth 7:

Enslaved Africans depended on others, like Harriet Tubman coming to their plantation to
help them escape.

Truth:

Enslaved Africans were not passive in their escapes. They planned and carried out their own escapes usually alone.

Myth 8:

Slaves made quilts that had specific symbols or codes that helped them escape. Because so many were slave were illiterate, they used the quilts as a road map of sorts to guide them to freedom.

Truth:

The story of the hidden quilt code began with a book entitled "Hidden in Plain View" published in 1999. Before then, there was no talk of a 'secret quilt code'. In all of the interviews with freed slaves done in the 1930s, no one mentioned the code, and since 1999, many historians have disputed the truth to that story. It is unrealistic to expect that slaves could gather the material and make a quilt fast enough to help them escape. Escaping slaves certainly did not carry quilts with them in their escape to freedom - they would have been too heavy.

Myth 9:

Enslaved African Americans had many spirituals like "Follow the Drinking Gourd" that
contained coded information that helped them escape.

Truth:

While spirituals were passed orally from slave to slave, there is no evidence that songs helped others escape. If a song had given slaves a route to follow to freedom, like "Follow the Drinking Gourd" was supposed to have done, slave owners and bounty hunters would easily learn of it and promptly shut this route down. The truth is the lyrics and chorus of "Follow the Drinking Gourd" were written by Lee Hayes and first published in 1942 - long after the Civil War ended.

Myth 10:

Quakers were heavily involved in the Underground Railroad because slavery was against
their religious beliefs.

Truth:

There were Quakers involved in the Underground Railroad, the most famous being Levi Coffin who later called himself the "Father of the Underground Railroad". However, not all Quakers were involved in the Underground Railroad. Many did not believe that breaking the law to help fugitive slaves was a solution to slavery. Some Quakers had even been slave owners themselves.

✔️ Historical Village

The Historical Village

1997-Present

With portions representative of 1840-1924

✅ Docent Checklist-HV

Weekend Checklist

- ☐ Please arrive **15 minutes** before the start of open hours
- ☐ Opening
    - ☐ Check that all doors are unlocked for the:
        - ☐ Restrooms
        - ☐ Cabin
        - ☐ Schoolhouse
        - ☐ Armstrong Barn
        - ☐ Depot
        - ☐ Train Car Barn
    - ☐ Turn on all lights in all buildings
        - ☐ Cabin - Light panel by the front door
        - ☐ Schoolhouse - Light panel by the front door
        - ☐ Armstrong barn - Light panel by the front door
        - ☐ Depot- Light switch by front door, in hallway, and in station masters office
        - ☐ Train Car Barn - Light panel by the front door, plug in the Caboose, Turn on the switch in the engine
        - ☐ Restrooms - Switch inside each door
    - ☐ Place the "Historical Village is Open" a-frame at the end of the street - Sign is located in the Armstrong Barn
    - ☐ If needed:
        - ☐ The broom and dust pan are located in the Armstrong Barn Blacksmith area
        - ☐ Extra restroom supplies are in the storage closet behind the Restrooms
- ☐ Closing
    - ☐ Return sign from the edge of the street
    - ☐ Turn off all of the lights
    - ☐ Make sure all doors are closed - a staff member will lock up after they lock the Cooke-Kuhlman House

✅ Log Home

The Log Home

Built in 1840, this Log Home was moved here from Westin, Ohio just outside of Bowling Green. At the time of it's construction it would've been inside the Great Black Swamp. It was lived in past 1945 after being transferred to it's lastowner, James F. Phillips in April of 1945.

Before Sylvania

Northwest Ohio was the last frontier in Ohio. The Great Black swamp prevented most people from entering up into this area until the war of 1812 neccesitated this. Even then it was a slow and arduous path to travel. Before Europeans and then Americans came to the area it was populated by the Ottawa tribe. One of the Chiefs being Pontiac, famously known for Pontiacs Rebellion in the 1700s.

Sylvanias Founding

In the early 1830s, David White and William Wilson together purchased the plot of land that is Sylvania.

- As they started to develop the land, they started to argue about where the land should fall, **Ohio or Michigan**.
- **Wilson** wanted his land to be a part of **Ohio**, while **White** wanted the land to be a part of **Michigan**.
- Because the two couldn't come to a conclusion, they decided to **split the land** down the middle and each approached the respective state authorities to get approval for the land to be a part of that state.
- At this dividing line was a road that henceforth was named **Division Street**.
- In **1923**, that street was renamed to Main Street
- **White** claimed the land **East of Division Street** and named his town **Whiteford**.
- **Wilson** claimed the land **West of Division Street.** Can anyone guess what he named his town? *(Sylvania)*
- In Response to the "Toledo War" In **1836**, Congress passed an act that declared all of the land to be a part of **Ohio** and was then called "The Town of Sylvania", ending the life of the town of Whiteford.

- ○ David White and his family were determined to still have their town of **Whiteford in Michigan**, and today, you may be familiar with Whiteford Township, just over the state border.
  - ○ While Whiteford may be a thing of the distant past here, downtown, it's interesting to see that the **legal descriptions** for the properties on the East side of Main Street, still have the name Whiteford on them.
- It is disputed on when Sylvnia was "officially" founded, some say 1833 when the land was purchased, after the treaty of Maumee was signed and the last remaining Ottawa Indians gave up the rest of their claims to land in Northwest Ohio. Others say in 1835, while others may argue 1836, when Congress ended the "Toledo War". (The Toledo war was a metaphorical war where Michigan and Ohio disputed claim to a strip of land in Northwest Ohio that included Toledo and Sylvania.) We say that Sylvania was officially founded in 1835. The year that the Ohio Legislature created the Township of Sylvania.

In the early 1830s, Sylvania was not for the faint of heart, the Great Black Swamp was just to the south and there were no large permanent settlements in Northwest Ohio.

By 1833 Toledo had been founded and in 1836 Sylvania was officially recognized a township within the state of Ohio. Even still, there was much to be done to create a thriving village.

Sylvania is named the City of Trees, the beauty and preservation of the trees were of a top priority. Because of all of the trees in the area, saw mills popped up quickly and in 1867 a resolution was passed that stated it was of utmost importance to preserve the natural beauty of the area, and that residents are requested to plant, cultivate, and maintain ornamental trees and shade.

Trees that were recommended as the best trees to plant: The American White Elm, Sugar Maple, Silver Leaved Maple

First things to come to Sylvania

One of the first settlers to come to Sylvania was David Harroun, He purchased a large plot of land and began a farm as many did at that time. The Harrouns owned 160 acres over where Flower Hospital is today.

They would begin by doing everything themselves. But eventually with the introduction of the erie canal, more and more people began coming to this area. After the canals came the railroads and as the railroads expanded so did the town. Toledo became a hub and Sylvania a stop along the way. With many more travelers coming to town Sylvania's businesses grew. Some of the most important things to come to town were the Blacksmiths, Liverys, Hotels, and various other shops and restaurants to support tourists and more and more permanent residents.

