

The Roots of Entrepreneurship in Northeast Ohio

Student Guide

This book belongs to

hale farm & village

a museum of WESTERN RESERVE HISTORICAL SOCIETY

The Roots of Entrepreneurship in Northeast Ohio

A note for parents and teachers using *The Roots of Entrepreneurship in Northeast Ohio* online:

The Roots of Entrepreneurship in Northeast Ohio looks at the work and livelihoods of the pioneers who shaped early Ohio communities. *What skills can I learn to grow a business? What resources do I have at hand, and what more do I need for my business to succeed? What is the market for the goods or services will I provide? What difference will I make in my world through the work that I do?*

The Roots of Entrepreneurship is a journey of self-discovery, and explores how entrepreneurial thinking can build a healthy community and transform our world.

The Roots of Entrepreneurship in Northeast Ohio was designed for grade 4 students, and is aligned with Ohio's Learning Standards in Social Studies, English Language Arts, Economics, and Financial Literacy. Standards summary is available upon request.

The Roots of Entrepreneurship in Northeast Ohio was developed through the generous support of the Burton D. Morgan Foundation.



YEE for CLE is the continuum of Youth Entrepreneurship Education by the Western Reserve Historical Society at Hale Farm & Village and the Cleveland History Center:

- The Market and Me (grade 3)
- The Roots of Entrepreneurship in Northeast Ohio (grade 4)
- Setting the World in Motion (grade 5)
- REvolution (grade 6)
- Raising the Dough: How Entrepreneurs Support Communities (grade 7)
- To Market (grade 8)

Visit the Western Reserve Historical Society Digital Learning Resource page:

<https://www.wrhs.org/explore/digital-learning-resources/>

The Roots of Entrepreneurship

The Roots of Entrepreneurship is the story of the people who came to Ohio, lived and worked here, and sold and bartered goods and services. Entrepreneurs take the risk for starting a business for the purpose of making a profit. The settlers thought of new ideas, wrote plans, took risks and learned how to do things they had never done before. They created businesses that provided more opportunities for everyone. You are in this story, too! You are part of the future, bringing new ideas to your community that is changing every day.

Jonathan Hale and his family lived in Glastonbury, Connecticut. Like many of their neighbors there, they were farmers who raised animals and crops on their farm for food and other things they needed for themselves. As entrepreneurs, they grew onions, caught fish, and made bricks to sell to others. They had access to markets to buy and sell goods all around them.



In 1810, the Hale family moved to Ohio, looking for new economic opportunities. The land was rough, with deep forests, fields of tall grass and few roads to travel on. There were no cities, and no market nearby to buy what everything they needed, but they worked hard to grow or produce the essentials of daily life.

