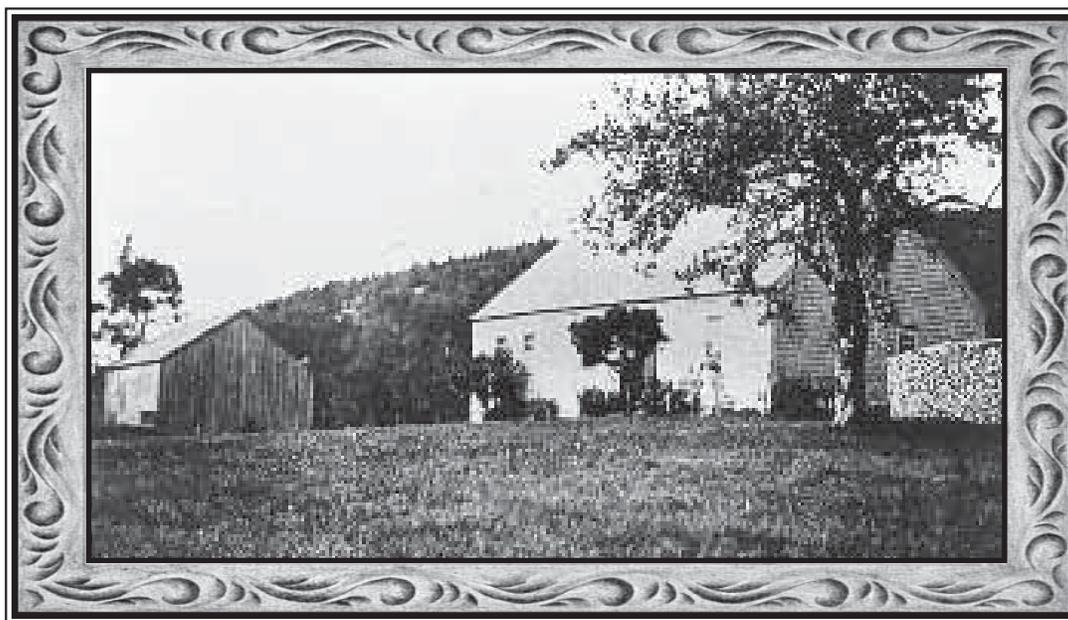

Acadia National Park

The Carroll Homestead

An Educator's Guide to a 19th Century Maine Coastal Homestead



Funded by a generous grant from the
National Park Foundation
with support from *The Pew Charitable Trusts*

Parks as Classrooms

"I hear and I forget. I see and I remember. I do and I understand." Boiled down to its purest essence, that's what the National Park Service's *Parks as Classrooms* program is all about. It's a concerted nationwide initiative to utilize the wonderful resources of the parks for teaching and learning purposes - in the process, making education active, experiential and fun.

The parks, after all, *are* classrooms. They are battlefields and Presidents' houses, where history was made. They are canyons and deserts, where geological processes have been played out eon after eon. They are historic trails, over which pioneers migrated and intermingled and resettled. They are monuments to civil rights leaders, where the lessons of cultural heritage are real and vivid. They are seashores and preserves, where a million forms of life offer daily lessons in biology, botany, evolution and survival amidst an endangered ecosystem. The national parks, in essence, help textbooks and lesson plans come to life. *Parks as Classrooms* is an idea whose time has come. Visit the National Park Service's homepage (<http://www.nps.gov/>) to explore these classrooms.

Acadia's Classroom

Acadia National Park protects close to 40,000 acres of Maine coastline. The park preserves lakes, ponds, mountains, and miles of ocean shoreline. Under Acadia's protective watch are habitats rich with plants and animals. Stories of human history are scattered throughout this park. Acadia's classroom is filled with potential lessons...

Excited squeals at the sight of a frog...

Exploring a pond displays a world of intricate connections as food webs come to life.

A reflective moment listening to a sea captain's letter written over 150 years ago...

A visit to the Islesford Historical Museum transports students to a time when Maine islands played an important role in a new nation's growth.

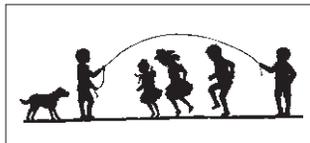
Crouched at the edge of a tidepool...

Acadia's shoreline offers an outstanding backdrop to witness the diverse and amazing adaptations of plants and animals inhabiting these rocky pools.

These are only a few of the multitude of experiences available to educators and their students. This guide, one in a series, was developed to help you prepare your students for their visit to the park. Through preparation, a student benefits so much more from a field experience. This guide includes background information to help you, the educator, understand more about the area you and your students will be visiting. A list of teacher resources, available for loan from Acadia's educator's resource library, as well as pre/post visit activities for the classroom are included.

Practice stewardship during your visit to Acadia National Park. Bring only memories (and students!) home and leave only footsteps behind. We hope you and your students unearth a vast array of new discoveries and find Acadia a perfect extended classroom!

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Acadia National Park



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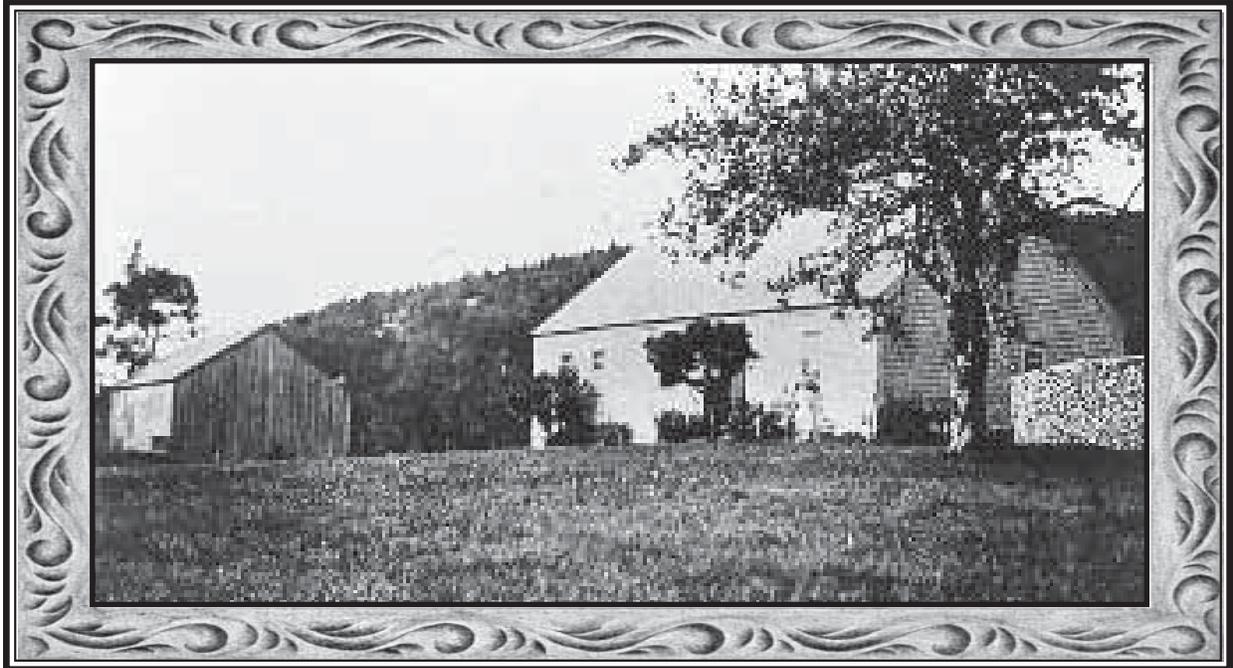
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“Hard work and isolation? By modern standards, yes; but not by their own contemporary standards. This was no more than was expected by the 19th century homesteader. The Carrolls would have viewed their lives at the mountain house as perfectly normal and ordinary.”¹

When John and Rachel Carroll moved into their farm house in the fall of 1825 they could not have imagined that it would one day be preserved as an historic resource in Acadia National Park.