What skills were needed to supplement the lack of other things

Inside a log home, most everything was done by those living there. This particular log home was built in 1840 in westin Ohio (near Bowling Green). Remember at this time this cabin would have been in the heart of the once great black swamp.
(The swamp was fully drained in 1859 with the passing of the Ohio Ditch Law)

The walls would've been cut by hand - **Notice** the hand hewn logs that make up the walls and ceiling joists.
The chinking that seals the walls wouldlve been made by hand as well.

Pioneers had to be proficient in certain skills because there were no services around to do them for them. Only as towns grew did people begin to come to this area without the tools and knowledge to survive.

There were very specialized items that required for instance a blacksmith. One of the first shops to open in a new town was a blacksmith and/or a carpenter shop.

How to do certain Skills?

Everyday tasks would most always be done at home by the husband or wife. Either because there were no shops to do the job or there was not enough money to go and pay someone else to do it for you.

Examples of this include making certain types of food like butter or bread. Making clothes or rugs. Making soap. Building and repairing structures. Etc.

At Home Activity! Butter Making
Shake a canister of heavy cream and after a few minutes butter will be formed.
At first it will look like whipped cream and after shaking some more it will become
more liquidy and have a chunk of butter inside it.

How were log houses built?

Was this a typical design?
This was a more complicated design being a log home versus a log cabin. This
design allowed for glass windows, solid wood doors, and a second story. (A log
cabin would have used fabric for windows and doors and would not have had a
second story like this.)
What's changed?
-The loft was originally a full second story with a ladder instead of stairs. The
wooden floor early on would've been a dirt floor.
-The fireplace and backwall have since been replaced. You can tell the difference
by looking at the logs. There are no marks on the back wall logs.
-The grate in the fireplace would not have been typical for a log home, today it
allows for better ventilation and air flow for a better burning fire but it also
interferes with the swing arm.

Features:
-The Chinking that seals the house is made from limestone, grass, and mud.
-The swing arm was a valuable thing to have, it allowed for safer and easier
cooking when using the fireplace to cook.
-There is no bathroom inside; there would have been an outhouse and a
chamber pot to facilitate ones business.

Other Fun Facts:
-7 or more people would be living here at 1 time. The kids had the upstairs and
the parents had the bed downstairs.

✅ Stone Academy

The Stone Academy

Originally Built in 1844 it sat in the now Historical Village Parking lot. Our current version is a replica built in 2001. It is missing the second floor addition and the belfry that would've housed the larger bell.

The Sylvania School system has always been a large part of what brings people to Sylvania.

Beginning Districts

Initially, Sylvania had 4 districts with 4 separate schools. Up until 1850, these were the following schools:

District 1: Ellis School
District 2: The Stone Academy
District 3: Andrew Printups school house
District 4: Hollister School

In 1850, the number of districts in Sylvanias grew to 7, which is what we still have today.

After 1850, we grew to include the following schools:

District 5: District No. 5 School
District 6: Unnamed wood frame school house
District 7: Hasty School

The District Schools changed and were renamed throughout time but started out as the mentioned ones above.
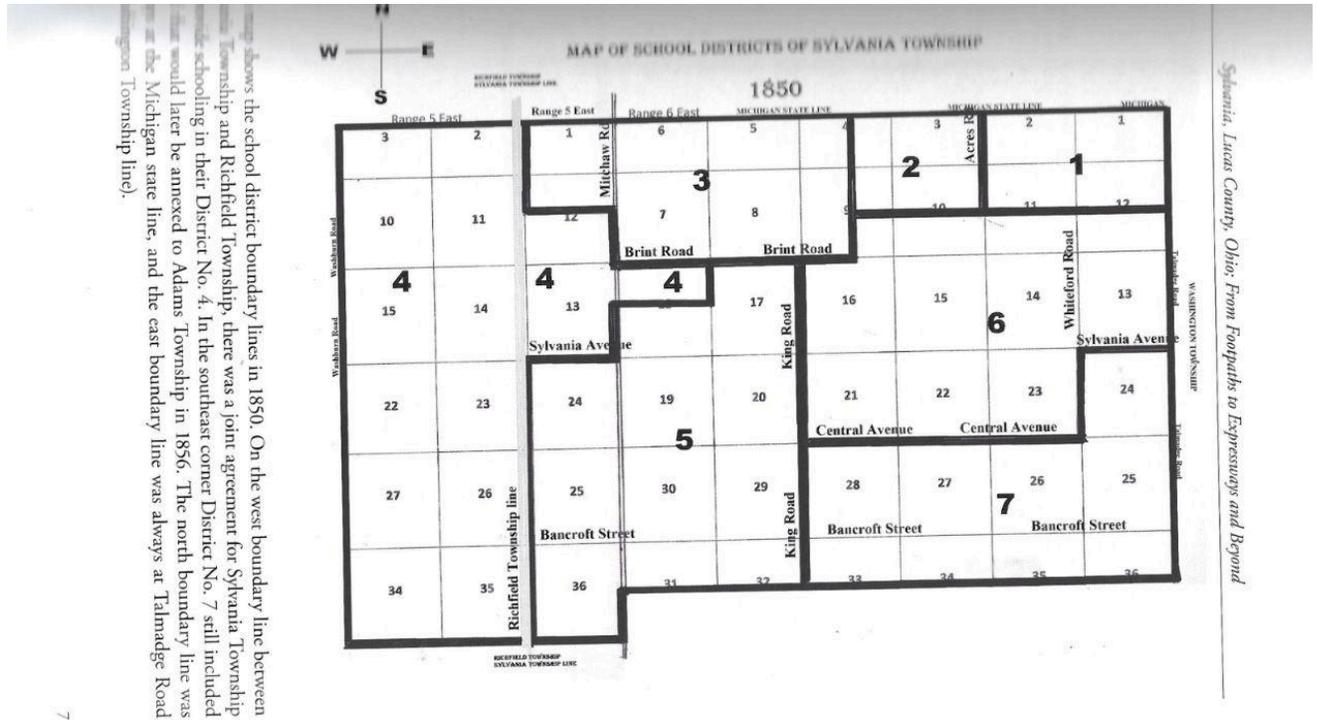
Map of School Districts in 1850

The placement of schools is laid out so that they are in the center of a plotted portion of land. If kids didn't want to walk 2 miles to school, they had to cut diagonally across farm land and other pieces of property.

Typically a school house had 1 to 2 acres for the building and room for playground space. Land could either be given, bought or loaned for the purposes of a school house.

The interior of our replica is a standard example of a common school house in the one room school house days. What we are lacking is a larger chalk board and a pot belly stove/fireplace. Our replica building is also about half the size of a standard one room school house. A standard measurement for the building would be 24ft by 48ft.

Inside a one room school house that had a potbelly stove, the desks were arranged in such a way so that double seater desks were on the outer walls and single seat desks were near the stove so as to make sure no one got too close to the stove. (The corners of the building were the coldest)

The First School House

Built by General David White at his own expense. This school house was the predecessor to the Stone Academy. It was built prior to 1836 and was eventually moved to another property owned by David White due to the noise of the newly constructed Erie and Kalamazoo Railroad that was directly behind the school house.

Its original location was 5735 Main St., which is the parking lot for the Historical Village. It was a wood framed building that measured 18 by 24 ft (Which is roughly the size of a 2 car garage.)

District 2 was for Downtown Sylvania.