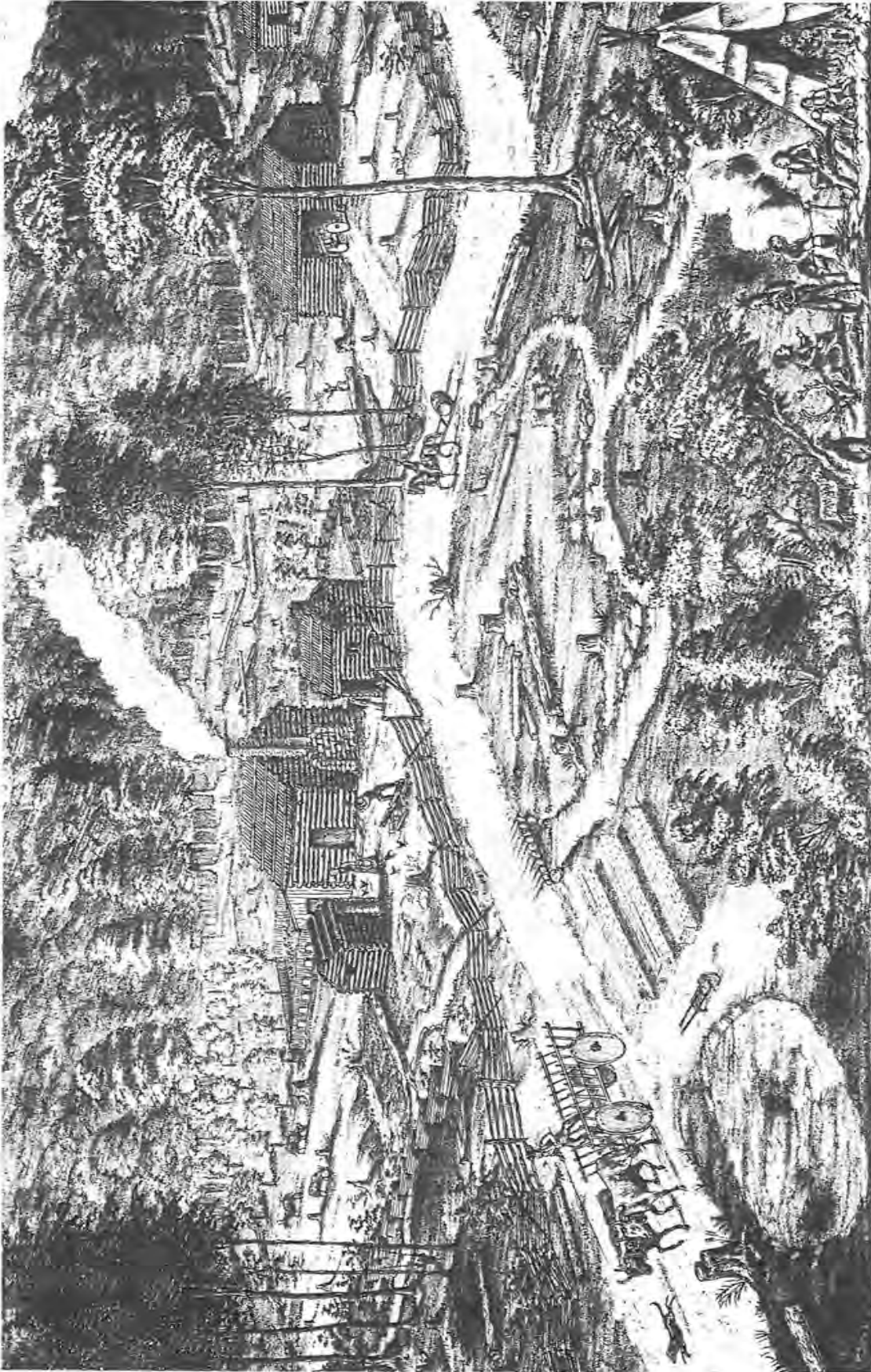
The Hales and their neighbors were not yet entrepreneurs, but they saw the possibility of creating a business in the future, using the natural resources they found all around. Lumber from the trees, limestone for building materials, clay to make bricks, and the rich soil to grow crops and raise animals would contribute to growing a successful business.

Over time, life in the Cuyahoga valley changed in ways that made entrepreneurship possible for farmers like Jonathan Hale. More people moved to the Western Reserve, creating local a market for goods and services. Newly-arrived residents were building homes, farms and businesses, and in need of materials that entrepreneurs like the Hales could offer. More people meant that entrepreneurs from outside of the area came to do business there, bringing a greater variety of goods. In 1832, the Ohio and Erie Canal connected Cleveland and Akron, providing a faster way for people to come together and exchange goods and services. Butter and cheese would leave the farms and end up on the tables of people who lived in the city; containers and tools and other necessities from around the country came back to farmers, and new ways of transporting goods became available.

List two ways that life changed for the Hales and other pioneers when they moved to Ohio:

1. _____
2. _____

The First Settlement Lithograph



First Settlement in BATH, Summit Co. Ohio, by JONATHAN HALE of Glastonbury, Conn. 1810.

the present brick house was built about 1825. (Reproduction by the Western Reserve Historical Society.)

Lithograph, ca. 1880, by Albert Ruger, based on the recollections of James Hale, son of Jonathan Hale. Shown is the exact spot in which the Hales lived until

Because this is a drawing from a long-ago memory, some parts are more imagination than fact. For example, we know that Native Americans did not live nearby during the time the pioneers arrived.