Four generations of Carrolls lived at the Mountain House over the next nine decades, clearing the land, tending the gardens and livestock, and raising their families. Like other coastal Maine families, they used the resources of Maine's oceans and forests to provide for their needs, and sought off farm employment for the cash that was necessary to purchase what they could not produce. There was little that was unique or unusual about their home or their lives.

The 19th century was a time of great change in America. Although changes were slow in making their way to many parts of Maine, the Carrolls like many others found themselves increasingly drawn to life in the village. When the second John Carroll and his wife Viola left the Mountain House in 1917 to live in the village of Southwest Harbor, they did so to take advantage of modern conveniences such as indoor plumbing and to be closer to the center of social activity.

The Carroll family history is preserved by Acadia National Park as an example of the lifestyle of ordinary people of the 19th century in hopes that people of the 20th century and beyond can learn from the past to appreciate the present and protect the future.



John and Rachel Carroll 1825 - 1870

On May 24, 1814, 23 year old John Carroll saw his family and native Ireland for the last time. Equipped with the skills of a mason and the determination needed to better his life, John sailed westward towards a new life.

John's destination was St. Johns, Newfoundland. While there he made his living through fishing and logging until he learned that masons were needed in Washington to repair damage from the British attack on the city in 1814. John left Newfoundland in 1820 for Washington. He stopped on Mount

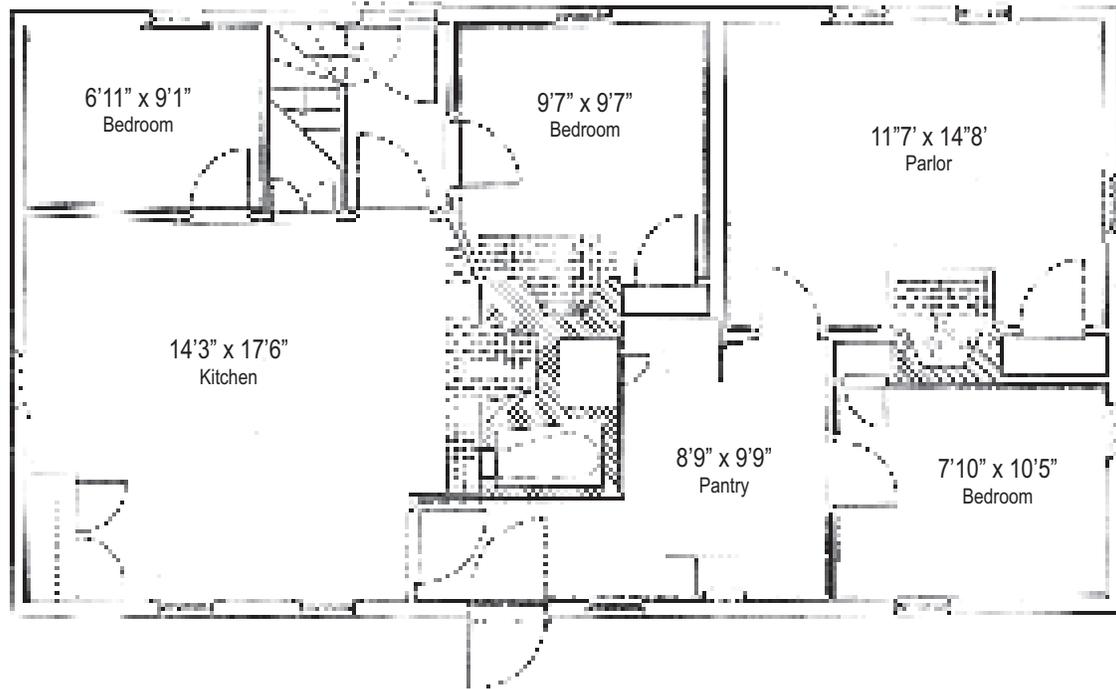
Desert Island and took jobs cutting wood near Southwest Harbor to earn enough money to continue his trip. An injury to his foot with an ax led John to his future wife Rachel rather than to Washington. Brought to her parents home, John was nursed by Rachel Lurvey while he recuperated.

On Christmas Day in 1822, John and Rachel were married. On Thanksgiving Day 1825, John and Rachel with their two young daughters moved from the Lurvey home to their own. The "mountain house" would become center stage

for the next three generations of the Carroll family.

The Mountain House

The new house was only a quarter mile from Rachel's parents' home on a piece of property that adjoined the Lurvey homestead. The house that John Carroll built was a one and one-half story Greek Revival style, built of hand hewn posts and beams on a fieldstone foundation with a cellar. The house was 21 X 25 feet, almost a perfect square, with two bedrooms and a kitchen on the first floor and a bedroom and an attic on



First Floor Plan of the Carroll Homestead

the second floor. The front door of the house faced to the west and the back door to the east. Out the back door was an outhouse and a well.

The kitchen was the center of activity. Cooking was done over a fire in a massive central fireplace. Water was brought in from the well and dishwashing, laundry, and bathing all took place here. The kitchen was also the social center where the family gathered in the evenings to read, recite poetry, talk, or tell stories.

A ladder from the kitchen led down to the cellar where firewood, apples, potatoes, and other root vegetables were stored. There was also a milk room with a cement floor and a screen door for storing milk, eggs, cream, and butter.

“The front door may seem unusually wide to some people. Family tradition says that John built it that way, so that a coffin could be carried out properly.”²

The small bedroom off the kitchen was furnished with a double bed and was used by the children. The larger bedroom, with the fireplace and closet, was used by the parents, but also had a trundle bed for the smallest children. Most of the Carroll children were born in this room. The room at the top of the stairs on the second floor was finished and used as a bedroom. John and Rachel had six children,

five of them girls who shared this attic room. The other upstairs space was used for storage.

In 1850 John enlarged the house 15 feet to the north. This added a parlor, another bedroom, and more space in the pantry and attic. The parlor and additional bedroom did not add much in terms of space for daily living. The parlor was used only on special occasions, such as holidays or for parties. The bedroom served as a guest room. These additions to the homestead reflected more the Carrolls’ increased financial means and social status than the family’s need for space.

The pantry and attic did provide additional storage space. Having a sizable pantry made the kitchen less crowded and more comfortable as a gathering place. The attic was used

primarily for storage, but artifacts found under the floor boards suggest that it was also used as a play area by

the Carroll children, and possibly as a sewing room. ❖

Working the Homestead

Once the house was built, there was still more work to be done. The homestead would eventually grow to 100 acres. Land had to be cleared for pasture and crops. Stone walls and piles of stones around the property indicate that land which is now forested was once cleared for pastures and crops.

In 1831 a barn was built to the north of the house. The Carrolls kept sheep, cows, chickens, and oxen for heavy jobs like clearing the fields. The number of livestock kept would vary throughout the three generations according to family need. The land surrounding the house was meadow. To the north of the barn were some plots of staple foods, such as potatoes and turnips. Many acres of pasture were also located north of the barn.

The Carroll homestead was a subsistence farm; its purpose was to provide for the needs of the family. There was a kitchen garden behind the house, but most of the property was left in wood lots. Agricultural production for commercial sale and use was never a goal.