Stone Academy

After General White's School house moved out of District 2, funds were raised to build a new school house on the same plot of land. This was to be the Stone Academy. Approximately **$500** was to be raised to build this school.

Built in 1844 it was eventually a 2 story school with high school students on the second floor and primary school students on the first floor. The second story was added in 1854.

In 1869, this building was torn down and a new bigger school was to take it's place. This new building existed until 1929 when Burnham High School opened and welcomed in the students from the then Sylvania High School.

Segregation versus Integration

Most likely Sylvanias Schools were always integrated as the population of families of color never exceeded the limit imposed by the 1853 Ohio Law that decided at what point districts must have separate facilities for white versus black children. The law noted that if a district has more than 30 children of color, then a separate school had to be built.

Sylvania rarely saw that number rise above 15. As an example in District 1 the number of colored children that attended the schoolhouse in 1870 was **7.**

As a reference, the number of white children that attended the same school that year was 52.

Other notable Schools in Sylvania

Oak Grove School House

-1893-1925
-District 7
-Located on the West Side of Corey Rd between Central and Sylvania Ave

This school house still exists today as part of Wildwood Metropark, it was moved from it's original location but not very far.

In 1925 all students were moved from here to Hillview Elementary.

Burnham Highschool

Opened in 1926 Burnham High school replaced the smaller Sylvania High School located on Main Street. It was built for a cost of $195,000 and was used as a school until 1960 with the last graduating class. Since that time it was used as a variety of different things with the most recent one being a before and after school day care, before it was torn down to build the new Maplewood Elementary school.

Burnham was followed by Sylvania High School (Renamed Northview after Southview was built)

Subjects taught
-Arithmetic
-Spelling

Spelling bees were often held in the evenings. When they ran out of words in the spelling books, they moved onto the dictionaries or even the newspaper.
-Reading
-Writing
-Maybe History

Teacher or "Marm"

Teachers could have been as young as 16 years old when the first school house was built. Often they were women and they were dedicated to teaching. A teacher was not allowed to marry and could not engage in conduct considered inappropriate or unseemly. Such as drinking or going to poolhalls.

A teacher's job not only included teaching, but a teacher was also the janitor. Responsible for cleaning, refilling lamps, and stoves, gathering water, etc.

Like today a teacher's salary was not very high in 1850, a teacher at the Stone Academy made only around $150 for the year. They were paid per term and there were 3 terms throughout the year. Fall, Winter, and Spring.

A teacher may be referred to as a Marm only if they were women

Interesting Fact!

During the Great Depression, the Board of Education ran out of money, they had to pay their employees in script. Which was like a form of local currency that could be used to buy certain things but not everything.

Armstrong Barn

The Armstrong Barn

This barn's exterior is modeled after an 1850s-era Hay Barn. The original barn it's modeled after sat off of Sylvania Metamora Rd and would have been an unpainted Barn just like ours. The interior of this Barn is set up to represent a trade barn that houses a Blacksmith and a carpenter.

The barn was built by volunteers using new materials except for one of the main support beams that was taken from the original Hay Barn it is modeled after.

The Barn is dedicated to Joy and Robert Armstrong, the founders of the Sylvania Historical Village. It was named the "Armstrong" Barn after them in 2018.

✅ Train Depot

The Sylvania Train Depot

The Sylvania Train Depot was built in 1858 along the then Michigan Southern Railway railroad tracks. It serviced Sylvania until 1956 after passenger service was cut by the New York Central Railway.

It's current location is somewhat reflective of where it used to sit but only by it's position alongside the railroad tracks. The Depot was originally constructed behind what is now Southbriar shopping center (on the corner of Main and Convent). Notice the street appropriately named "Railroad Street" just behind the shopping center.
It was moved to it's current location in 1997 as the first building to be a part of the Sylvania Historical Village.

Currently, the Depot technically sits backwards on it's foundations. The covering over the porch should face the railroad tracks as this is where passengers would wait for and board their train.

You don't want your passengers to get wet from rain or baked by the sun as they wait!

The train depot is comprised of:

The Waiting Room

Passengers could retrieve or send mail, purchase tickets, and board their train from this room.

The Station Masters Office

The station master was responsible for everything that happened at the station. He was responsible for the stations staff and equipment including signals and scales. He would also be responsible for selling tickets and the money that that brought in.

The Baggage Room

Here passengers would drop off their bags and any items that were to be shipped. The appropriate shipping charges would be applied based on the weight recorded using scales kept in the baggage room.

The Bathroom

The Bathroom was not always a part of our station. Added in later in its existence, the rooms use where the bathroom now resides is unknown.

The Railroad in Sylvania

In 1833 the Erie and Kalamazoo Railroad came to Sylvania, it's end goal was Kalamazoo Michigan but stopped short in Adrian due to financial and geopolitical issues. It was the first Railroad west of the Allegheny Mountains and its tracks are still in service today.

Originally it was built for built for just $257,654 it stretched a total of 33 miles.

The first "engine" to be used on the RR was a horse! Locomotives didn't arrive until 1837. Before steam powered machines, coaches were pulled along the tracks by a horse or team of horses.

The Erie Kalamazoo was not a financially savy company and was bought by the Lake Shore and Michigan Southern Railway in 1869. The tracks that serviced our depot changed hands numerous times as railroads battled for dominance in the country. Here is a breakdown of who owned the tracks when:

1833 - Erie& Kalamazoo
1869 - Lake Shore and Michigan Southern Railway
1914 - New York Central
1968 - Penn Central (New York Central and Pennsylvania Railroad Conslidation)
1976 - Conrail
1999 - Norfolk Southern