Looking at the Albert Ruger Lithograph

A photograph or drawing of what has been seen directly is a **primary source** image. Primary sources are first-hand accounts, like reporters who witness an event. The people who create them are saying, ***“I was there! This is what it was like.”***

Information obtained from other people are **secondary sources**. Secondary sources have some distance between the original time, and can include an opinion or point of view. The people who create secondary sources are saying, ***“I wasn’t there, but this is what I imagine it was like.”***

In 1880, Albert Ruger imagined what Jonathan Hale’s farm looked like in the pioneer days, when the Hales first settled in the Western Reserve. To make his lithograph, Mr. Ruger listened to the memories of James Hale, the youngest of the Hale children to be born in the little cabin, told many, many years later.

Analyze the Lithograph

1. Find and circle the year the lithograph was made and write it here. _____
2. What is the place and the year that the lithograph represents? _____

3. How many people do you count? _____
4. Identify the buildings where people live. _____

5. List the other buildings in the picture. _____

6. What different types of animals that you see? _____

7. What kinds of tasks are people doing? _____

8. Is this a rural or urban settlement? Explain why. _____

9. Do you think life in the image was easy or difficult? Explain why. _____

10. Is this lithograph a primary source or a secondary source? _____

Entrepreneurship Vocabulary

Look up the definitions for the words or ideas and write them in the chart below. As you read them in the stories of entrepreneurs, write an example in the box.

word or idea	definition	example
ENTREPRENEUR	An entrepreneur is someone who assumes the risk for starting a business for the purpose of making a profit.	
PRODUCTIVE RESOURCES		
NATURAL RESOURCES		
CAPITAL RESOURCES		
HUMAN RESOURCES		

Entrepreneurship Vocabulary

Look up the definitions for the words or ideas and write them in the chart below. As you read them in the stories of entrepreneurs, write an example in the box.

word or idea	definition	example
GOODS		
SERVICES		
SPECIALIZATION		
BARTER		
MARKET		

The General Store

In 1877, Joseph Whitcraft established Whitcraft's General Store, not far from the Hale Family farm. At that time it was one of the largest general stores in Ohio. Groceries, farm equipment and hardware could be found in the store or in its adjoining barn and sheds. Other items Whitcraft sold included dried fruit, candy, cookies, china, carpets, and furniture. Whitcraft's even had a drug store and post office.

A general store was not like the store of today. *"The customer never got anything for himself. Clerks would assemble the order on the counter and wrote up each item on a sales slip. He would take items from the shelves, weigh and wrap meat, butter and cheese, and measure yard goods*."*

Mr. Whitcraft listened to his customers. He won the reputation of "having anything you could want." Salesman from both Cleveland and Akron rode the Valley Railroad to provide goods to general stores throughout the region, and that helped Mr. Whitcraft supply his customers.

Credit and trust were important parts of Whitcraft's business. Farmers had very little cash on hand except at harvest time when they had goods to sell, and dairy farmers received milk checks at end of the month. Trust was an important part of Mr. Whitcraft's business, and he allowed people to charge their purchases and pay for them over time. Others brought him livestock, eggs, butter, and fruits and vegetables to sell or trade for goods.

*yard goods = cloth

THE WHITCRAFT STORE			
GENERAL MERCHANDISE			
1	Coffee		23
2	Wesson Oil		32
3	Knife		10
4	Celery		10
5	wheat		15
6	Pork chops		34
7			1 24
8	10 doz. Pullet		3 00
9			
10	15 doz. Large		5 25
11			8 25
12			1 24
13			7 01
14			

The total of items bought is \$1.24

The value of the eggs brought to the store for barter is \$8.25. That credit will be used to pay for purchases now or in the future

These are eggs!

Pullets are young chickens, and lay smaller eggs.

Purchases are subtracted from the credit balance, leaving \$7.01 to spend in the future.

Receipts such as the one above were handwritten by the clerks at Whitcraft's General Store.