A Man's Job

John worked hard to build his family's home. His only son, Jacob,

wasn't born until 1830. Jacob was too young to help with any of the heavy homestead work like clearing the pastures or building the barn. John was also on his own for many of the other traditional male jobs. In the spring he plowed and planted and sheared the sheep. In the summer there was haying, fall was harvest time, and the winter was when most of the year's supply of wood was cut. Working in the woods in the winter was cold, but transporting wood on sleds pulled by oxen over frozen roads and snow was easier than doing it on soft, muddy roads.

The subsistence nature of the Carroll homestead was common to the coast of Maine in the 19th century. Farms like the Carrolls' were very self sufficient. They could provide food, clothing, and shelter for their owners. It was, however, a cash-poor economy. To make money needed to buy things that were not grown locally such as coffee, sugar, and spices, many Mainers turned to the sea, spending some months of the year fishing. John Carroll turned to the trade he had learned as a boy back in Ireland: masonry. The 1840 census listed John's occupation in the trades and manufacturers category. As a mason he specialized in chimneys and plastering. Examples of his work can be seen in his own home.

Children of John and Rachel Carroll

Elizabeth Cook Carroll 1823
Hannah Boynton Carroll 1825
Rachel Carroll 1828
Jacob William Carroll 1830
Catherine Carroll 1832
Mary Ann Carroll 1835

Children of Jacob and Rebecca Carroll

Nellie Rebecca Carroll 1871
Gertrude Whitmore Carroll
1873
Fannie Edith Carroll 1874
John Carroll 1875
Katherine Carroll 1877
Alice Carroll 1879
Sarah Teney Carroll 1880
Grace Clark Carroll 1882
William Lloyd Carroll 1884
Anna Beatrice Carroll 1887

Children of John and Viola Carroll

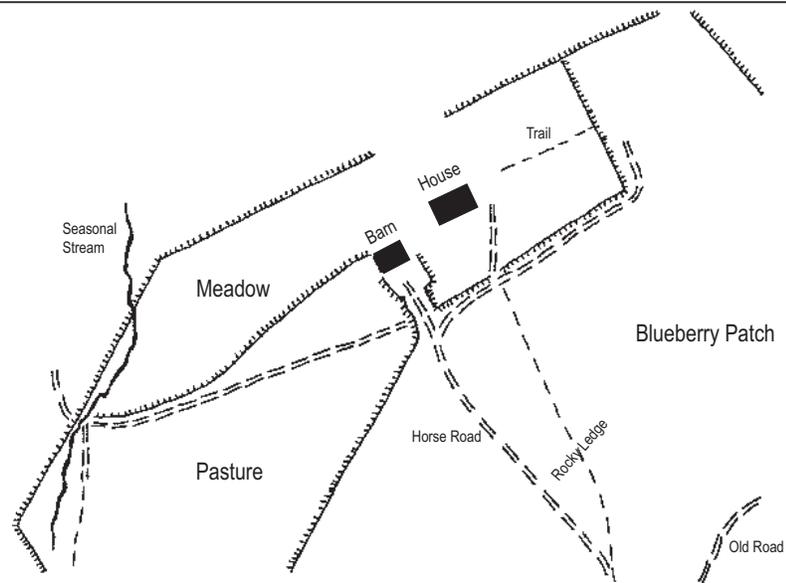
Winifred Russell Carroll 1897
Wesley Boynton Carroll 1899
Charles Bradly Carroll 1902
Philip Tracy Carroll 1904
Richard Thornton Carroll 1908
Rachel Carroll 1913

Carroll Homestead Southwest Harbor, ME

Key:

- Trail
- Fence
- ==== Unpaved road

Note: Fence and road locations are approximate



This diagram shows how the Carroll Homestead looked when the Carrolls lived there in the 19th century. Almost 100 years later, the pastures and meadows have evolved to forests. The Homestead is located off of State Highway 102 north of Southwest Harbor.

Women's Work

Rachel Carroll was lucky to have five daughters considering the multitude of chores around the homestead. In addition, with John often away from the homestead, and a shortage of sons, the Carroll women were often obliged to help with the farm chores. Milking the cow, watering the animals, or even helping with the harvest might fall to the girls if their father was busy and in need of help.

The kitchen garden was tended by the women. Here they grew herbs to flavor the foods they cooked. In summer the garden produced fresh vegetables like lettuce and rhubarb. Other vegetables like beans, cucumbers, and tomatoes were canned for winter consumption. Radishes and carrots were stored in the cellar along with the turnips and potatoes.

In addition to producing food, the Carroll farm also provided fiber. A flax wheel stored in the attic indicates that the Carrolls grew flax in the early years, and spun its fibers to be made into linen fabric. Sheep provided the wool which was woven into sturdy fabrics for clothing and rugs, or knit into warm winter hats, mittens, socks, and long underwear. A great wheel for wool spinning was also found in the attic, alongside a loom.

Cooking daily meals, baking breads and sweets, canning, drying, and preserving foods for the winter fell to the women. Food preparation was made even more difficult by the design of the Mountain House. Fixing just about any meal required gathering ingredients from several different locations. Water had to be carried in from the well.

There wasn't any refrigerator, so

the girls would have to descend the steep cellar stairs to the milk room whenever they needed eggs or butter. Cooking was done in the kitchen, but flour, sugar, lard, and most other ingredients were kept in the pantry. All this going from room to room made food preparation very time consuming. Cooking was modernized in 1850 when the Carrolls purchased a wood burning stove.

Rachel also supervised the cleaning. With no indoor plumbing, all types of washing and cleaning, and especially laundry, were labor intensive tasks. Ironing was no easy task without electricity. All the girls were taught to sew at an early age. Even the younger ones could help with the mending. Sewing all the linens and clothing for a large family was a seemingly endless task that occupied many an evening hour.

Children's Chores

Everyone was expected to do their part in providing for the family. Girls did much of the cleaning and helped their mother in the house. Each day beds had to be made, floors swept, chamber pots emptied, and rugs beaten. There was always laundry and mending to be done. Older girls might even help in the kitchen

by peeling vegetables or churning butter.

Older boys cleaned the well, chopped fire wood, cleaned the barn, and looked after the animals. Feeding and watering the livestock was a responsibility that could not be taken lightly. Hunting and fishing were so much enjoyed that many times they barely seemed like

chores.

Even the smallest child would be given some way to help. Bringing wood up from the cellar, planting potatoes and feeding the chickens, were all easy chores that could be done by children as young as five or six.



"And I remember in the winter my mother sent me down to get the eggs, quick, before they froze. And I came down and I was in a hurry and I filled my pockets full. On my way out - of course I had my sled, and I was dragging it and I went sliding with both pockets solid full of eggs!" Richard Carroll 1988³

Jacob and Rebecca Carroll

1871 - 1900

John Carroll died on May 7, 1867. He was 77 years old. Rachel continued to live at the Mountain House until her death on June 11, 1881 at the age of 90. She had lived in the house for 56 years, longer than anyone else ever would. Both John and Rachel are buried in Evergreen Cemetery, less than a mile from their home.

