

**Pre-visit and Post-Visit and On-Site Activities and Lessons**

# **THE CARROLL HOMESTEAD**

## **Acadia National Park**



**Nancy Welch**

**Teacher-Ranger-Teacher 2012**

### **Enduring Understanding:**

Learning about the past informs and enlightens our understanding of the present

### **Essential Questions:**

In what way can examining the lives of the generations of Carrolls living in the “Mountain House” serve as a window into the transition between subsistence and modernity?

### **Focus Questions:**

1. What are some ways historians learn about the past?
2. What defines a subsistence life-style and how does it differ from “modern” living?
3. How can we preserve the past for future generations?



**Title:** The Carrolls of Maine

**Explanation:** The following lessons compose part of a multidisciplinary unit that examines the different generations of Carrolls who inhabited the Mountain House as a microcosm for the societal changes happening in coastal Maine. The lesson incorporates the background information included in the online educators guide available on the Acadia website at [http://www.nps.gov/acad/forteachers/upload/edguide\\_carroll.pdf](http://www.nps.gov/acad/forteachers/upload/edguide_carroll.pdf) and includes new multidisciplinary lessons that reflect the Common Core Standards. In addition, the lessons explore how we learn about the past and the importance of preservation.

**Intended Grade Range:** 4-6 (differentiation may be necessary depending on academic ability)

**Acadia NPS Interpretive Theme:** The cultural resources of Acadia National Park document human history that span 5000 years.

**Intended Content Integration:** ELA/Social Studies/Math/Science

**Number of Days:** 10-20

**PROGRAM SPECIFIC SKILLS:**

**Social Studies**

- Students will view historic events associated with the Carroll homestead through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
- Students will visit the site to investigate the physical structure of the Carroll homestead, tools, clothing and artwork to explore key events and/or issues in the history of their city and community.
- Students will explore the architecture and other primary sources of a particular historic period.
- Students will explain the importance of how different inventions and scientific and technological innovations impacted life in the Carroll Homestead.
- Students will distinguish between primary and secondary source documents.
- Students will listen to and analyze an oral history as told by descendents of the Carroll Family.

**Language Arts.**

- Students will use details, examples, anecdotes or personal experiences to explain or clarify information.
- Students will create a piece of creative writing based on historic events surrounding the Carroll Homestead.
- Students will listen and read to acquire information and understanding, facts and ideas; about relationships, concepts and generalizations and knowledge from oral, written, and electronic sources.

- Students will compare and synthesize information about the Carroll family from different sources.
- Students will take notes that record the main idea and supporting details.
- Students will participate in discussions around the essential question and focus questions.

### **Science**

- Students will identify ways in which humans have changed their environment and the effects of those changes.
- Students will give examples of how inventions and innovations have changed the environment.
- Students will describe how living things, including human, depend upon the living environment for their survival.
- Students conduct an extended investigation of a local environment affected by human actions.

### **Mathematics**

- Students will use maps and scale drawings to represent real objects or places.

## **PRE-VISIT LESSONS.**

### **Lesson 1: What are some ways historians learn about the past?**

In this lesson students explore ways historians learn about the past by looking at artifacts, primary source documents and listening to an oral history.

Begin lesson by asking students how historians know what happened in the past. Answers may vary but teacher should prompt students with examples until the class has generated a list that should include the following ways historians learn about the past. Save chart for future reference.

#### **HISTORIANS LEARN ABOUT THE PAST BY EXAMINING**

- Artifacts
- Examining primary source documents such as letters, diaries legal certificates and photographs
- Listening to oral histories
- Reading and comparing secondary sources.

### **Activity 1:**

#### **Historians Learn about the past by examining artifacts.**

One way historians learn about the past is to examine artifacts. Today we are going to look at photographs of artifacts that were found in the Carroll Homestead and see if we figure out something about the lives of the people who lived in the Mountain House. Unfortunately we

cannot look at the actual artifacts because they are kept in an archival storage facility at Acadia National Park to keep them protected from further deterioration for future generations. At this point break the class into cooperative groups so that they can talk accountably about the photograph of each object and complete the accompanying worksheets. The objects represented in the photographs range from being very easy to identify to very difficult. The teacher should explain to the students that historians are often faced the difficult task of identifying objects for which they know little about and therefore need to use clues to help with the identification. For clarification the artifacts have been identified. a) ice-skates, b) paper doll, c) sheep bone horn for storing gun powder, d) ceiling hook, e) woman's leather shoe, f) toy train car metal, g) iron finial.

One objective for this lesson is to have students talk accountably about artifacts and arrive at a consensus before completing the activity sheet. Some students need additional prompting before engaging in conversation so it would be helpful for the teacher to review and post conversation prompts and strategies to get the dialogue about the artifact underway.

#### **Accountable Talk Procedures**

- **Participants should sit in a circle making eye contact**
- **Object or photograph to be discussed should be in the center and accessible to all participants.**
- **Voices should be loud enough to hear, but not so loud as to be distracting to other cooperative teams.**
- **All members of the team should participate. No one member should dominate.**
- **Conversations should be respectful of all participants**

#### **Artifact Conversation Prompts**

- **This object reminds me of.....because.....**
- **I know what this object is because.....**
- **I have seen objects like this before but.....**
- **I agree with.....because.....but want to add .....**
- **I disagree with.....because.....**
- **Although I don't know what the object is, it is similar to a.....so I think it may be.....**
- **Today an object like this has been replaced by.....**

NAME \_\_\_\_\_ Date: \_\_\_\_\_

The photographs of the following objects are clues to help you understand what life was like at Carroll Homestead. Some of the objects are more obvious than others. For the less obvious objects you will need to use your **inference** skills.