Questions for Review: The General Store

Directions: Using the General Store reading and pictures, answer the following questions.

1. What is the name of the store? _____
2. What year did the store open for business? _____
3. What are three items you can find in the store? _____

4. If you did not have cash to purchase goods, what were two other ways you could pay for what you needed? _____

5. What are three goods you could bring to barter with for what you needed at Whitcraft's? _____

6. Farmers could also pay for goods with cash. When would a farmer possibly have cash available? _____
7. Look carefully at the receipt from the Whitcraft Store. The first six items are what the customer purchased. The last two items are what he brought in to barter and trade. How much money does the customer still have on credit to use next time? _____
8. Why would it be important for a customer to build up a credit at the general store?

Joseph Whitcraft was an entrepreneur.

Questions for discussion:

Joseph Whitcraft owned his own business and was responsible for its success or failure.

What might be a reason that his business would fail?

What would happen if his business failed?

Can you predict a reason why his business would succeed?

How do we know if a business is a success?

A Business Plan for a General Store

Successful entrepreneurs start with an idea, often a way to solve a problem in the community by providing goods or services. From the idea comes a plan, and plans help to organize productive resources, consider the needs of their consumers, decide where to locate a business, determine how to advertise. Once the plan is completed, it will help them determine if they have enough productive resources, consumers, and market to be successful.

We can only imagine what Mr. Whitcraft’s plan for the General Store looked like before he got started. Read the example General Store Business Plan below, then discuss the questions at the bottom of the page.

Need: *“People in my community need a place to buy things. Sometimes they need to pay with goods instead of cash.”*

Idea: *“I will open a General Store, where I can stock the things people need to buy, sell things people make or grow, and allow people to pay for what they need with what they make or grow (goods) or can do (services).”*

Service it provides: *“The General Store provides a market for the barter and trade of goods and services.”*

productive resources: natural resources	productive resources: capital or capital goods	productive resources: human resources
Natural resources grow or can be found naturally on land or sea. <ul style="list-style-type: none"> • Salt • Grain and seed • Fruits and vegetables • Eggs • Lumber for building 	Capital goods are the machines, supplies and other resources needed. Capital is the money used to buy them. <ul style="list-style-type: none"> • A building • Shelves • Counters and tables • Chairs • Tools 	Human resources are labor, or the people doing the work <ul style="list-style-type: none"> • The shopkeeper • The shopkeeper’s family • Farmers • Other entrepreneurs
consumer	market	advertising
Consumers are the people paying for and using goods and services. <ul style="list-style-type: none"> • Customers in my store • Children • Farmers • Travelers • Other entrepreneurs 	The market is where goods and services will be exchanged and purchased. <ul style="list-style-type: none"> • The General Store • Farm stands • The canal stops • Train stations • People’s homes 	Advertising is telling people about the business or products for sale. <ul style="list-style-type: none"> • Signs in front of my store • Newspaper ads • Posters at busy places (canal and train stations) • People telling others about my business

Questions for discussion:

- What service does the General Store provide to help the community?
- Do you know a modern business that serves the people in the community?

Business Brainstorm

Entrepreneurs think about how to put together the right ingredients for a successful business. The right combination of skills, knowledge, resources, location and the market can lead to success, but it may take some experimenting with ideas to make the best plan work.

Use the prompts below to help consider ideas, organize your thoughts, and plan for a new business.

THINGS PEOPLE LIKE : Where do I like to shop, eat, or have fun? _____

MY NEIGHBORHOOD: What kind of new business would I like to see in my neighborhood?

SOLVE A PROBLEM: What kind of business do people need? _____

PRODUCTIVE RESOURCES: What do I have to use for starting a business? _____

A New Business Plan

Use the organizer to collect ideas for your business plan.

Natural resources: What materials will I use that are found naturally in the environment?

Consumer: who needs the goods or services?

Capital resources or goods: Do I need tools and supplies? Where will the work take place?

Market: Where will the exchange of goods and services happen?

Human resources: Who will do the work?

Advertising: How will people learn about my product or service?

What do people need or want?

How will my business help?