After his father's death, Jacob Carroll, John's only son, inherited his father's property. Jacob did not move into the Mountain House right away, however. He had been a sailor since the age of fourteen

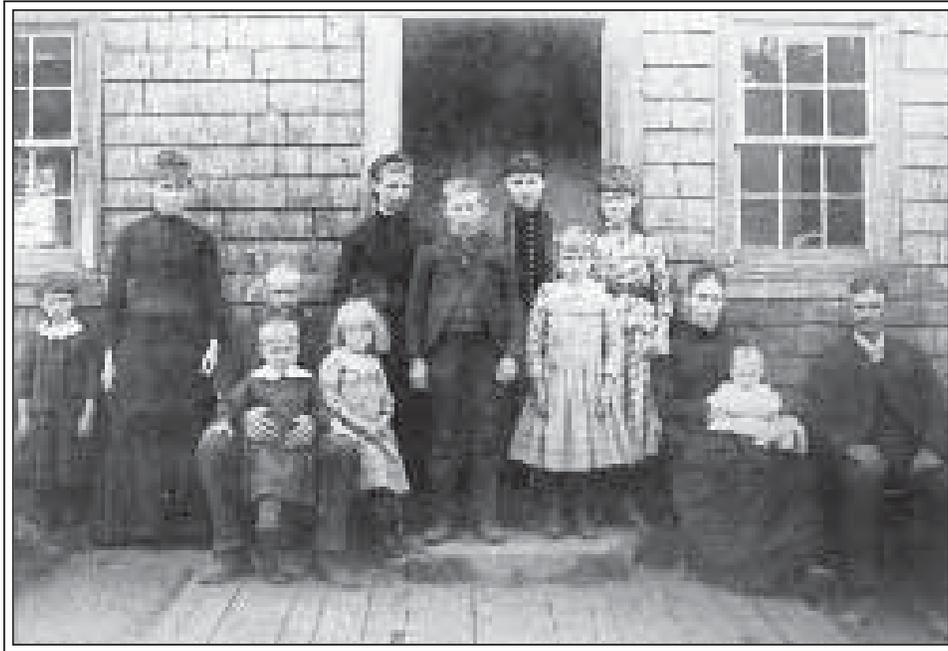
and had spent most of his life at sea. The only one of the Carroll men to pursue a career at sea, Jacob crossed the Atlantic five times and sailed around the world once. In his more than 25 years at sea, Jacob would visit many exotic and far away ports including Rio de Janeiro, Calcutta, Peru, Constantinople, Bombay, London, Amsterdam, and Paris.

Finally, at the age of 40, Jacob returned to Mount Desert Island and married Rebecca Whitmore Lurvey on December 6, 1870. Together with Rebecca's young son

from her first marriage, they moved into the Mountain House. Jacob's mother, Rachel, continued to live in the house with her son and his family.

Rebecca had lost her first husband, Enoch Lurvey, Jacob's cousin, in a shipwreck. This may have contributed to the change in Jacob's career following his marriage.

Married, with property and family to tend to, Captain Carroll made shorter voyages to sea. After 1870, he engaged primarily in the coasting



1888 photo of Jacob Carroll family. Left to right: Sarah, Nell, Father Jacob, Lloyd, Grace, Gertrude, John, Fannie, Alice, Kate, Mother Rebecca, Beatrice, Enoch Lurvey.

trade, captaining the *Helen*, of which he was part owner, until 1878. The *Helen* carried cargoes of lumber, fish, granite, and lobsters to cities along the east coast. Jacob also owned shares in other ships. Owning only a portion of several ships was a way to guard against loss in the event of a shipwreck. Jacob was a very successful captain and his family's standard of living rose considerably during this time period.

Family Life

Growing up at the Mountain House for Jacob and Rebecca's eight daughters and two sons was an experience filled with many responsibilities and great freedom.

Once their chores were done, the Carroll children could roam the island at will, climbing Beech and Dog (St. Sauveur) Mountains, and fishing and swimming in Echo Lake. Dogs, cats, chickens, cows, brothers, and sisters were playmates. In summer there were picnics at Valley Cove, and in winter, sledding and skating on any number of nearby hills and ponds.

Jacob had purchased an organ in 1887 which all of his daughters learned to play. Evenings could be spent singing sea chanteys or hymns learned in church. Reading, reciting poetry, or listening to tales from Jacob's travels at sea were all ways to spend an evening together in the kitchen.

The children attended the nearby school at Norwood Cove. There

was a path leading to the Fernald Road from the Mountain House that the Carroll children used when they walked to school. Attendance at school was not required by law. Schooling was for young children and for older children only when it did not interfere with work. Many children only attended school eight or nine weeks each year.

The Beginnings of Change

Rebecca's chores at home were considerably easier than those her mother-in-law had known. An advantage of Jacob's profession was that he often brought both gifts and necessities home with him. The clothing and fabrics he brought back eliminated the burdens of weaving and producing fabrics in the home. Flax production ceased, when

factory-made cottons and linens became available. Some woolens were most likely still produced on the farm. Rebecca still sewed all of her family's clothes, but she could now purchase patterns or fashion plates of new styles.

All these changes combined to make clothing the family a less time-consuming chore. The availability of factory-made and imported goods was an advantage appreciated by many island and coastal residents of Maine.

Homestead life wasn't all that was changing. The rippling effects of industrialization were beginning to

be felt. As the economy changed, the need for cash increased. When Jacob retired from sailing he began a second career working as a brick mason, frequently traveling to other parts of Mount Desert Island to work at various construction jobs. If a job was in Bar Harbor or Northeast Harbor, he boarded there during the week, returning home only on the weekends.

There were many opportunities for young men. Jacob taught both of his sons the masonry trade and they undoubtedly helped their father. William Lloyd, Jacob's youngest son, became a shop keeper and a butcher. John, Jacob's oldest son,

became a mason like his father and grandfather before him. The men were always at home for the plowing and planting, however, and the farm continued to provide for the majority of the family's needs.

For women, becoming a wife and mother was the most respectable occupation, but girls who were not yet married were expected to earn their own living. Many local girls worked in clam, sardine, and lobster canneries. One Carroll daughter, Kate, moved to Medway, Massachusetts to work in a straw hat factory. None of these jobs were very pleasant or high paying.

Teaching was a respectable profession that many of the Carroll girls pursued. Married women were not generally allowed to be teachers. Only Mary Ann Carroll, who never married, was a lifelong teacher.

Mary Ann graduated from high school and attended Eastern State Normal School in Castine. She was known to be strict and demanding and was held in especially high esteem for her skills in penmanship. She regularly taught evening courses to adults.

Teaching did not pay well, however. It was not steady work. Female teachers were often replaced during the winter term by men who were considered more qualified to discipline the older boys who might be in attendance. Teachers were also required to change schools every two or three terms. There were not any retirement plans or pensions. Teachers rarely owned their own homes and Mary Ann spent many semester breaks at the Mountain House.



Mary Ann Carroll taught in 72 different schools during her 50 years of teaching.

Consequently, Mary Ann Carroll, like many other teachers of the time, worked as long as she was able. When she finally retired, after 50 years of teaching, she had taught at 72 different schools. Many of

the schools at which Mary Ann Carroll taught were near her family on Mount Desert Island. These included: Baker Island, Bar Harbor, Cousins District, Duck Island, Gotts Island, Great Cranberry Island,

Northeast Harbor, Otter Creek, Southwest Harbor, Sutton Island, Swans Island, and Tremont. She also taught at a variety of schools in Massachusetts.



John (II) and Viola 1900 - 1917

Jacob Carroll died in 1899 at the age of 69. He was remembered by his children as a strict, orderly, and kind man. Rebecca continued to live in the Mountain House for only a short time. In 1900 she moved to a house on High Road in Southwest Harbor, that her three school teacher daughters had bought for her. Rebecca and Jacob are buried in the Mount Height Cemetery in Southwest Harbor.

John(II) Carroll was Jacob's oldest son. As such, he inherited the Mountain House from his father, as was standard practice for the time. John had married Viola Tracy on April 10, 1896, but they did not move into the Mountain House until 1900 when Rebecca, John's mother, moved out. When they moved in, John and Viola already had two children; Winifred and Wesley. They would have four more, a total of six.

The Evolving Role of the Homestead

By the time John and Viola moved into the Mountain House, after the

turn of the century, the economy was much more dependent on cash. John's masonry business was the family's primary source of income. With the arrival of summer visitors to Mount Desert Island there was much construction occurring all over the island. John was almost continuously employed and busy enough to hire others to work with him. Time spent working for cash off the farm quickly became more important than working on

the farm. Sheep and hogs were no longer kept, and work, such as haying, was hired out.