✅ Train Car Barn

The Train Car Barn

The engine and caboose are held inside a 14th scale replica of the train car barn used by the Toledo and Western Railroad Company. Originally located near where the present day fire station is on Monroe Street.
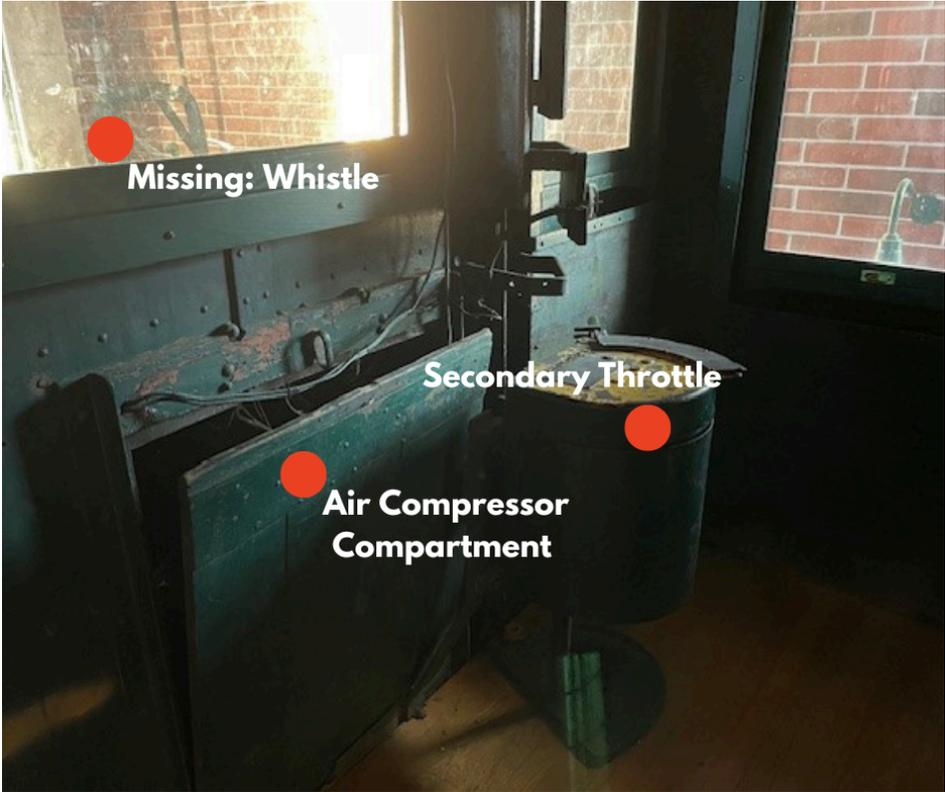
- Inside we hold the #403 All Electric Engine built for the Toledo and Western Railway and a caboose from the Toledo Western and Angola Railroad
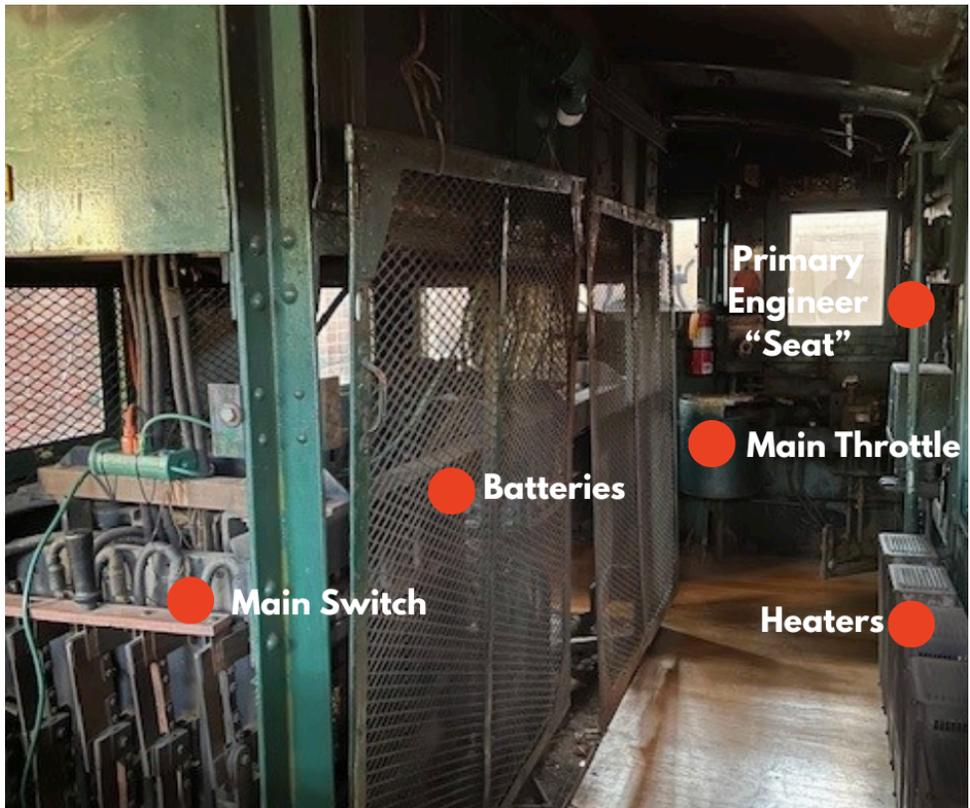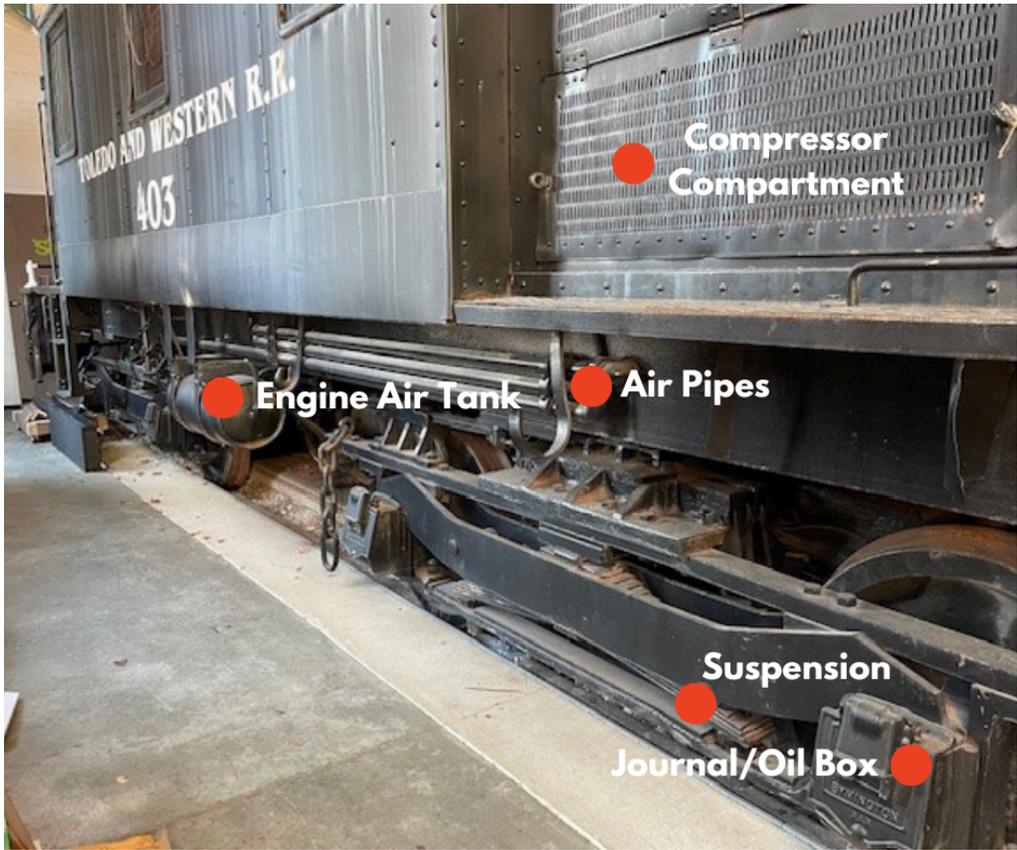
The Toledo and Western also known as the 'Teeter and Wobble' operated interurban lines that ran east and west between Pioneer, Ohio and Toledo, Ohio and an extension that ran North to Adrian, Michigan. They operated between 1900 and 1935.
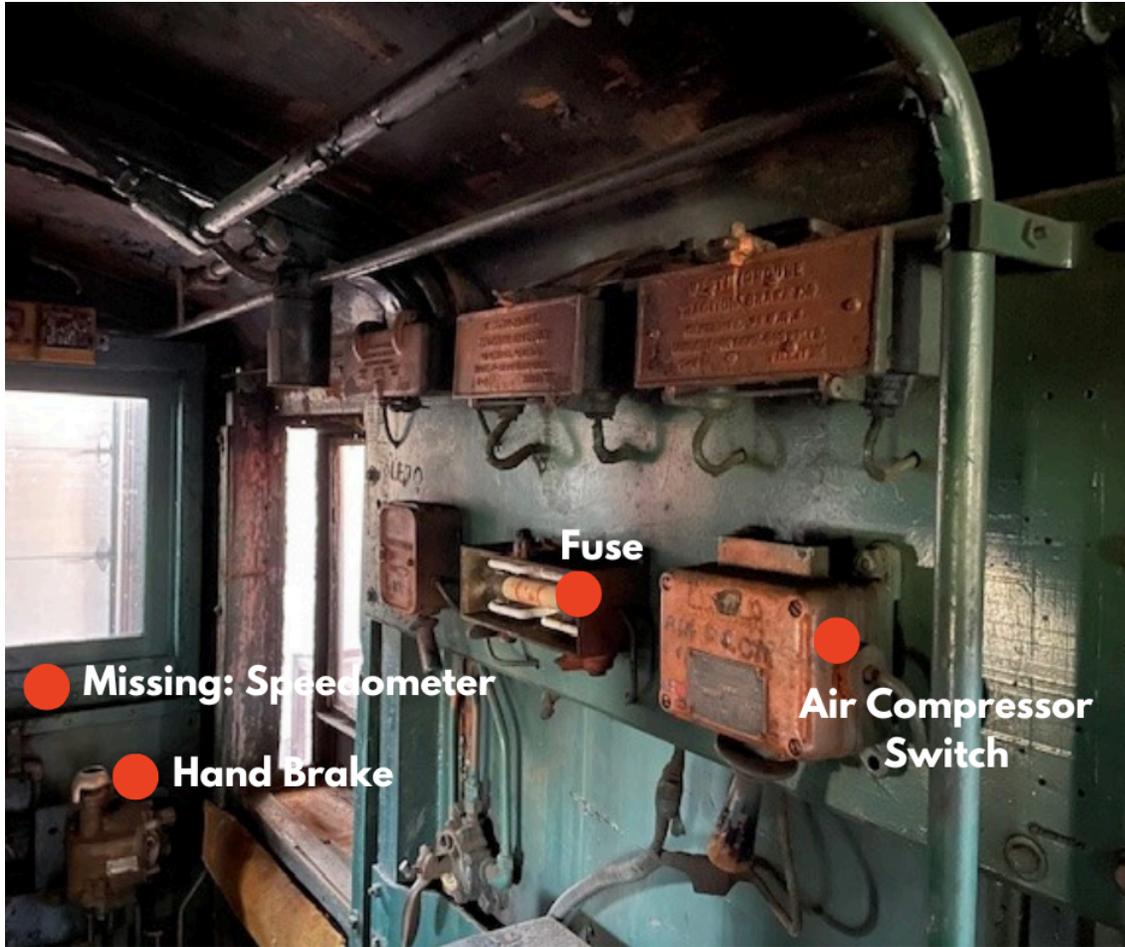
Electric Engines VS. Steam