Spread the Word!

Now that you have a business plan, how will people learn about what you have to sell? Advertising is a way of telling about your product that gets people interested. You can share the story in a way that helps people remember, makes them laugh, or lets them see that your product is the answer to something they need. Look at the advertisements below. Which ad makes a promise? Are the ads written for kids, adults, or both? How will they help sell cereal?

Quaker Oats
“Stars of the Future”:

Find and circle the word that tells who the advertiser is talking to.

What extra offer is the company selling?

Mothers! Quaker Oats helps grow "STARS OF THE FUTURE"

QUAKER OATS Amazing FLOWER GARDEN OFFER!

OR GET BOTH SEEDS AND BULBS \$2.25 VALUE ONLY 40¢

TEAR OUT! MAIL TODAY!

Tomorrow serve hot **QUAKER OATS** Less than a serving!

Hey Kids! Write an Ad!

Here's how Robert Lillen won a \$100 U. S. SAVINGS BOND

You can win one, too!

Kellogg's CORN FLAKES

Kellogg's Corn Flakes
“Write an Ad!”

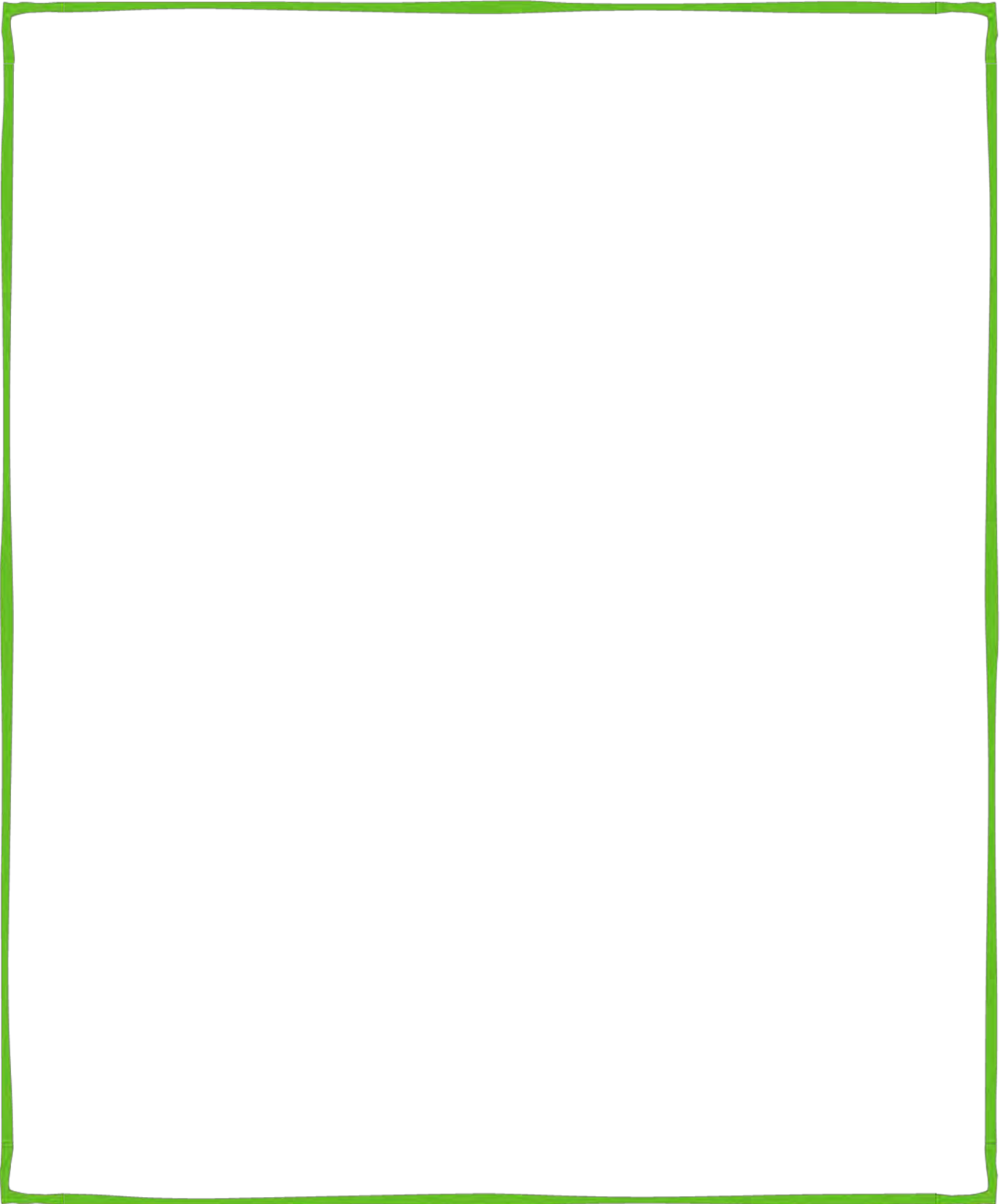
Find and circle the word that tells who the advertiser is talking to.