Most of the family's food continued to be grown on the farm. John took special delight in his fruit trees. He often obtained grafts from people who hired him for masonry work. Apple trees were not in a single orchard, but rather scattered along the margins of the open fields. Some of the varieties John raised included:

"Would Viola Carroll buy food in a store? '...maybe a can of peaches, or a can of pineapple. What else was there? There was nothing else in the store my mother wanted, was there? I mean think it over. She didn't buy a can of vegetables in her life.... it was produced or fresh...'"
Richard Carroll 1988 ⁴

Kids Will Be Kids

In a household with so many young children, it probably was natural that they should work out their relationships with each other independent of their parents.

Charles is one sibling who is remembered as being quite creative. Rachel remembers the story of the time he was left in charge of looking after his little brother.

"...he was left with this kid crawling around the floor, and the kid of course bothered him, interfered with whatever his project was. And when my mother got home, ... Dick was nailed to the floor so that Charles could carry on with his project!" Rachel Phalen

*"...Nailed my skirts right to the floor and I couldn't move and that was that!"
Richard Carroll⁵*

*Four Generations in
Maine*

Baldwin, Hurlbut, Jacob Sweet, Tolman Sweet, Yellow Transparent, and Crabapple. Apples were an important part of the food supply, because they kept well through the winter.

Even the children found ways to earn themselves some spending money. Extra vegetables from the garden and blueberries from the surrounding woods were sold to summer visitors.

The Carrolls were frugal by nature despite these many changes. Viola Carroll continued to make all of her family's clothing, even when store-bought items were available. Her son Richard remembers that she made quilts for their bedcovers out of the many colored bits of cloth left over from her sewing projects. It is said that John even continued to make and repair his family's shoes. But in general, many chores were eliminated as more goods and services were purchased.

The evolution from a self-contained economy to a cash economy reflected a rise in the family's standard of living. Cash was used to buy books, toys, a sewing machine, and for the first time, a horse and carriage. Previous generations of Carrolls had walked everywhere they needed to go.

Less Work - More School

With fewer chores to do the Carroll children were able to attend school regularly. All of John and Viola's children, including the four boys, graduated from high school. A free, public high school had been started in Southwest Harbor in 1875, but because of a lack of students the

three terms were each held in a different village. The fall term was at Seal Cove, the early winter term was at Tremont, and the late winter term was at Southwest Harbor. That meant, for the Carroll children to attend all three terms and graduate, they were required to do a lot of walking. Many of the Carroll girls attended college, as well.

Leaving the Mountain House

In 1914 the Norwood Cove school closed. This meant that now even the younger children would have to walk to school in Southwest Harbor. In 1917 John and Viola's youngest child, Rachel, was due to begin school. Viola wished to spare her little girl the two mile trek to school her older brother had been making.

This was only one of the factors that prompted the Carrolls to move out of the Mountain House and into Southwest Harbor.

In addition to school, the family's business and social lives had already become centered on the village. John's successful masonry business was headquartered there. By this time he had an office in town and several men working for him. The church on High Road that John's parents had helped found had become a center for social activities. It sponsored sewing circles, bible study, and potluck dinners, all of which were well attended.

Other activities enjoyed by the Carrolls and their neighbors were held at the school. These included evening classes in singing, penmanship, debate, and the ever popular, spelling.

Living in town meant being closer to their friends and having access to modern conveniences, like indoor plumbing. The move, like the 1850 addition, reflected the family's increasing financial stability and social stature.

The Mountain House After 1917

The Carrolls kept their homestead property after they moved into town. Wood continued to be cut from the surrounding forests in the winter and blueberries were gathered from the rocky ledges in summer. The house remained furnished and basic food stuffs were kept in stock, ready for visitors. The homestead was also used for picnics, parties, summer vacations, and family reunions.



Occasionally it was rented to a family member, and in 1934, to summer people. Many family members worked to try and preserve the homestead and in November of 1982, the property was transferred to Acadia National Park. Under Acadia's care, the homestead is

preserved as an example of a bygone way of life. School children, historians, and park visitors of all types step back in time and encounter through one family's story, much of the history of coastal Maine in the 19th century. ❖

An Exemplary Family

When history is recorded it is frequently the unusual or the remarkable that is remembered. Those who have made new discoveries or accomplished great feats are deemed the most noteworthy. But this leads to an incomplete picture, for far more people live their lives in happy obscurity than ever make it into a volume of "Who's Who in America". To fully understand history we must know the story of the ordinary citizen as well as the extraordinary citizen.

The Carroll homestead in Acadia National Park helps tell this story. Knowing what prompted John Carroll to leave Ireland and toil in the frozen woods of Maine helps us to understand why immigration to the United States was on the rise in the mid-19th century. Learning how new inventions helped Rebecca Carroll provide for the needs of her large family gives us insight into the exciting period of rapid industrialization in New England. And finally, understanding why the second John Carroll left the family homestead helps us understand the changing economy and social customs of life at the turn of the century in coastal Maine.

Acadia National Park preserves the homestead as a reflection of the ordinary people who shaped the fabric of our country. Acadia's protection of this history allows today's homestead visitor the opportunity to identify with the past while appreciating the present.





Activity One

Life in the 1800s

One 45 minute class period
plus homework

Objectives: *Students will:*

- Compare life in the 1800s with their lives today.
- Learn more about their parents' and grandparents' lives.

Materials: "Life in the 1800s" worksheet (page 17)

Preparation: Photocopy the worksheet for student distribution.

Introduction: Lead off this activity by asking students if they can think of any activities done today that might have also been done in the 1800s. Distribute the worksheets after this opening discussion.

Activity: Students should bring the worksheet home to use as an interview tool with their parents. If grandparents, other relatives, or elderly neighbors are available, they should also be interviewed. Once students have completed the homework assignment, review the worksheet in class.

Questions: *Did your parents surprise you with any answers? Do*

you have a story to share about your parents or you participating in one of these activities? Describe what you think would have been hard about living in the 1800s. What would have been fun? Do you think life today is similar or different? ❖



Activity Two

Carroll Homestead Video

Two 45 minute class periods

Objectives: *Students will:*

- Become acquainted with the Carroll family.
- Name three things about life at the Carroll Homestead.

Materials: Video of Carroll Homestead and the Carroll Homestead Workbook

Preparation: The Carroll Homestead video is available for loan from the Environmental Education Coordinator at Acadia National Park. Photocopy the

Carroll Homestead Workbook that accompanies the video and distribute to students.

Activity: Watch the video in two separate showings. (A good breaking point is between indoor and outdoor segments.) Distribute the workbooks ahead of showing the video, explaining to students that they should listen carefully to the video so they can complete the workbook.

After watching the first half of the video (indoor section), students should complete the workbook introduction and sections on the kitchen, parlor, and pantry. This activity can also be done as an entire class or in small cooperative groups.

Similarly, sections on the chores and Dick's and Rachel's memories should be completed after viewing the second half of the video. When finished, the entire story can be read out loud. Students may then create their own cover for their book.

Questions: *Did Dick and Rachel have good memories of their childhood? What were some of those memories? What do you think your memories will be of your childhood? What sounded fun about their life? What sounded hard? ❖*

(Note: students receive a "scrambled" word list with the video workbook. The correct words in the order in which they are used are listed on the sidebar on page 13 of this guide.)