Artifact: A



- What do you think it is?
- What is was it used for?
- Is it still in use today and how has it changed?
- If not what has replaced it?
- What does it tell you about the person or people that used this object?

NAME \_\_\_\_\_ Date: \_\_\_\_\_

The photographs of the following objects are clues to help you understand what life was like at Carroll Homestead. Some of the objects are more obvious than others. For the less obvious objects you will need to use your **inference** skills.

Artifact B



- What do you think it is?
- What is was it used for?
- Is it still in use today and how has it changed?
- If not what has replaced it?
- What does it tell you about the person or people that used this object?



NAME \_\_\_\_\_ Date: \_\_\_\_\_

The photographs of the following objects are clues to help you understand what life was like at Carroll Homestead. Some of the objects are more obvious than others. For the less obvious objects you will need to use your **inference** skills.

Artifact C



- What do you think it is?
- What is was it used for?
- Is it still in use today and how has it changed?
- If not what has replaced it?
- What does it tell you about the person or people that used this object?



NAME \_\_\_\_\_ Date: \_\_\_\_\_

The photographs of the following objects are clues to help you understand what life was like at Carroll Homestead. Some of the objects are more obvious than others. For the less obvious objects you will need to use your **inference** skills.

Artifact D



- What do you think it is?
- What is was it used for?
- Is it still in use today and how has it changed?
- If not what has replaced it?
- What does it tell you about the person or people that used this object?

NAME \_\_\_\_\_ Date: \_\_\_\_\_

The photographs of the following objects are clues to help you understand what life was like at Carroll Homestead. Some of the objects are more obvious than others. For the less obvious objects you will need to use your **inference** skills.

Artifact E



- What do you think it is?
- What is was it used for?
- Is it still in use today and how has it changed?
- If not what has replaced it?
- What does it tell you about the person or people that used this object?

NAME \_\_\_\_\_ Date: \_\_\_\_\_

The photographs of the following objects are clues to help you understand what life was like at Carroll Homestead. Some of the objects are more obvious than others. For the less obvious objects you will need to use your **inference** skills.

Artifact F



- What do you think it is?
- What is was it used for?
- Is it still in use today and how has it changed?
- If not what has replaced it?
- What does it tell you about the person or people that used this object?

NAME \_\_\_\_\_ Date: \_\_\_\_\_

The photographs of the following objects are clues to help you understand what life was like at Carroll Homestead. Some of the objects are more obvious than others. For the less obvious objects you will need to use your **inference** skills.

Artifact G



- What do you think it is?
- What is was it used for?
- Is it still in use today and how has it changed?
- If not what has replaced it?
- What does it tell you about the person or people that used this object?

## ASSESSMENT RUBRIC FOR ARTIFACT ANALYSIS

- 4- Student exceeded standard expectation
- 3- Student met standard expectation
- 2-Student approaching standard expectation
- 1-Student far below standard expectation

	1	2	3	4
Student contributed actively in conversation and maintained appropriate demeanor and respect for all participants.				
Student completed all activity sheets with care and consistency.				
Student either correctly identified object or came to a reasonable hypotheses based on examination and evidence.				
Student used inference skills to form a hypotheses about a person or people living at the Carroll Homestead				

Teacher comments or suggestions:

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**Activity 2:**

**Historians examine primary source documents such as letters, diaries, legal certificates, photographs and newspaper articles to determine history.**

Another way historians learn about the past is to study primary source documents. A primary source document is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study. A primary document may be written or a work of art such as a photograph or painting. Primary source documents are important to historians because they provide a first-hand account that has not been filtered through the lens of history. Tell the students that today they are going to use their detective skills to interpret several primary source documents. All the primary source documents are in some way related to the Carroll Homestead or the Carroll family. The students work in cooperative teams to determine what the documents teach us about the Carroll Family and life in Coastal Maine in the 19<sup>th</sup> century. Students will identify the documents using the Primary Document Analysis Activity Sheet.

Step 1: Break students into cooperative groups

Step 2: Distribute primary source documents

Step 3: Students classify primary documents as written or photographic and discuss

Step 4: Students complete activity sheets

Prior to discussion teacher should review what “accountable” talk looks like and sounds like. Teacher should inform students that she/he will be listening in on their conversations and that they will be assessed on both accountable talk and primary document analysis.



1888

Family of Jacob and Rebecca Carroll

Sarah, Nellie, Jacob (seated), Lloyd (on Jacob's lap)  
Grace, Gertrude, John<sup>II</sup>, Fannie, Alice, Kate, Rebecca (seated)  
Beatrice (on R's lap) and Enoch



R. Wells

# 339

Carroll's







# Southwest Harbor Nonagenarian Has Taught Four Generations of Pupils In Public Schools

(Special to The Commercial)

Southwest Harbor, Oct. 16.

In these days of conferences on educational problems and all the allied topics of school which the fall brings forth, there is no one who speaks more interestingly of school days in Maine than does Miss Mary Ann Carroll of Southwest Harbor, aged 91 years, a school teacher for 50 years.

"I taught school for half a century," said Miss Carroll, resuming her seat by the big fireplace, when from what was once the baking oven with its iron door at the side of the roaring flames, she had taken another stick of wood, "and though, when I took my first school, at 19, I said I had never taught, I was assured that I could; and I did."