Electric Engine	Steam Engine
- Electric Engines required a connection to power lines overhead - Electric engines were limited to where there were power lines - Electric engines didn't directly produce exhaust - Electric engines could travel in either direction without turning around - Electric has higher initial torque, but not sustained. They were good for pulling heavy loads.	- Steam engines require a tender(A secondary special car used for carrying coal and water) or a firebox (used to create heat) - Steam engines were better equipped to travel long distances - Steam Engines produced plumes of smoke that contained water vapor, CO2 and particles from the firebox - Steam engines can reach higher sustained speeds - Steam Engines can maintain maximum power indefinitely

What are the different parts of the Electric Engine?

Bell

Sandbox Hatch

Sandbox

Compressor Compartment

403

Missing: Whistle

Secondary Throttle

Air Compressor Compartment

Compressor Compartment

Engine Air Tank

Air Pipes

Suspension

Journal/Oil Box

Primary Engineer "Seat"

Main Throttle

Batteries

Main Switch

Heaters

The Sandbox: Held sand inside, which connected to a tube that led directly to the wheels of the engine. When needed, the Engineer could pour sand on the metal wheels and tracks to gain more traction. Became very helpful when climbing steep grades or initially gaining momentum.

Journal/Oil Box: Encapsulates the end of the axle and keeps the connection of the axle and the truck frame well lubricated to avoid overheating. Initially, they were nothing more than oil soaked rags or cotton. (The incident that occurred in Palestine, Ohio, where the train derailed was a result of the axle overheating and then snapping. Causing a derailment.)

Air Compressor: The air compressor was used in conjunction with the air brake system. When the system was charged or filled with air, all hoses are "tied" together and filled with air across the train, the train can move. Once the air leaves the system, the brakes set and the train stops.

Throttle: The throttle is like the gas pedal for the train. Electric Engines were able to move in both directions with the same power, so each end had its own unique throttle.

What are the different parts of the Caboose?
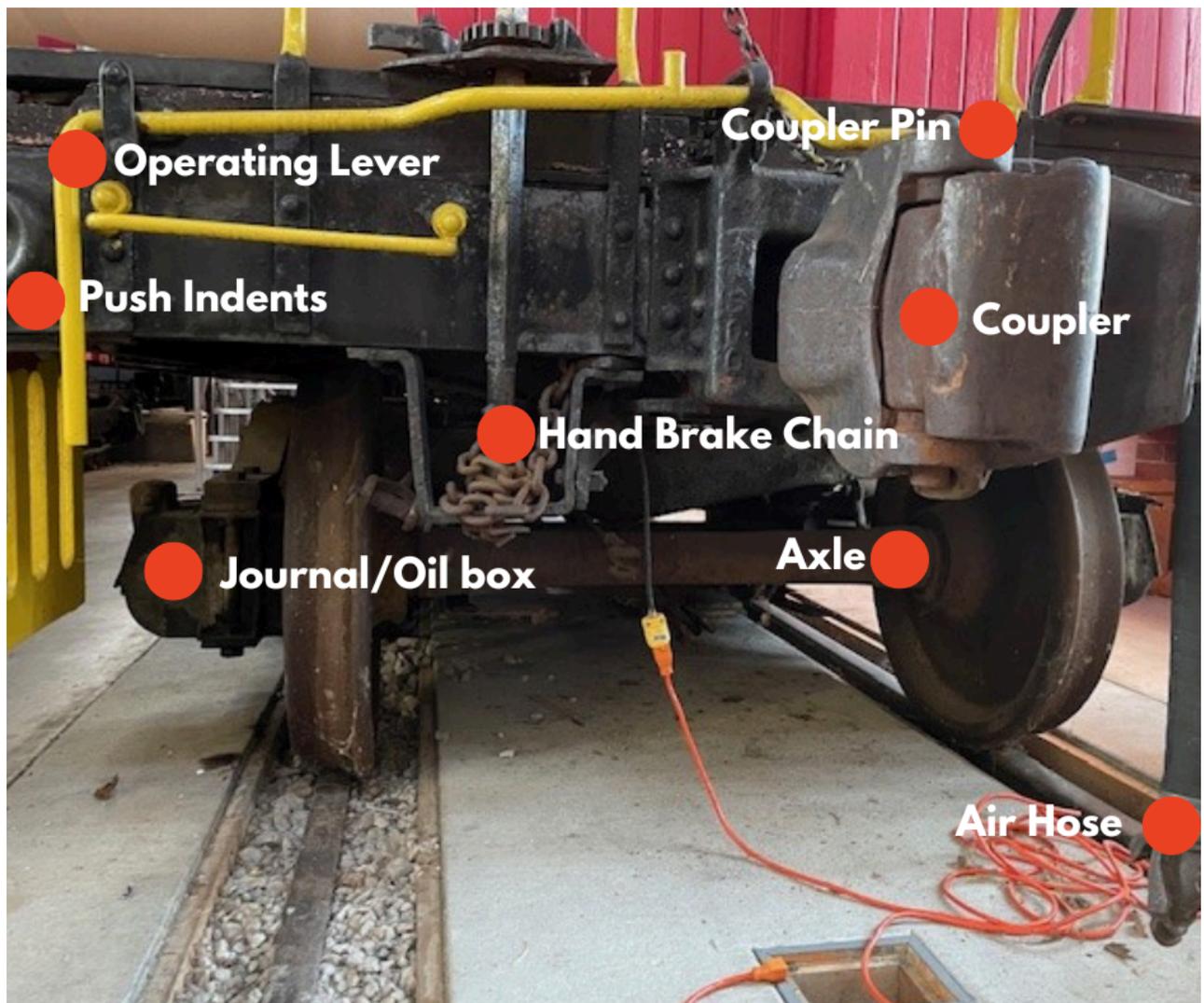
Poling Pocket: The Poling Pockets (The push indents) were used in a practice called poling. This involved placing a 12 foot pole into the pocket of a train car and a pocket on an adjacent engine to move the car. This was commonly used in railyards and railswitching. The practice is extremely dangerous as the poles would snap and cause harm to anyone nearby. This method of switching was not in practice by the 1960s.