The company is offering a contest prize. What are they asking children to do to win?

Write an ad: Use back page of this booklet to create your own advertisement, using words, pictures or both! Think about how to talk to your customers that makes them excited to purchase goods or services from you.

Share with a friend or your family! Or write to us at Hale Farm & Village:
P.O. Box 296, 2686 Oak Hill Rd., Bath, Ohio 44210

Spread the Word!



Write an ad: Create an advertisement using words, drawings, color, and ideas that will sell!

A Visit to 1850

Imagine that you are traveling to a place you've never been before. Think about the stories of the Hales and other people who lived and worked in the 19th century. You arrive at your destination, and begin to follow the paths from place to place around the village and farm. You see someone building a fire under a big cooking pot, tilling a garden plot, reciting a poem, weaving cloth for a new jacket, repairing a fence, grooming oxen, making things, writing, teaching, and talking. Everywhere you look, you see people at work.



Some people may be making things that will be sold to others, and are **producers of goods**.

The glassblower gathers molten glass and blowing it into a bubble that will later become a cup to drink from. The blacksmith pulls hot metal from the forge with his tongs, and places it on the anvil, hammering and twisting until the glowing orange bar is formed into the shape of an S. The farmer turns to the sheep out to graze, inspecting their white wool coats that will someday become blankets.

Other people will be doing work for others.

The architect uses a ruler and compass to turn the idea for a house into plans for building. The ox driver pulls her cart up to the dairy farm to collect the week's butter and cheese for the market in the city, for the people there who have no cow of their own. The doctor inspects a healing wrist of a young patient, and assures him he can join his friends in a game of baseball soon. You are seeing **providers of services** at work.

Producers of goods and providers of services are **entrepreneurs**. They take the risk of starting their own business, organizing resources and learning new skills for to grow their enterprise and make a profit.

We can't forget about **consumers**, the people who pay for and use goods and services. They are at work, too, whether they are making things for their own use, or doing tasks of daily life on the farm or in the village. People who are cooking, cleaning, spinning wool yarn, sewing, gardening, or taking care of animals have things they want and need, and it's important for entrepreneurs to know what those are and find ways to provide them.

Keeping Track

Dr Jonathan Hale Exp in New		
1816		
Jan 24	To 2 3/4 yds Blue Filled cloth ad 2.57 1/2	6.53
March 4	To for your order to Mary Jordan	1.00
Apr 24	To for " " " Miss Hammond	4.22
" 27	To 1/2 lb Tea 1.50 To 7 lbs Ballisawise for 9d 85c	5.00
	To 1 Hand saw 3/5 To 1 Hand saw full 3/4	4.06 1/4
May 9	To 2 1/2 1/4 Nails 62 1/2 To 1 1/2 10 Nails 25	8.75
July 6	To 1/2 lb Tea 1.50 To 1 Chap Book 1.00	1.16 1/2
Sept 30	To 1 paper of Pins 0.25	.25
Oct 14	To 1 lb Cotton yarn 1.00 To 1 lb Mint 8	1.08
" 33	To 1/2 yds Cotton Shirting 2.00 To 1/2 yds Cotton 1.50	2.00 62 1/2
Dec 13	To 1/2 lb Tea 7/8 To 1 Spool 25	.96
" 14	To Cash Lent 1.00 To 2 1/2 lbs Discount with Aug 27	1.08 1/2
Jan 21	To 1 Knife 3 1/2 To 2 Books Life Franklin's 1.00 To 1/2 lb Tea 1.00	2.18 1/2
July 5	To 1/2 lb Paper 1.00 To 1 lb Cash for Boston Fragrant 40	5.87 1/2
Apr 28	To 2 lb Kidney 50 To 1 Set Knitting needles 6 1/2	5.61 1/2
	To 1/2 lb Damaged Tea omitted Charging	.50
		<u>34.00 1/2</u>
	For interest on the above lent	1.00
		<u>\$35.00 1/2</u>