Miss Carroll was a graduate of Castine Normal school. She was born in a house in the township of Mt. Desert, a house reached now by a lovely woods road, winding up and up; and it is still in good condition though it has been in three towns. "The house has not moved," Miss Carroll says with a smile, "but the town lines changed from Mt. Desert, to Tremont and then to Southwest."

For Miss Carroll the State of Maine, when Milliken was Governor passed a special law granting her a pension; for she had ceased to teach when her years were nearing three score, before the pensions act came into being. But from every part of Maine and from some parts of Massachusetts, men came to speak for that amendment, telling what the teaching of this lovely little old lady down on Mount Desert Island had meant to them.

She was born on May 7, 1835, the daughter of Rachel (Lurvey) and John Carroll. They were pioneers in the finest sense of the word. St. Saviour Mountain, Lafayette National Park, was Carroll's mountain. Miss Carroll's father owned large tracts of land which included the mountain and it was known as Carroll's Mountain, a name which it is called by the older people now and probably always will be.

She was a very young girl when she graduated from Castine Normal school. Then illness came and she went to Boston for treatment, and her memories of this are unique for it was in the hospital that she knew Dr. Oliver Wendell Holmes.

Miss Carroll taught 50 years ago children who have grown to manhood and womanhood, and she has taught their children; and they have grown up and their children have had her

for teacher; and in some cases, Miss Carroll has taught the great grand children of the little pupils who first came to her for instruction. She is a great reader, chiefly of the Bible and she has purchased many of the books of the New Testament, printed and bound in splendidly bold type, and these show signs of comradely use.

Miss Carroll has had pupils who went off to the Civil War and well can she recall those days, while the grandchildren of her pupils have gone to another war, in khaki, not in blue.

When, recently, she asked an interested and timely question about Lafayette National Park, she was told that the Chief Ranger, B. L. Hadley of Bar Harbor would call upon her. "I went to school with his grandfather," she said, "and he grew up and had a son Bennie, too, and this is a third Bennie." And she was interested in the existence of a five-year old "Bennie Hadley." "It was this Bennie Hadley's great grand father, David, who figured in the poem of the Bears," she says with a smile.

Miss Carroll is interested in politics. She is a staunch Republican and she casts her vote each election day, going to the polls early, and going after she has studied the political situation keenly and well.

For many years she was a Sunday school teacher and the fine precepts she taught her children in the day schools were as able in their effect as is the religious training of today, a subject in which she is much interested. She is honorary clerk of the Congregational church, a position she filled actively for 40 years. And until a year ago her church attendance had been unbroken.

She has taught in Orland, Bucksport, Waltham, Otis, in various parts of Maine and taught several years in Massachusetts. Retentive of memory to a marvellous degree, a charming hostess so every guest, and hosts of them delight in her, Miss Carroll is of the old school in every sense of the word, a teacher and a woman typical of that which has made the nation, in the molding of good men and women in school training.

♦  
AHEN!

CITY COUNCILMAN: We have been sending our lunatics to Dottyville Asylum for a long time, and it has cost us a great deal of money. But I am glad to make the statement that we now have built an asylum for ourselves!



3, 1925.

## SOUTHWEST HARBOR

### Matters of General Interest Late Local and Personal Mention.

(From Our Regular Correspondent)

A rather unique Thanksgiving observance took place in this village on Thanksgiving Day when the descendants of John and Rachel Carroll, early pioneer settlers of this village, gathered at the old homestead at the mountain and observed Thanksgiving dinner. It was the one hundredth anniversary of the first dinner served at this homestead. The house was built in 1825 by John Carroll, who with his family and friends ate their first meal in the home Thanksgiving 1825. The homestead is still in very good preservation and is frequently used by the descendants for family gatherings and the entertainment of their friends. Descendants of the family have quite recently redecorated the interior of the homestead so that it presents a most homelike atmosphere. The homestead is one of the landmarks of the early settlers and has a great deal of historical interest connected with it. History comments upon the unusual hospitality that was always revealed by the original members of this home, the open door being a mark of the friendly spirit to all strangers that might come this way. This spirit of hospitality has not diminished even in the present generations of this family for there is always a most cordial welcome to whoever may be fortunate enough to come that way. The anniversary dinner was served under the direction of the following descendants: Mr. and Mrs. John Carroll, Philip, Richard and Rachel Carroll, Mr. and Mrs. A. M. Potte, Mr. and Mrs. Fred E. Young, Francis and Aesa Young, Mrs. Seth S. Thornton, Mr. and Mrs. Wilford Kittredge, Evelyn and Arthur Kittredge, Mr. and Mrs. R. P. Clark, Eleanor and Rebecca Clark, all descendants or members of the family, and Rev. and Mrs. Oscar L. Olsen were guests of the occasion. Tradition says that the first dinner consisted of goose and plum pudding and this menu was repeated in great abundance with all the extras in full testimony to the reputation for the

## **ASSESSMENT RUBRIC FOR PRIMARY SOURCE DOCUMENTS**

- 4- Student exceeded standard expectation  
3- Student met standard expectation  
2-Student approaching standard expectation  
1-Student far below standard expectation

	1	2	3	4
Student contributed actively in conversation and maintained appropriate demeanor and respect for all participants.				
Student completed all activity sheets with care and consistency.				
Student either correctly analyzed the primary source document or came to a reasonable hypothesis based on examination and evidence.				
Student used inference skills to form a hypotheses about a person or people living in the Carroll Homestead				
Students reasonably inferred what life was like on coastal Maine based on the primary source document.				