Word Choices

1825
80
Dick
Rachel
car
ashes
fire
gun
flatirons
potatoes
boys
Ma's
outhouse
washboard
fire
food
water
meat
well
canned peaches
sugar
barn
fell
blueberries
nickel
walked
two
women
girls
scared
Dog
running
ball
house
hailey over
read



Activity Three Stepping Back in Time

One morning or afternoon for bread baking, one 20 minute class period for discussion

Objective: *Students will:*

- Learn to bake bread as they prepare for their trip to the 1800s.

Materials: Letter to parents, ingredients for cornbread or whole wheat recipe (see recipe page 18), “old-fashioned” clothes for students to wear. (These should be brought from home. Some possibilities for boys: white shirt and pants with suspenders and hat; for girls: long skirt and blouse.)

Activity:
(Part One)

Baking Bread

Set aside time to use the school kitchen (if allowed) for making cornbread or whole wheat bread. Ask kitchen staff for ingredients in advance. Homemade butter can also be made at school by pouring cream into a glass jar and shaking it until it hardens (that’s a lot of shakes!).

Activity:
(Part Two)

Preparing for the Homestead

This activity consists of class discussion around the idea of traveling back in time and acting out what it might have been like to live in the 1800s. Suggest to students that even though one cannot go completely back, one can “act” the part. Ask them to think of clothes they can wear or food they can bring that would make them feel like they are in the 1800s. Use this discussion to prepare students for dressing and acting their “role.”

Question: *What types of questions would they like to ask about the Carroll family and life in the 1800s in Maine?* (Students may want to compile a list to bring with them to the Homestead.) ❖



Activity Four (Optional)

Old Time Songs

Several 45 minute class periods, as desired

Objective: *Students will:*

- Connect songs of today with songs of the 1800s.

Materials: Song sheet (page 19), cooperative music teacher!

Preparation

and Activity: This is an optional classroom activity. A list of songs accompanies this guide. Choose some songs and, with your cooperative music teacher, learn them with your class.

Questions: *Which ones do you recognize? Think about how new songs come out today. How did people learn about new songs in the*



Activity Five

Family Trees

One to three 45 minute periods and a homework assignment

Objectives: *Students will:*

- Learn how family trees are made.
- Use math skills to figure out the ages of the members of the Carroll Family.

Materials: Carroll Family Tree worksheet, Digging Up Your Roots explanation sheet and worksheet (pages 20, 21, 22)

Preparation: Photocopy the Carroll Family Tree worksheet and the Digging Up Your Roots material for student distribution.

Activity:

(Part One)

The Carroll Family

Distribute the Carroll Family Tree worksheet to students. Let them do the math to discover how old different members of the Carroll family were when they died. Review their answers.

Questions: *Is there anything unusual about the ages of the Carroll family? (They all lived to be fairly old for that time.) What reasons might there be for their longevity? (Isolation, healthy lifestyle, kids not in the classroom all the time.) When did the last Carroll die? Who is still alive? Who was the oldest Carroll? Who was the youngest? Why were families so large? How many brothers and sisters do you have?*

Activity:

(Part Two)

Digging Up Your Roots

Using the Carroll Family Tree as a model, review with students how a family tree is created. (This should help students in creating their own tree.)

Who are the grandparents and the parents? What relationship does the third generation have to the first?

(It is important to stress that all families are different. Today's families come in all shapes and sizes and that should be respected. Some students may be able to find

more information than others. Likewise, some students may have a family structure much different than the traditional structure in the example.)

Using the information from "Digging Up Your Roots," ask students to try and trace their family roots. Students should complete a family group sheet on notebook paper with their parents. They can then fill in their pedigree charts. In class, let students use their pedigree charts to design their own family tree. The student's name should be placed on the trunk, with each successive generation from them growing out as branches. As an option, students may want to bring in momentos or old photographs or current photos of their families. A spin-off activity might be to write the biography of one of their family members after interviewing them.

Questions: *What did you learn about your family? Where did they come from? How long have they lived in Maine?*



Endnotes

1. Henry A. Raup, The Carroll Family Mountain House Southwest Harbor, Maine 1825-1917 (Kalamazoo, MI, 1989), p. 1.
2. *Ibid.*, p. 20.
3. *Ibid.*, p. 76.
4. *Ibid.*, p. 61.
5. *Ibid.*, p. 110.



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- Gammon, Billie. *Rural Refletions 1840's to 1880's*. Maine: Washburn-Norlands Foundation, 1978.
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- The World Almanac and Book of Facts 1994*. NJ: Funk and Wagnall, Inc., 1994.

Resource List

(Available from Acadia's Educator's Resource Library)

Carroll Homestead Teacher Literature

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- American Mail Order Fashions*. Maynard, MA: Chandler Press, 1989.
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- Weitzman, David. *My Backyard History Book*. Boston, MA: Little, Brown and Co., 1975.
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Carroll Homestead Student Literature

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- Gunby, Lise. *Early Farm Life*. New York, NY: Crabtree Publishing, 1983.
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- Kalman, Bobbie. *Early Artisans*. Toronto, Ontario: Crabtree Publishing Co., 1983.
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- Kalman, Bobbie. *Early Travel*. New York, NY: Crabtree Publishing Co., 1992.
- Kalman, Bobbie. *Historic Communities: Tools and Gadgets*. New York, NY: Crabtree Publishing Co., 1992.
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Visual Credits

- Cover: Illustration by Kristen Britain
- Page 1: Photograph of The Mountain House courtesy of Henry Raup.
Frame illustration by Jan Kendy-Fragas
- Page 3: Floorplan of The Mountain House courtesy of Acadia National Park
- Page 5: Site Diagram by Kim King-Wrenn
- Page 7: Carroll family photograph courtesy of Henry Raup.
- Page 8: Photograph of Mary Ann Carroll courtesy of Henry Raup.
- Pages 12-14: Activity block illustrations by Kristen Britain

Life in the 1800s

This is a list of activities people in the 1800s did. How many have you done? What about your parents? Can you think of other activities you've done that people in the 1800s did? You might be surprised by how similar life is today!



Have you ever:	You	Your parents
Carried firewood?		
Cut wood with a saw?		
Watched a hen lay an egg?		
Made rose hip tea?		
Ground corn for corn bread?		
Paddled a canoe?		
Fed chickens?		
Dyed yarn with plant dyes?		
Tracked an animal?		
Seen a field plowed with a horse drawn plow?		
Churned butter?		
Spun wool?		
Milked a cow?		
Dug for clams or mussels?		
Collected blueberries?		
Planted a tree?		
Made whole wheat bread?		
Made maple syrup?		
Picked and eaten wild greens?		
Gone fishing?		
Cleaned a fish?		
Brushed a horse?		
Visited a farm or homestead?		
Sang a pioneer song?		
Made a pioneer toy?		



Whole Wheat Bread

You'll need:

$\frac{1}{4}$ cup warm water	Measuring spoon
1 Tbsp. yeast	Shortening (for greasing bowls and pans)
3 Tbsp. oil	Small bowl
$\frac{1}{2}$ cup honey	Measuring cup
$5\frac{1}{2}$ cups flour	Bread pans
2 tsp. salt	Stirring spoon
2 cups hot water	
Large mixing bowl	

1. Soften 1 tablespoon yeast in a small bowl with $\frac{1}{4}$ cup warm water and set aside.
2. Mix together in the large bowl:
 - 2 cups hot water
 - $\frac{1}{2}$ cup honey
 - 2 teaspoons salt
 - 3 tablespoons oil
3. Stir in 3 cups flour and mix well.
4. When the flour mixture has cooled somewhat, stir in the yeast mixture.
5. Add about $2\frac{1}{2}$ cups more flour ($\frac{1}{2}$ cup at a time) to make a fairly stiff dough that does not stick to the sides of the bowl.
6. Sprinkle a little flour onto your work surface and knead the dough for about 10 minutes. Here's how to knead dough: Fold it back upon itself and push it down. Put your whole

weight into the kneading motion.