Operating Lever: The operating lever allowed a railman to walk by and uncouple train cars without going in between the cars.

Hand Brakes: Hand brakes were and still are an important way to stop a train. Before 1869 they were the only way to stop a train in a controlled manner. A brakeman would climb around each train car and manually turn the handbrake starting in the back and working his way forward. Brakemen were also needed to help slow the train by turning only a few brakes as trains went down hills or gained uncontrolled speed. After the invention of air brakes, the position was phased out and handbrakes are now used in emergencies or to maintain the train cars position when at rest.

Inside the Caboose

The interior of the Caboose contains the essential elements for living and working while traveling and working on the train. There were:
- Beds
- A Desk
- A stove (For cooking and warmth)
- The Cupola
- A Bathroom (Nothing glamorous about these bathrooms)

What was the importance of the Caboose?

The caboose is an obsolete train car today. The caboose had numerous uses throughout its prominence on the railroad.
- The Caboose housed the crew of the train. Nowadays, the crew is much smaller and it has become too costly to maintain a specialized cabin fit for human occupancy.
- Trains today are too long for a conductor to adequately watch over the train from the cupola, additionally, freight cars are too tall, making a conductor's view obstructed from the start. Today we have End of Train

Devices that monitor all things a conductor traditionally would monitor from the Cupola of the Caboose.
- Cabooses were traditionally bright colors like a bright red because they were highly visible as the end of the train. TOday we have LED signal devices that do that job instead.

How do trains connect?

All trains use a standard coupler to connect together. Called the Janney Coupler. This coupler has undergone many variations but the general design has remained the same since 1873. We still use this general design today, while the couplers of the 10s and 20s were most likely Type D, we use Type E or F today. These couplers are made of solid steel and can be as long as 8ft! Meaning they can be quite heavy.

Before the Janney coupler, coupling trains was done via the link and pin system.

Other Interesting Facts

Engine:

Manufactured in 1915

by Baldwin-Westinghouse Locomotive Works (Pennsylvania)

Retired in 1980

Operated by the Toledo and Western from 1915-1934, the Toledo and Indiana from 1934-1939, and Toledo Edison from 1939-1980

Weight: 63 tons

Motors: 4 -Wh 308 125hp

Length: 35ft 2in

- When used by Toledo Edison the 403 was a coal shunting engine
- The electric pole that connected the 403 to power is on the east wall of the Barn

- The whistle was stolen off the front of the engine

Caboose:

Built in 1924

The original logo was defaced and had to be painted over.

✔️ Pioneer Program

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 creak 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 8th 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 20th 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 curtsey.

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 5th or 6th 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 rain 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 14th 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 figure. 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

✔️ Underground Railroad Program

Underground Railroad Station Outlines

Ravine

Goal

- Explain the conditions of slavery and escaping slavery

    o What did the enslaved have to endure? What was involved in choosing to run or stay? What was the risk of running? Why did they want to leave slavery?

- Understand there were no "nice" slaveholders and "happy" slaves (ex. working in the homes wasn't better, it was all terrible)

*The wealth and power of the slave holders depended on the forced labor of the enslaved

Information

- Enslaved people directly from Africa were kidnapped and forced to work without pay. All enslaved people were treated as property and had no rights. Enslaved people lacked adequate food, clothing, and supplies and were often separated from families. Reading, writing, and marriage were illegal. Enslaved people endured brutal treatment such as whippings, beatings, chains, etc. Slavery was based on race.

- Running from slavery was a powerful way to resist slavery.

- To escape, the enslaved traveled hundreds of miles with little or no shelter or medical care and constant threat facing wilderness, hypothermia, dehydration, hunger

- Enslaved either went north or south to Mexico/Florida; many never made it to freedom and either were captured or returned willingly because of the difficult journey (Risks of being captured include being

whipped, tortured, shackled, sold, killed). Difficult to trust those offering help!

- Supplies may have included pistol, knife (cutting, chopping, eating, defending, etc.), hard tack, free papers (borrowed or fake), money (stolen or their own), disguises, etc. They couldn't travel with much but would have had some items.

- Many traveled at night under darkness; followed North Star, looked for moss (growing on north side of tree), animal clues (such as bird migration), rising/setting of sun, winter offered longer days, many would have known how to find food or natural remedies

- Slaveholders perceived their slaves running away as a sin because they interpreted the Bible to be pro-slavery and part of God's design

Activity

1. Walk students down to the ravine area, telling students they are going to learn about the conditions of slavery and escaping slavery
2. Begin by asking students to tell you what they already know about what the enslaved had to endure
3. Discuss what it meant to be enslaved
4. Discuss what it meant to flee slavery, asking students to brainstorm possible supplies that the enslaved may have taken with them, use five senses to help students imagine the enslaved running through the ravine
   a. What were the natural parts of the ravine that would have been useful? Ex. Water, Medicinal Plants, Edible Plants, Etc.
5. Briefly review and end with a couple minutes for questions.

Discussion Questions

-How do you think someone enslaved felt?

- How would you describe an enslaved person who chose to run away? Brave? Courageous? Powerful?