Teacher comments or suggestions:

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# **Primary Document Analysis Activity Sheet**

Adapted from a worksheet that was created by the educational staff at the National Archives, Washington DC

<b>Written Document (Check one)</b>		
Letter	Telegram	Other
Newspaper	Magazine Article	Certificate: birth, death, marriage, deed, census etc
Diary	Advertisement	Map

Unique Physical Characteristics
Handwritten, typed, decorated, seals, notations etc.. Describe in detail below. Include color, condition etc.

## **Written Documents:**

Date:
Author/Publication:
Intended Audience:
Why do you think this document was written?
What does this document teach you about the Carroll family and indirectly about life on coastal Maine in the 19 <sup>th</sup> Century?
Write an unanswered question you have about this document.

# Photo Analysis Activity Sheet

Adapted from a worksheet that was created by the educational staff at the National Archives, Washington DC

## STEP 1: OBSERVATION

Study the photograph for 2 minutes. What do you see? What is your overall impression? Is it a photograph of a person or people or a place. Can you determine the time period of the photograph by the clothes that are worn or the use of technology? Are there captions or dates that help you identify anyone or anything in the photograph?

## STEP 2: CHARTING

Use the chart below to list people, objects and activities.

PEOPLE	OBJECTS	ACTIVITIES

## STEP 3: INFERENCE

Based on what you observed above what are three things you can infer about the Carroll family and coastal Maine in the 19<sup>th</sup> Century.

- .
- .
- .

## STEP 4: QUESTIONS

What questions does this photograph raise in your mind?

### **Activity 3**

#### **Historians learn about the past by listening to oral histories**

Oral histories are another way historians learn about the past. Oral histories are stories that are passed down from generation to generation and often include anecdotes that might be overlooked or excluded from other forms of history making. Here in coastal Maine we are fortunate to be able to share in the oral tradition of the Carroll family since hundreds of the Carroll descendents are alive and well and living in the local community. As educators it is important for us to point out to our students that oral history is biased and subjective. It is a personal account of an historical event and subject to embellishment, lapses of memory and revision. That said, it is also the perfect medium for putting the “story” back in hi-**story** and for people to connect with history through a shared human experience.

#### **PROCEDURE:**

Step 1: Teachers borrow the oral history DVD available from the education department at the Acadia National Park. The available DVD is footage of Dick and Rachel, two descendents of the Carroll’s recounting their family stories.

Step 2: Students view DVD once without taking notes.

Step 3: Students view DVD a second time and complete the Oral History Analysis Worksheet.

Step 4: Students make inferences about life in coastal Maine based on reflecting on the DVD.



# ANALYZING ORAL HISTORIES



**OBSERVE:** Describe what you notice about the oral history. Who is telling the story? What do they look like? How do they speak? Is it a conversation or an interview? Where are they? What stories do they tell?



**WONDER AND REFLECT:** What can you tell about the person or people telling the story? What is their point of view? Is it more personal or historical? How does hearing the story first hand change your perception? What can you learn from this oral history?



**QUESTION:** What questions do you have that you want to find more about. Who? What? When? Where? How? Why?

# **INQUIRY**

**Retell the Carroll Oral History in Your Own Words**

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**Think about the about what you know about the historical events described by Dick and Rachel. How does this oral history help you understand life during this time period better?**

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#### **Activity 4: Historians read secondary sources to learn about the past.**

Historians often use the research and analysis of other historians to learn about the past. A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Examples of secondary sources may include textbooks, magazine articles or history books. A secondary source may include primary sources such as photographs, maps, and written documents.

In this lesson students will read the history of the Carroll family that is available at [http://www.nps.gov/acad/forteachers/upload/edguide\\_carroll.pdf](http://www.nps.gov/acad/forteachers/upload/edguide_carroll.pdf) and scanned below and take notes on each of the three generations of who inhabited the mountain house using the note-taking templates also below.

- i. John and Rachel Carroll (1825-1870)
- ii. Jacob and Rebecca Carroll (1871-1900)
- iii. John II and Viola Carroll (1900-1917)

# **CARROLL HOMESTEAD HISTORY**

**First Generation:** John and Rachel Carroll (1825-1870)

**Big Idea:**

Using only 2 or 3 sentences, tell what the chapter section is about.

**What I learned (Details):**

- .

- .

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# **CARROLL HOMESTEAD HISTORY**

**Second Generation:** Jacob and Rebecca Carroll (1871-1900)

**Big Idea:**

Using only 2 or 3 sentences, tell what the chapter section is about.

**What I learned (Details):**

- .
- .
- .
- .
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- .
- .
- .

# **CARROLL HOMESTEAD HISTORY**

**Third Generation:** John II and Viola Carroll (1900-1917)

**Big Idea:**

Using only 2 or 3 sentences, tell what the chapter section is about.

**What I learned (Details):**

- .
- .
- .
- .
- .
- .
- .
- .

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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.

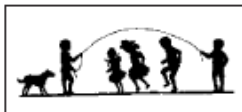
#### *Crouched at the edge of a tidepool...*

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!