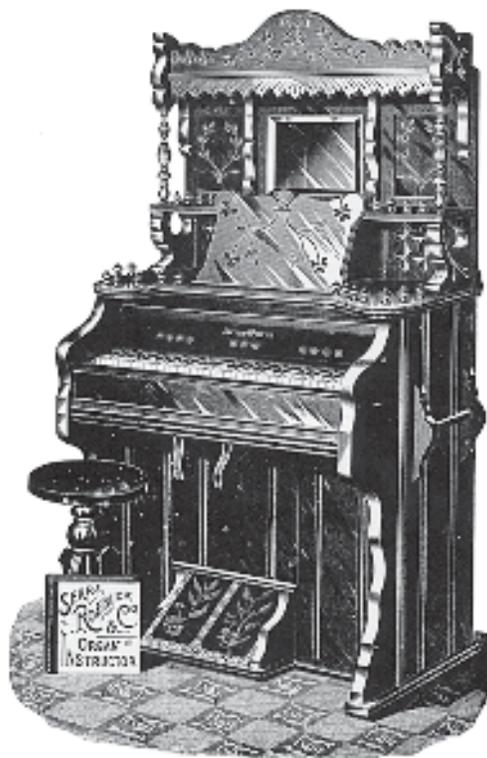
7. Shape the dough into a ball; put it into a greased bowl and turn it over so that the greased side is up.
8. Cover, let rise overnight in a refrigerator, or in a warm place for $1\frac{1}{2}$ hours, or until doubled in bulk. Can you think of a reason that would explain why the dough grows in size?

Take the dough out of the refrigerator and let it warm to room temperature.
9. Punch the dough two or three times. What happens to it? Knead it a bit and then divide it in half.
10. Shape the halves into balls and let it rest 10 minutes.
11. Shape into loaves and place into greased bread pans.
12. Cover the bread and let them rise again until doubled in size. You are now ready to bake your bread!
13. Preheat your oven to 375° . Put the bread in the oven and bake for about 45 minutes or until the top of the bread is nice and brown.
- 14.

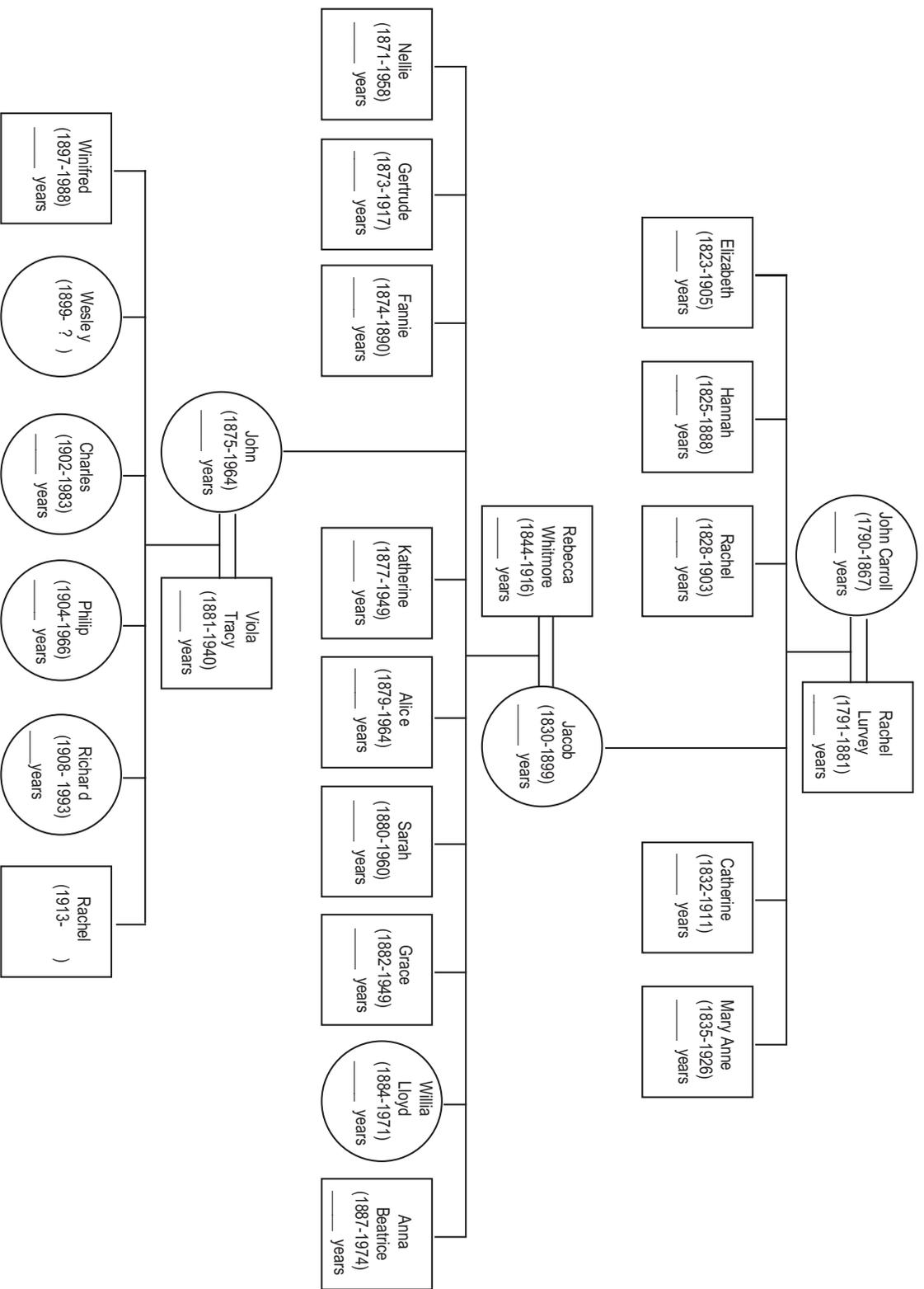
Enjoy!!

Old Time Songs

- | | | | |
|------|---|------|--|
| 1508 | Frog Went A-Courtin'
Greensleeves | 1881 | My Bonnie Lies Over the
Ocean |
| 1609 | Three Blind Mice | 1883 | Farmer in the Dell
Polly Wolly Doodle |
| 1700 | Twelve Days of Christmas | 1884 | Clementine |
| 1744 | London Bridge | 1894 | I've Been Working on the
Railroad |
| 1765 | Twinkle, Twinkle Little Star | 1899 | She'll Be Coming Round
the Mountain |
| 1753 | Yankee Doodle | 1904 | I'm a Yankee Doodle
Dandy |
| 1784 | Deck the Halls | 1908 | Take Me Out to the Ball
Game |
| 1814 | Star Spangled Banner | | |
| 1818 | Silent Night | | |
| 1823 | Home Sweet Home | | |
| 1826 | Shenandoah | | |
| 1830 | Cape Cod Girls
Blow Ye Winds, Heigh Ho | | |
| 1832 | America | | |
| 1844 | Buffalo Gals | | |
| 1846 | The Blue Tail Fly | | |
| 1848 | Oh Susanna | | |
| 1850 | De Camptown Races
Erie Canal | | |
| 1851 | Arkansas Traveler | | |
| 1853 | Pop Goes the Weasel | | |
| 1857 | Jingle Bells | | |
| 1858 | Yellow Rose of Texas | | |
| 1860 | Dixie | | |
| 1867 | Mary Had a Little Lamb | | |
| 1869 | Little Brown Jug | | |
| 1871 | Sing a Song of Sixpence | | |
| 1873 | Home on the Range | | |



WHO LIVED AT THE CARROLL FARM?