- Do you think those thinking about running away shared their possible plans with others? Why or why not?

- What obstacles did those escaping slavery face from white slaveholders and others? Do you think they faced any obstacles from other enslaved people? What might those obstacles be?

Picnic Shelter

Goal

- Get to know the Lathrop family

    o Who was Lucian Lathrop? What jobs did he have? What were his interests? What are some interesting facts about Lucian? Who was his wife?

- Define an abolitionist and their role in the Underground Railroad

Information

- Lucian Lathrop

    o   Previous jobs/roles: hotel employee, deputy sheriff, farmer, township trustee, township treasurer, postmaster, State representative, Universalist Church minister (10 years), Masonic Lodge member and "worshipful master"

    o   Member Free Soil Party ("free soil, free speech, free labor, free men," formed after Liberty party ended, against slavery in new territories/states, demanded repeal of Fugitive Slave Law, grew into Republican party in 1854 when Free Soilers disbanded)

    o   Clarissa Lathrop –

- Abolitionists opposed slavery. Some wanted slavery to be abolished immediately and others wanted it gradually phased out.

- Many abolitionists fought for racial equality and justice, but not all abolitionists agreed on the same ideas (for example, some believed that African Americans were not equal to whites)

- Famous abolitionists: Frederick Douglass, William Lloyd Garrison, Abraham Lincoln, Sojourner Truth, Harriet Tubman, Angelina Grimke, etc.

- Not all abolitionists assisted with the Underground Railroad, but those who helped with the Underground Railroad were abolitionists

Activity

1. Exterior home tour (ex. original location, back basement steps)
2. Discuss the definition of an abolitionist
3. Group activity:
   a. Ask students if they would have helped or not, give them a few minutes to think about their answer, but not to share.
   b. Have the students split into two groups, one for helping and one against. Give the students a few minutes to share with their like group members about why they might help/not help. And explain that their goal is to try and convince the other side of their position.
   c. Invite students to share from both groups, giving their reasoning for helping/not helping.
   d. Invite any students who would like to "switch sides" to do so, but they must state their reasoning.
4. As a whole group, brainstorm possible reasons people would have helped/not helped with the Underground Railroad. Discuss risk for helping.
5. Briefly review and allow a couple minutes for questions

Discussion Questions

- Is it important to tell the Lathrop's story? Do you think the Lathrop house is still important today? Should we continue telling the story of the Lathrop house's role in the Underground Railroad? Why?

- If you could talk with Lucian Lathrop today, what would you ask him?

-What risks did the abolitionists take?

- Do you think we still have people today that are abolitionists? Why?

-Some people think we should "get over" what happened in the past and move on. What do you think?

Basement Museum Area

Goal

- Describe the Underground Railroad and how it operated.

- Explain the role Sylvania and Ohio played in the Underground Railroad.

Information

-The underground Railroad was a "secret" and informal network and it wasn't underground or a railroad

-Travel was done by foot, horse, wagon, boat, train (depending), and there were no set routes

-Abolitionists provided food, clothing, shelter, information, etc.

-Secret code words were used to evade slave catchers and others (ex. station master, parcel, baggage, etc.)

-Sylvania Ohio

o Strongly opposed slavery (ex. a meeting opposing the fugitive slave act had 200 in attendance)

- o Lathrop and Harroun families!

- o The Harrouns were a major force for abolitionism in the area. It was because of the Harrouns that the Lathrops were as involved as they were.

-Northwest Ohio

- o Close to Michigan, Lake Erie, Canada

- o Richard Mott: former Toledo Mayor and US Congressman, part of Free Soil Party, lived on Jefferson Ave. where he hid freedom seekers in his home

- o James Ashley: US Congressman, drafted and introduced 13th amendment to end slavery, involved in anti-slavery legislation

- o Many unknown helpers

- Ohio

- o Free state

- o Ohio Anti-Slavery Society founded in 1835

  - Pledged to fight for abolition of slavery and laws to protect free African Americans

  - Lectured around Ohio and published papers and a newspaper

  - 120 chapters, about 10,000 members (approximately 1% of population)

- o Dumas Hotel in Cincinnati was a major information hub for enslaved people. Many enslaved people would stay there when traveling with slaveholders and would receive information from hotel employees about the Underground Railroad; this information would be shared with other enslaved people when they returned to the south

- Ask for prior knowledge about Underground Railroad

- Explain the Underground Railroad(Why we call it the UGRR, how it was used, what it was needed, when it was used, etc.)

- Discuss Ohio/Sylvania's role in the Underground Railroad

- Introduce the students to the 2 maps, the one on the floor and the one on the wall. Use the 2 maps to guide discussion about how a person would use the UGRR, and how it was a secret network of people working together.

- Focus on the Map of Sylvania and Toledo on the Floor, what were the key elements of our area and who were the key players in our area?

    -The Harrouns and Lathrops, Richard Mott, James Ashley

- Briefly review and end with a couple minutes for questions

- Why do you think it was called the Underground Railroad, when it wasn't underground, and it wasn't a railroad?

- Do you think history would have been different if there was no Underground Railroad? How?

- Why do you think there was a lot of Underground Railroad activity in Ohio?

Kitchen

Goal

- Define freedom and its meaning to others and self

Information

- Story of hidden room in basement (ex. enter through oven)

- Use of basement as summer kitchen area

- The state of the upstairs of the house

-The original and non-original elements showcased

Activity

- Give tour of kitchen, discussing secret room and the kitchen

- Enter classroom and choose story and intro to students (ex. Henry's Freedom Box, Unspoken, Freedom River), tell them think about what freedom means while listening to story

- Read story, stopping throughout to ask clarifying questions

- At end, discuss what "freedom" means and what it meant to characters in story (ex. Henry and the slaveholder)

- Tell students to think about what freedom means to them and hand out post-it notes and pencils. Students write or draw what freedom means to them and hang up.

- Briefly review and end with a couple minutes for questions.

Discussion Questions

- Why do you think there are storybooks for children about slavery and the Underground Railroad?

- If you were able to interview someone that hid in this room, what would you ask?

- What might you do for freedom?

- What does "freedom" mean to the main character? To the "bad guy"? To their family members?

Hexagonal Thinking

-Have students get into groups of 2 or 3

-Pass out Hexagon tiles

-Explain and show the activity. you need to connect all the tiles in a logical way based on the word written on each tile.

-Walk around as students connect their tiles; some words we may have not covered and they will not know yet. Answer any questions and/or guide them as they work through the connections.

Reminders

*We want students to feel empathy and not sympathy; we want them to feel connected, this creates meaningful and lasting impressions.

*Students may need space and time to digest information, consider slowing down interpretation and not calling on first child who raises hand.

*Students may feel more comfortable talking with their peers before sharing answers with presenter. Consider doing a "think-pair-share" where students think of their answer, share with a classmate, and then as a whole group, share their answers with the presenter.

*Students should be doing a lot of answering questions and talking with one another appropriately.

*Students should NOT be role playing (ex. pretending to be a person from the past). This can trivialize the past and make it seem like fun and games.

*Stay away from putting students in the shoes of an enslaved person. For example, don't say things like "what would you do if you were enslaved?" or "where would you hide?" Instead, ask "how do you think an enslaved person would have…" or. "where do you think an enslaved person might hide?"