Environmental Education Staff  
Acadia National Park



## Acknowledgements

(unless otherwise noted, Acadia National Park staff)

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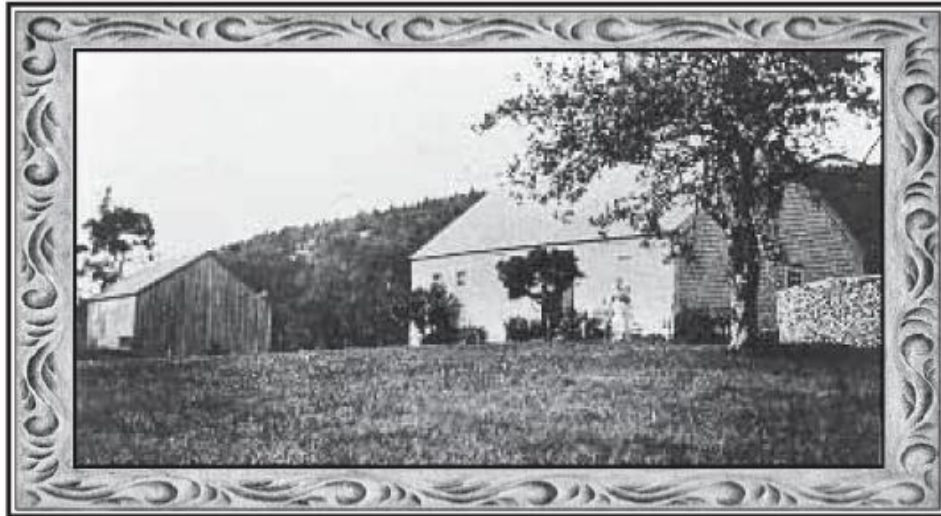
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*“Hard work and isolation? By modern standards, yes; but not by their own contemporary standards. This was no more than was expected by the 19th century homesteader. The Carrolls would have viewed their lives at the mountain house as perfectly normal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

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*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

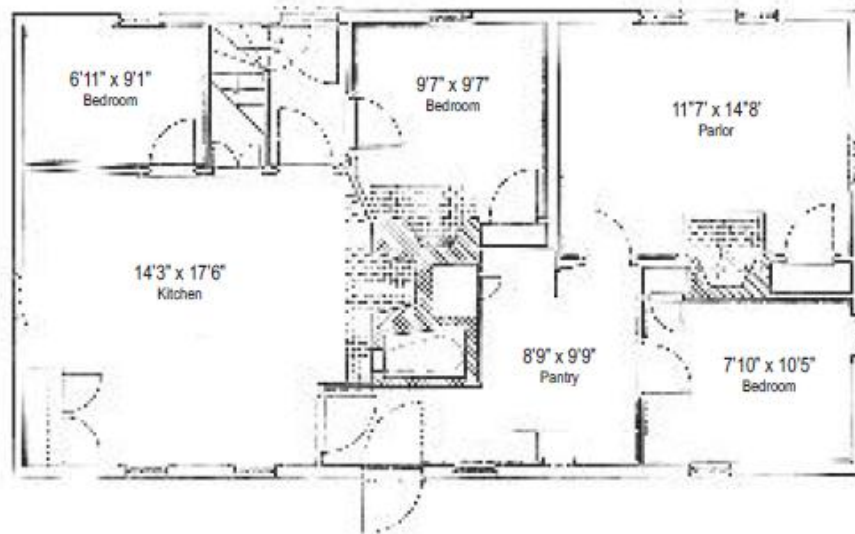
Desert Island and took jobs cutting wood near Southwest Harbor to earn enough money to continue his trip. An injury to his foot with an ax led John to his future wife Rachel rather than to Washington. Brought to her parents home, John was nursed by Rachel Lurvey while he recuperated.

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."*<sup>2</sup>

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

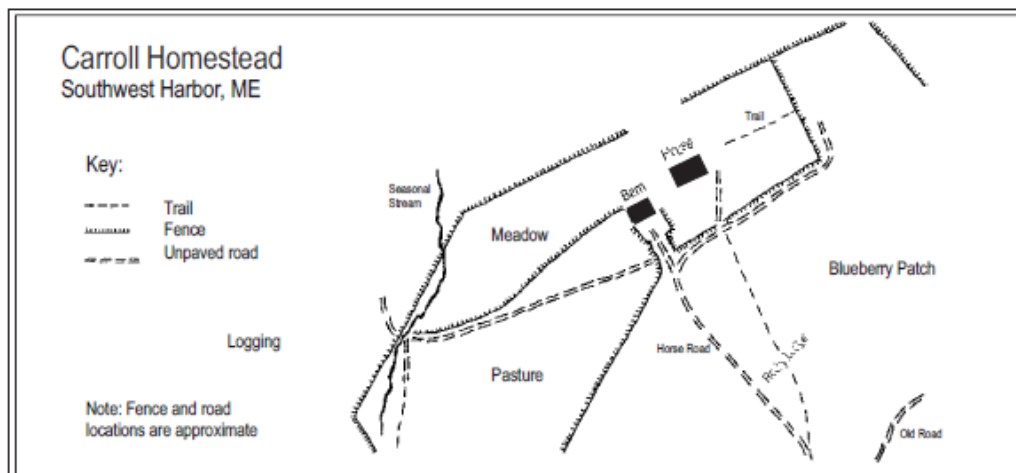
Elizabeth Cook Carroll 1823  
Hannah Boynton Carroll 1825  
Rachel Carroll 1828  
Jacob William Carroll 1830  
Catherine Carroll 1832  
Mary Ann Carroll 1835

### 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 Bradley Carroll 1902  
Philip Tracy Carroll 1904  
Richard Thomson Carroll 1908  
Rachel Carroll 1913



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 1988<sup>3</sup>*

## 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.

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## 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 <sup>4</sup>

## 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 Carroll<sup>5</sup>*

*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.