Digging Up Your Roots

Here's an opportunity to use some detective work and discover your own family tree. When you're done, you'll have your own pedigree chart!

Begin by interviewing your parents or other relatives to find out as much as you can about your ancestors. You'll want to write the information they give you on a piece of notebook paper. What kind of information are you looking for? Here's a list to follow when asking family members about your relatives:

1. Name (use maiden name - name before they married - for women)
2. Birth date
3. Where they were born
4. When they died
5. When they married and where
6. Number of children, their names and birth dates
7. Occupations
8. Any family stories about them

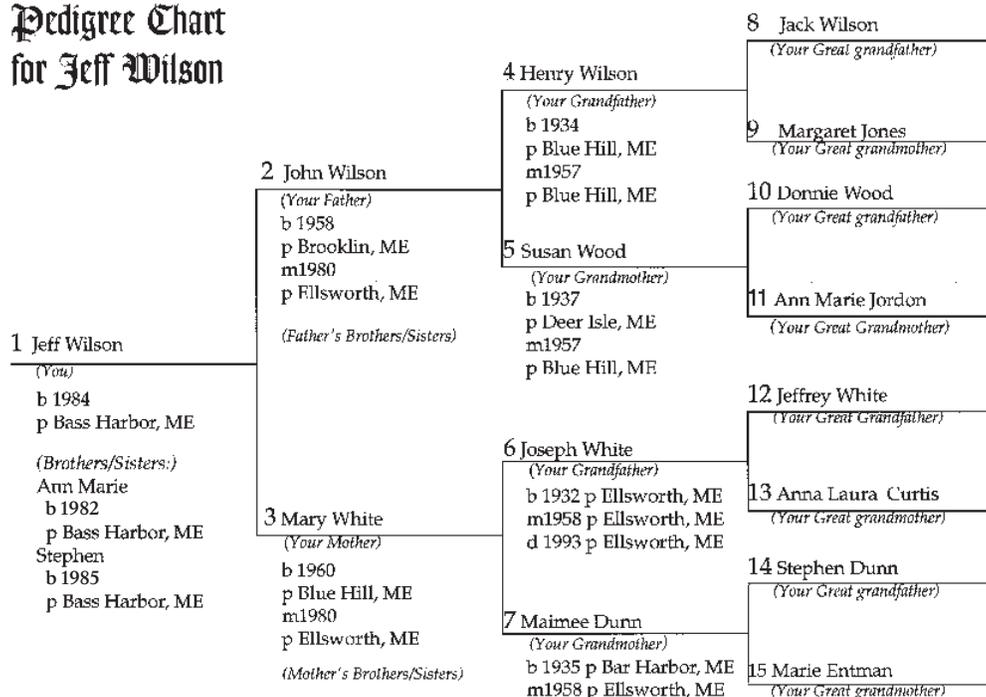
You'll use some of this information to fill in your pedigree chart. Look at the sample below - you'll notice that there are some abbreviations on the chart. This is what they stand for:

b = born d = died
m = married p = place

This pedigree chart goes back to great grandparents. On the sample, the dates and places of birth, marriage and death are not included for Jeff's great grandparents. If you can get that information for your great grandparents, make sure to include it. You may not be able to go back that far for certain relatives. Sometimes there just isn't any information readily available from family members. This is where the detective work comes in! If your family has lived in the same area for a long time, you might find information in your public library or city or town office. Often they have records that you could get information from. You might write to people that may have known your relatives. They may have helpful information too.

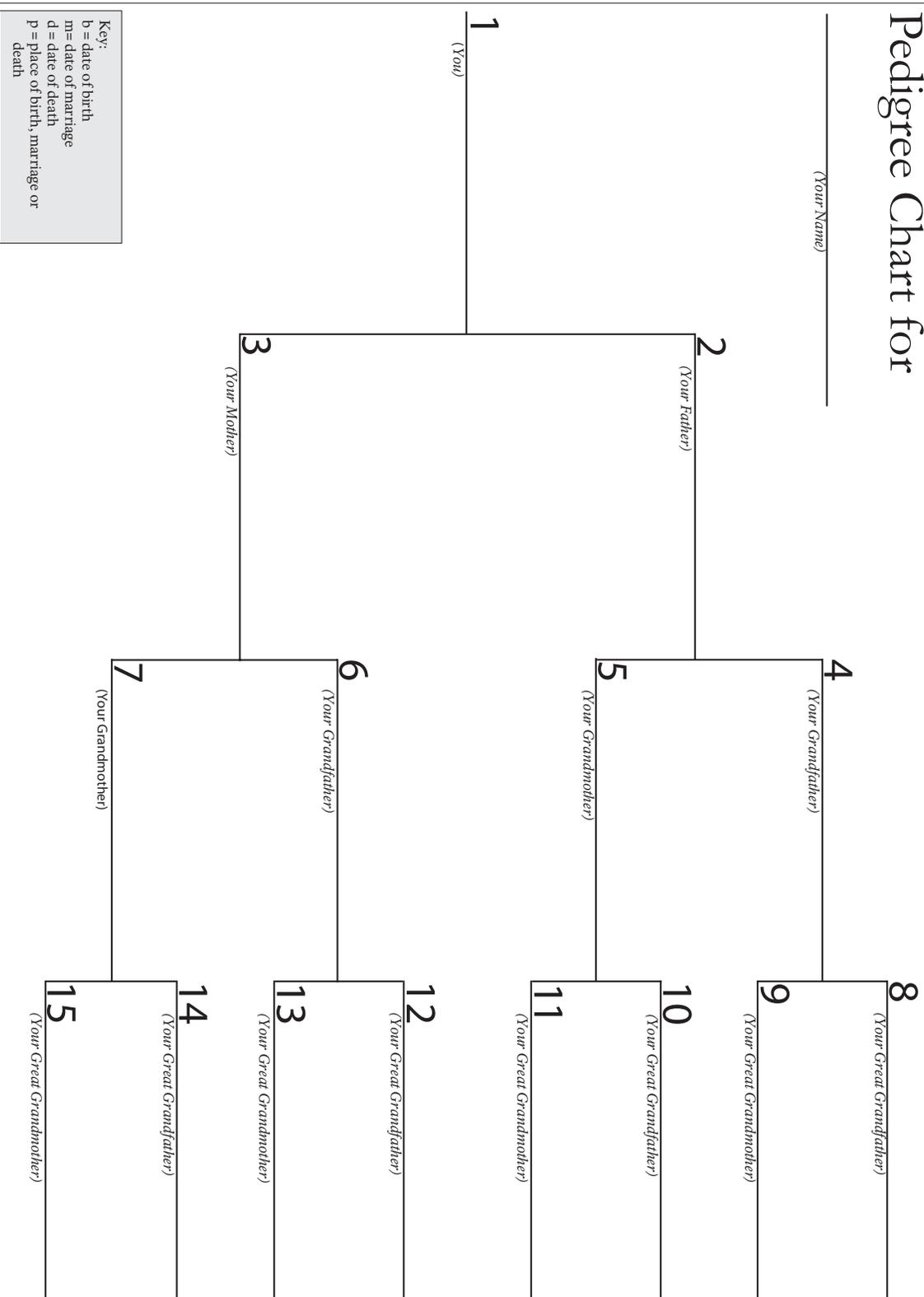
Do the best you can and good luck!

Pedigree Chart for Jeff Wilson



Pedigree Chart for

(Your Name)



Key:
 b = date of birth
 m = date of marriage
 d = date of death
 p = place of birth, marriage or death

First Generation

Second Generation

Third Generation

Fourth Generation