*Most of the time, our questions will not have right or wrong answers. Students of all ages can be excellent thinkers and problem solvers if they are given the space and support!

*The kids won't remember everything, so keep it simple while getting the main points across.

❌ Downtown History Tour

✔️ Native American Traveling Program

Native American Traveling Program

(1 min) Intro - Who I am and what I've brought today

- "I am _____ and with me I've got lots of different Artifacts… who can tell me what an Artifact is? "
- "These artifacts are Native American Artifacts. Today I'm going to show you everything I've brought and tell you a little about the groups of people that were here long before us."

(5 min) Indians versus Native Americans - Language

- "But first, I said Native American. Have you heard other terms to describe the groups we're talking about today?"
- "Such as Indian, American Indian, Native American, Indigenous American, etc. "

Native people prefer to be called by their specific tribal name. In the United States, Native American has been widely used but is falling out of favor with some groups, and the terms American Indian or Indigenous American are preferred by many Native people. Native peoples often have individual preferences on how they would like to be addressed. When talking about Native groups or people, use the terminology the members of the community use to describe themselves collectively. *-Smithsonian National Museum of the American Indian*

- Across the US. Hundreds of different languages were spoken by the time Europeans arrived there were hundreds of different tribes- each with a unique identity
-

(5 min) Background on Ohio- What did early Ohio look like and what nations/tribes lived here?

1650-1850
- Almost 200 years ago!
- Before the Civil War and even partially before the Revolutionary War

Many Nations lived in Ohio during this time **(Use the Map)**
- Many moved or were pushed in and around Ohio as Europeans arrived
- Many communities were formed by different cultural backgrounds coming together.
  - Miami- Moved over from Indiana
  - Ottawa- Where Toledo now is
  - Wyandot - Near Cedar Point

- - Shawnee- Southwest Ohio
    - Partially Nomadic
  - Delaware AKA Lenape - Eastern Ohio
  - Erie- Northeast Ohio before 1656
  - Mingo- Bordering Pennsylvannia
  - Seneca - Western Ohio

Northwest Ohio - The Ottawa

Landscape - Great Black Swamp
Last area to be fully settled by Europeans

(10 min) Woodland Indians - Tribes found in Ohio
- Way of life - mostly sedentary (Shifting cultivation)
- Housing -wigwams and Longhouses
  - What's the difference?
  - Showcase the Wigwam Model - Explain its construction
    - Cattail or Bark Roofs/coverings
    - Sapling Poles
    - A fire in the center
  - Show Picture of actual wigwam
- Food - 3 sisters (corn, beans, and squash) - agriculture
  - Shifting Cultivation
    - To not overwork the land- every X amount of harvests they would move and eventually after the soil has regained nutrients come back again.
- Hunting/ Clothing
  - (Showcase furs and types of clothes)
- Currency -wampum and eventually Furs
  - Handmade beads
  - Used like currency but also used ceremonially and symbolicy
    - Wampum belts used as treaties
    - Wampum to adorn clothing and ceremonial garb
  - (Showcase beads and beaded items)
- Treaty and Trade wampum belts, gatherings as described in Tecumseh biography

- Cultural Roles
  - Women practiced agriculture while men hunted and fished
  - Family lines were often Matrilinial, meaning the Fmaily/Clan Identity was through the female line

(10 min) Great Plains Indians

- Way of life
  - Nomadic
  - Followed the Buffalo
- Housing - Tipis
  - (Showcase the Model) Explain why the tipi was used by the Plains Indians and not by the Woodland Indians
  - Tipis were constructed by the Women and painted by the men
    - Each Tipi was unique to each family/painter, often times depicting scenes of battle.
- Food
  - Buffalo/Bison
  - Used every part of the Animal
    - (Showcase animal bone tools and any other furs)
    - Sinyu!

Natives versus Europeans

Different views on spirituality, property ownership, kinship networks, and women's involvement in matters. The tools they used varied

Europeans traded with Natives for Furs, in turn giving:
- Iron Tools/weapons
- Guns

Europeans initially traded and bought land from Natives but over time they began to simply take land and break treaties over and over again.

(10 min) Craft

- Tipi
  - Start with the blank template
    - Explain that before the tipi can be assembled, we must "paint" it.
    - Color an image on the tipi template
    - Cut it out
    - Glue the small fold on the inside of the overlapping flap
    - Cut the door open
    - Explain the poles would be placed where the black lines are on our paper model.

✔️ Traveling Pioneer Program

Traveling Pioneer
45 min

5 min intro
Who are you and what will we be doing?
What is an artifact?
- object from long ago
What are some examples
- Typewriters
- CDs
We have brought artifacts from people who lived in early Ohio and were going to put our curator hats on to guess what these may have been used for. Using our eyes, ears, and touch what do we think these could have been used for?

Roughly 25 min
Pass out guessing sheets with pencils

Present object 1-8 allowing students to see touch and hear some details about the object. (Don't give it away just yet!)

Then go through each object and tell what it was used for periodically asking students what they thought it was first.
1. Chamber pot- used as a restroom indoors before indoor plumbing
2. Asparagus blancher- used to turn asparagus white by depriving it sunlight while growing
3. Mustache curler- used to curl a man's mustache by heating the ends
4. Sock darner - used to patch a whole in a sock by stretching it over the foot shape
5. Candle holder - used to hold candles while riding to keep them dry and secure
6. Rug beater - used to clean dirt out of rugs
7. Popcorn maker- used to pop corn kernels over a fire
8. Butter mold - used to shape and stamp butter as a decorative element in homes

After all objects are talked about. Ask if there any questions.

Roughly 15 min

Then go on to tell how these objects were used for chores but how we'll see how kids would have played. Present the old fashioned games and explain what some were while placing them in stations around the classroom. Then allow students to try the stations in either a time based manor or as they wish.

2 min

Wrap up with questions and collect games and pencils. Students can keep their sheets.

❌ Underground Railroad Traveling Program

Underground Railroad Traveling Program

(2 min) Intro - Who I am and what we're talking about today

- "I am _____ and today we're talking about the Underground Railroad. Who can tell me what they already know about the UGRR or Slavery in the United States?"

(5 min) Why did we have Slavery in the United States?

Slavery started in the United States in the year 1619!
It stayed until the start of the Civil War, which was almost 250 years.

People were brought over from the continent of Africa to work on farms or plantations- show the shackles

Slavery became very important due to cotton - Show them the Cotton Plant

The idea of ownership of another person, inanimate object comparison

(10 min) Freedom and the Journey North

Plants

What did the environment provide to those seeking Freedom?

Maps

How can we navigate without clear directions?
The North Star
Moss

Environment

When would someone travel? What were the risks of traveling during the various seasons?
Summer
Winter
Fall
Spring

Conditions

Why would someone make the journey to Freedom? Was it easy?

(5 min) What was the Underground Railroad?

An informal network of places
Story of tice davis

(10 min) How was the Underground Railroad used, and why was it needed?

Code words, food shelter and medicine

(10 min) The Underground Railroad in our Area

The Lathrops
Abolitionists
Harrouns

Debate Game

(2 min) Questions