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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.*



# CARROLL HOMESTEAD

## Lesson 2: What defines subsistence living?

The Carroll Homestead can in basic terms be defined as a subsistence farmhouse because the people who lived in the mountain house were able to “subsist” on what they produced in the land. However, with each subsequent generation of Carrolls, the inhabitants became less reliant on what they produced themselves. Reread the history of the Carroll family and document how life changed for each generation.

	Generation I	Generation II	Generation III
Housework			
Employment			
Clothing			
Education			
Children’s Roles			
Women’s Roles			

Now answer this question using evidence supported by information in the above chart, why did the Carrolls leave the Mountain House in 1917?

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# SITE-VISIT TO THE CARROLL HOMESTEAD

The highlight of any place based education curriculum is a visit to the “place” being studied. Visiting the Carroll Homestead is no exception. For students and educators alike it is a trip into the history of coastal Maine and a chance to experience first-hand what it was like to live in a subsistence farm house. Group site visits are conducted by the education rangers on an appointment only basis and can be scheduled by calling the Acadia National Park Education Department at 207) 288-8812. The programs are generally 4 hours in length and run from 9:00 AM-1:00 which include lunch and snack time. Specially tailored programs are available on request. Below is a list of some of the possible activities a teacher may select from.

- HOMESTEAD TOUR/ (Indoor Activity)
- A DAY IN THE LIFE OF THE CARROLL FAMILY: Students re-live what a typical day was like for a Carroll child and try their hand at making butter.
- READING THE LANDSCAPE. (Outdoor Activity) Students recreate a site map of the Carroll Homestead using graph paper, an archeological survey map and archeological clues
- PLAYTIME AT THE CARROLL HOMESTEAD: Students enjoy pioneer games such as stilts, Haley over, graces, hoops, marbles, Jacob’s ladder and more.
- CHOICE TIME for sketching and journal activities
- STORY TIME about John and Rachel Carroll and survival on the homestead.
- CREATE YOUR OWN HOMESTEAD: Using graph paper, rulers and pencils, students apply concepts of measurement, geometry and coordinates to design a site map for their own homestead.
- HERBOLOGY/BOTANY: Students study the herbs, flowers and plants that were grown in the kitchen garden and learn about their medicinal and household uses.



# **POST-VISIT**

## **Lesson 3: How can we preserve the present for future generations?**

In the first 3 lessons the students learned the history of the Carroll homestead and made inferences on what it was like to live in coastal Maine during the 19<sup>th</sup> century and experience the transition from subsistence to modernity. The post visit lessons invite students to chronicle and preserve their own histories through family stories, genealogy and preservation of personal artifacts. The students are the history makers now and they are creating a history that will be interpreted and analyzed by future generations.

Activity 1: Personal Artifact Study/Trash-bag Archeology

Activity 2: Family Tree

Activity 3: Oral History Project

### **ACTIVITY 1: Personal Artifact Study and Trash-bag archeology.**

- Pose these questions to your students. How will people 100 years from now be able to learn about you? What exists today that would provide some clues to what you looked like, what you thought and felt, where you lived, and what your daily life was like? Obviously, someone from the future will not be able to meet you or talk to you directly, just like you were unable to travel to the past to ask John Carroll what it was like to live in the mountain house.
- Tell students that the everyday objects we use today will become the artifacts of the future. Historians in the future will find these artifacts we left behind and use them as clues to piece together what our early 21<sup>st</sup> century lives were like. They will become “evidence” that documents a way of living.
- One way historians learn about the past is to sift through the rubbish that was left behind, because what people discard shows much about how they conducted their lives. At this point the teacher will pull out a large clear plastic trash bag and announce that she/he has brought her/his trash to school and the class will conduct an archeological excavation of the bag to determine what the teacher’s life outside of school is like. Teachers should carefully select the trash to make sure there is nothing either too personal, potentially messy or harmful like broken glass or medicinal protects. It may even be helpful to plant certain items of trash that are certain to illicit a strong inference. For example, a can of cat food indicates the teacher has a cat, a bottle of Diet Pepsi might mean the teacher watches her weight.
- Hand out latex gloves and cover the floor with a large piece of butcher block paper.
- Tell students they are going to record each item of trash and make an inference about the teacher on the Evidence Recording Sheet. Tell students when they record they need to be as detailed as possible and that their inference must be supported by the evidence.
- When each item of trash has been recorded and analyzed students piece together the clues gathered from each inference to write a 1 to 2 paragraph description of their teacher’s life outside of school.

## TRASH BAG ARCHEOLOGY

Detailed Description of Trash	Inference about teacher

Put all of these clues together and in 1 to 2 paragraphs describing what the teacher's life is like at home.( Paragraphs may be continued on the reverse side)