The pictures on the left are from Jonathan Hale's account book. He kept track of everything he bought and sold. Every person Mr. Hale did business with had their own page.

The top picture shows what the Hales bought from Jonathan Starr in 1816 and 1817. The Hales bought \$35.00 worth of goods from Mr. Starr.

Paid with Jonathan Starr Cr		
1816		
	By 1 1/2 Bu Pat ad 40	4.70
July 6	" Discount with King	2.00
Oct 31	" 1 lb Cotton yarn 1.00 By 2 1/2 lbs Eggs 3 1/2 2 1/2 lbs Tea 1 1/2	1.77 1/2
	" 6 1/2 3/4 Rag 2 1/2 To 1 1/2 1/4 Butter 1.20	1.41
	" Tea returned 50	.50
1817		
Apr 26	" Cash not current money from day since	.25
July 25	" " 12 1/2 By 1 Cuddle this day sold Sept 15 1.00	1.12 1/2
Nov 6	" " of Mr Jordan 1.00, 1 1/2 2 1/2 lbs Eggs 4.33 1/2	1.43 1/2
" 21	" " 2 1/2 By Discount with Wm Carter 6.50	6.76 1/2
	By making boat	2.00
	By discount with King	1.50
	By note to William Carter	1.55
		<u>35.00</u>
		J. Starr

The bottom picture shows how the Hales paid for what they bought. The Hales paid for their purchases with cash, goods or services worth \$35.00.

When the amount of purchases equaled the amount of payments, the account was settled. A fresh page in the account book would be started for new purchases and payments.

Keeping Track

How do we know what we know about entrepreneurs and other people who lived long ago? We have the things they left behind that tell the story of their lives. We can look at the houses they lived in, clothing they wore, and tools they used to imagine what life was like. They kept track of expenses in day books and account books. People also left their thoughts and ideas in the writing they did. They wrote letters, stories, poems, and songs and sent them to friends and family.

When we read about the details of their days, like the work that they did, food that they ate, the weather, places they traveled, and people they met, we learn about who they were. Use the page below to keep track of one day. Include the date and the weather, and write a sentence to tell what you did each hour. Try writing every day! Someday, it will help others to learn about you.

Name

Today is

I spent my day this way:

9:00 am

10:00 am

12:00 pm

1:00 pm

2:00 pm

3:00 pm

4:00 pm

5:00 pm

6:00 pm

7:00 pm

8:00 pm

About the cover of this book:



Lists of sales, purchases, monies received, and payments are written down in day books. People still use day books today, although they might look different than ones used by 19th century entrepreneurs to keep track of their business accounts. We have the day books from some of the earliest settlers of northeast Ohio in the Research Library and Archives of the Western Reserve Historical Society. Those books, with letters and other papers, tell the stories of entrepreneurs and others in earlier times.

Some books were of plain paper, stitched together by hand with lines drawn on each page, while others had paperboard covers with fancy designs, or bound in fine leather. The front cover of this book has a marbled design, made by floating inks on the surface of a liquid, and dipping paper into the swirled design to make a one-of-a-kind print.

Fine or fancy, day books were important to the people of the 19th century, and they help us learn more about entrepreneurship today.