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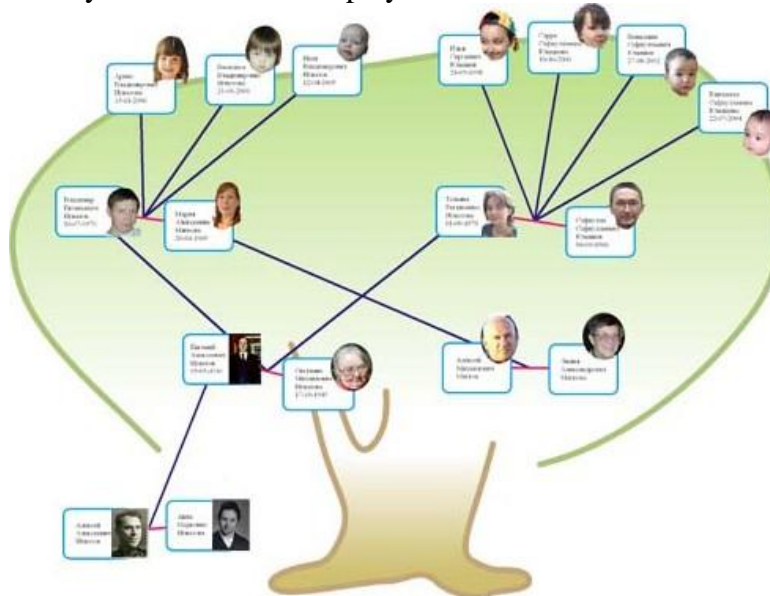
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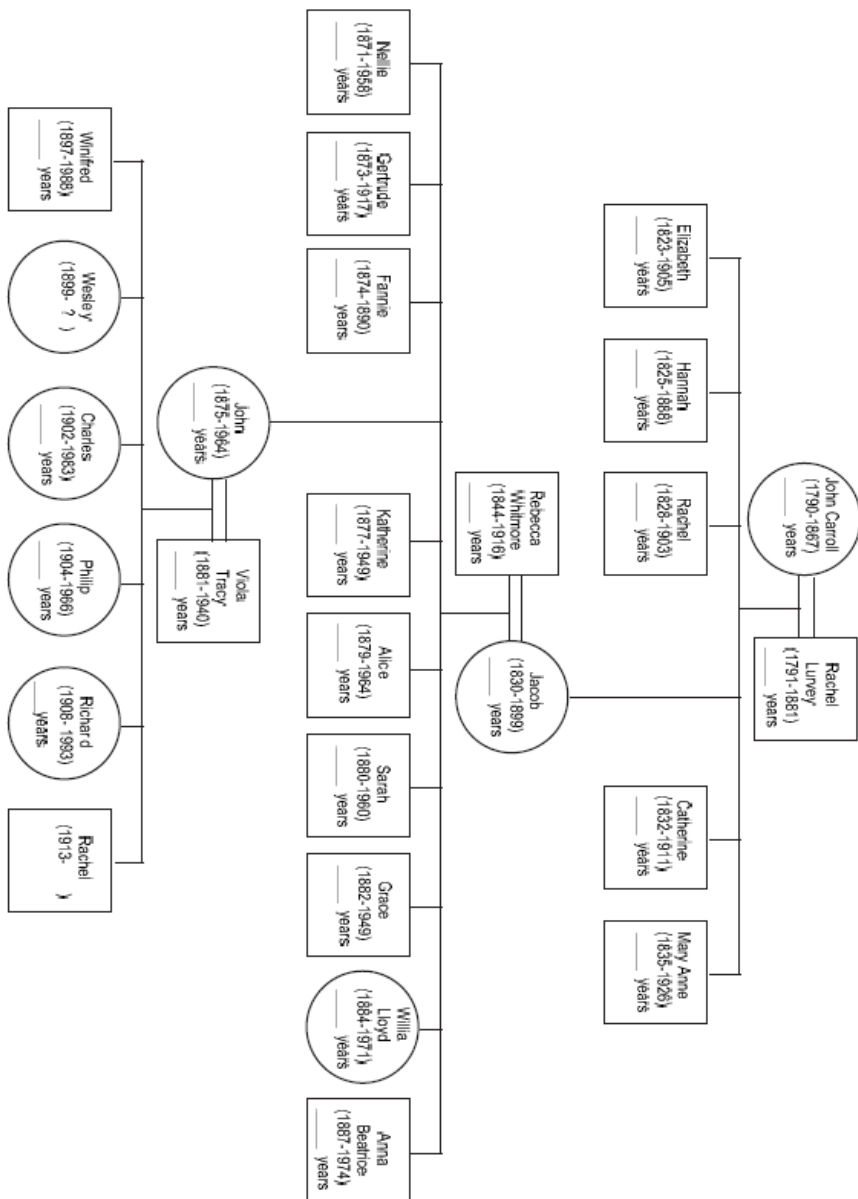


## ACTIVITY 2: FAMILY TREE

- Being knowledgeable about their genealogy is extremely important for the Carroll descendants. “In order to get our dinner, we needed to be able to recite all of the people in the Carroll family portrait,” said Joan Jordan Grant, a descendent currently living in the local area. She was describing a photograph from 1888 in which her grandmother was a little girl and surrounded by her own brothers, sisters, mother and father. Ask the students if they saw a picture of their grandmother’s family would they be able to name everyone in it.
- One way the Carrolls learned about their past was by keeping a family tree that recorded who people married and the names of their children. Show students a copy of the Carroll family tree and explain to them that what they are looking at are the names of only the family members who lived in the house, not the ENTIRE family.
- Give students a very large piece of drawing paper. Tell students that they are going to create their own family tree that starts with their generation and grows by adding their parents generation their grandparents, great grandparents etc. Students may need to consult an older relative to fill in all the names. Differentiate the activity by telling the students that they may make it as simple or complex as they like by adding aunts and uncles, cousins etc. Just as no tree is identical, no family tree is and teachers should encourage students to approach the project creatively by added photographs and drawings.
- Remember the nuclear family is no longer the norm so when working on this project a teacher needs to be sensitive and inclusive of what the modern American family tree might look like.
- Completed family trees should be displayed in the classroom.



## WHO LIVED AT THE CARROLL FARM?



# ORAL HISTORY PROJECT

## SELECT A FAMILY MEMBER TO INTERVIEW:

In this last phase of the project students select a living relative from their family tree to interview. Interviews may be recorded or written down. A list of sample questions are below, but the students do not need to ask all the questions on this list. In addition a student should feel free to ask questions that are not on the list. Before the interview the student should select 10 to 20 questions that they want to ask and write them down in their social studies notebook which they should take on the interview with them.

## Sample Questions To Conduct An Oral History Interview

Please tell me your name, your birth date.

What was the happiest moment of your life?

Who was the most important person in your life? Can you tell me about him or her?

What are the most important lessons you've learned in life?

What are you proudest of in your life?

What are you most ashamed of?

Can you tell me your name, your age, and who you are?

How long have you lived in \_\_\_\_\_?

How has it changed over those years?

What was it like when you grew up here/first moved here?

What do you miss most about the way it used to be?

Do you remember any great stories or legends about our town?

Where did you grow up?

What was it like?

What is your earliest memory?

Who were your parents?

What were your parents like?

Do you have any siblings? What were they like growing up?

Did you have a nickname? How'd you get it?

Who were your best friends? What were they like?

Did you enjoy school?

What would you do for fun?

How would your classmates remember you?

Are you still friends with anyone from that time in your life?

What are your best memories of grade school/high school ?

How did you meet your husband/wife?

How has being a parent changed you?

What do you do for a living?

What did you want to be when you grew up?

What lessons has your work life taught you?

If you could do anything now, what would you do? Why?

Who were your favorite relatives?

Do you remember any of the stories they used to tell you?

What are the classic family stories? Jokes? Songs?

Were you in the military?

What lessons did you learn from this time in your life?

Is there anything you wanted to talk about that we didn't get to?

Is there anything we didn't talk about that you would like to add?

- **CONDUCTING THE 1<sup>st</sup> INTERVIEW:** Students should make sure the person they are interviewing is comfortable and okay with being interviewed. The student should explain to their relative that they are participating in an oral history project and they will be asking them a few questions and taking notes. Students ask questions and record in whatever medium they are comfortable with.
- After the interview the student should review their notes and select one story that they want to know more about and focus on. Students then make an appointment to have a second interview with their relative.
- **CONDUCTING 2<sup>nd</sup> INTERVIEW:** During the 2<sup>nd</sup> interview the relative will be asked to elaborate on one small moment in their life. The interviewer should help the relative by asking questions that may generate more information. How old were you when this happened? Who was with you? What season was it? What were you wearing? Etc. This interview may be recorded or detailed notes should be taken.
- The next step is for the students to turn this story into a narrative that they will share with the class. Students should start process by mapping the story out using **THE ORAL HISTORY STORY MAP**.
- The next step is to put the story in a narrative written in the 1<sup>st</sup> person. The hard part is finding a way to start the story but once that is done the story seems to just flow. Students may want to begin the story by staging it in a particular time period. In the summer of 66 my great grandmother .....
- The final step is committing that narrative to memory and sharing the story with the class. Explain to the students that by sharing the story with them, the relative gave the story to them and now it is their oral history.
- Present story to the class. Video for student.
- Assess student on oral presentation.

# ORAL HISTORY STORY MAP

<b>SMALL MOMENT:</b>	
<b>WHO WAS THERE?</b>	<b>WHERE AND WHEN DID IT HAPPEN?</b>
<b>WHAT WAS THE CONFLICT?</b>	<b>HOW WAS THE CONFLICT RESOLVED?</b>
<b>SEQUENCE:</b> <ul style="list-style-type: none"> <li>• .</li> <li>• .</li> <li>• .</li> <li>• .</li> <li>• .</li> <li>• .</li> <li>• .</li> </ul>	

## ASSESSMENT RUBRIC FOR ORAL HISTORY

- 4- Student exceeded standard expectation
- 3- Student met standard expectation
- 2-Student approaching standard expectation
- 1-Student far below standard expectation

	1	2	3	4
Student spoke in an audible voice.				
Story includes details and elaboration.				
Research of subject is evident to listener				
The delivery of the story was engaging and entertaining.				

Teacher Comments and Suggestions:

This image shows a single sheet of white paper with horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# ADDITIONAL POST-VISIT ACTIVITIES

- Discuss your trip to the homestead, your favorite and least favorite parts, and try out some of the following exercises for fun and to see how much you remember!
- Draw a portrait of yourself with friends or family or bring in a photograph similar to the ones you saw of at the Carroll Homestead. What special clothing, objects, would you choose to communicate who you are to people who might see the portrait?
- Write a narrative from the Homestead's point of view, describing all the people and events that have been a part of its history. How might the Homestead feel about all the things that have taken place inside its walls over the past two centuries?
- Write a narrative from the perspective of one of the inhabitants of the Carroll Homestead, describing your life and what you do on a daily basis. Discuss as a class how subsistence living on coastal Maine was similar and different from the lives we live Maine today.

# **COMMON CORE STANDARDS ELA**

## **English Language Arts Standards: Reading: Informational Text**

### **Key Ideas and Details**

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- **RI.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### **Craft and Structure**

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- **RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- **RI.5.5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### **Integration of Knowledge and Ideas**

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- **RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### **Range of Reading and Level of Text Complexity**

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- **RI.5.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

## **English Language Arts Standards Writing**

### **Text Types and Purposes.**

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- **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

## **Production and Distribution of Writing**

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**W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## **Research to Build and Present Knowledge**

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**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

# **English Language Arts Standards: Speaking & Listening**

## **Comprehension and Collaboration**

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**SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2.** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

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**SL.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **COMMON CORE MATH**

### **Measurement and Data**

- Convert like measurement units within a given measurement system.
- Represent and interpret data.

### **Geometry**

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.