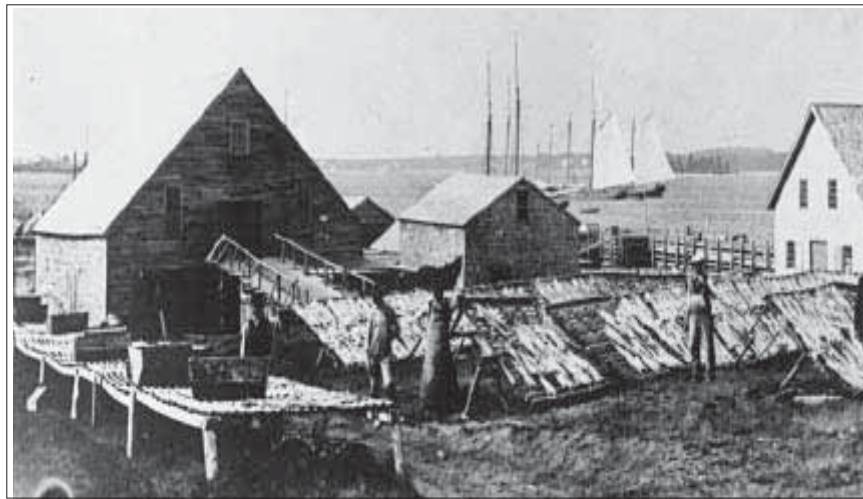

Acadia National Park

Island Life

An Educator's Guide to the Cranberry Isles in the 1800s
and the Islesford Historical Museum



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 teacher 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



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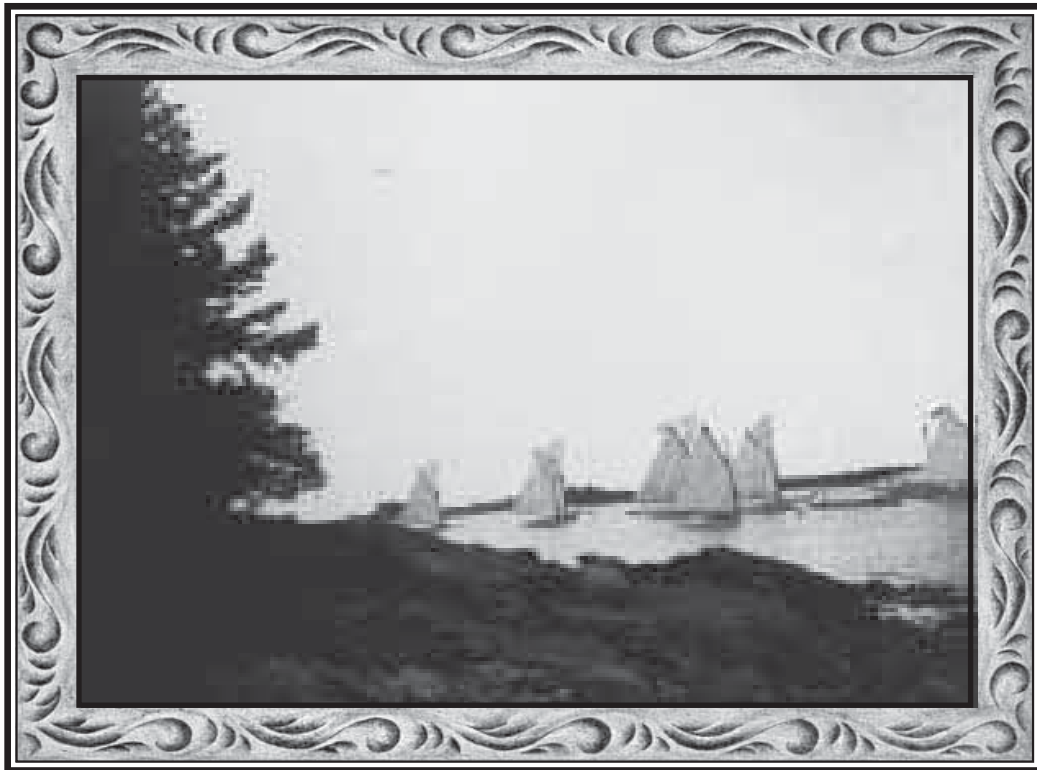


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*To the brave settlers
who levelled forests
cleared fields made paths
by land and water
and
planted commonwealths*

*To the brave women
who in solitudes
amid strange dangers
and heavy toil
reared families
and made homes¹*

Dedication in *John Gilley, One of the
Forgotten Millions.*



Harbor view from Little Cranberry Island, c. 1900

A visit to Acadia National Park's Islesford Historical Museum tells the story of the Cranberry Isles from 1769, when the first recorded European settler arrived, to 1927 when the brick museum building was erected. Why would the National Park Service, charged with preserving the history of the nation, be interested in a local collection? Why would students, studying national history, be interested in visiting a museum of the people of five little islands? Because what happened here on the Cranberry Isles was connected to the rest of the country and even the world.

Even before Europeans settled here, they came to collect needed supplies. The waters offshore of what is now Maine were quite productive. Many fish were caught and shipped back to Europe. Much of Europe had depleted its own wood supply and the "New World" was seen as a place with plenty of timber. Likewise, granite blocks or cobblestones were taken for building. The goods were transported by ship, necessitating the services of both ship builders and sailors. After the American Revolution, the Cranberry Isles continued to supply food and other items to growing cities like Boston, New York, and Philadelphia. The people on these islands supplied materials to a developing nation. The history of these ordinary, everyday people is indeed important to the history of the United States.

Getting There: Navigation

The boat crossing for this program can be quite a challenge with a load

of students but nothing like the early days of navigation. American



Indians traveled the waters around what is now Acadia National Park about six thousand years ago. They fished for tuna and swordfish from dug out canoes. More recently, Wabanaki people paddled these waters in birch bark canoes. Some went as far as Nova Scotia in birch bark canoes.

By the seventeenth century, Europeans were coming to these shores by ship. Amazingly, monarchs from across the ocean believed that they could grant property here to their subjects. In 1604, King Henry IV of France issued a land grant from the fortieth to the forty eighth parallel to Pierre du Gua, the Sieur de Mons. He crossed the ocean with the King's geographer Samuel Champlain. The tools they used to find their way would have been quite different from the global positioning



Navigation had greatly improved by 1870.

system (GPS), radar and Loran that so many captains employ today.

As people began to travel by water, they generally stayed close to land. They navigated through familiar waters by known landmarks. Eventually, as explorers ventured farther from home, they sailed out of sight of land. Imagine the difficulty in finding a crew willing to sail across the sea! Even if such a voyage succeeded, it would require a minimum of several months away from home, family, and friends. Such a length of time aboard ship might not be pleasant. Food and/or water could run short. If proper food was not carried, sailors could develop the vitamin C deficiency scurvy and die. Most people were unwilling to undertake such a trip for real and imagined dangers including storms, “sea monsters”, pirates, and other unknowns. However, a ship required a full crew in order to operate. So, men were conscripted from prisons or bars in order to

enlist enough people. Sailing with a shipload of such people was less than an ideal situation.

Once the ship sailed out of sight of land, all known landmarks were left behind. On a clear night, however, the sky was filled with stars. While most seemed to rotate through the sky, the North Star appeared to remain fixed above the north pole. This “stationary” star aided navigation in the Northern Hemisphere. The angle between it and the horizon was measured with a cross staff. At the North Pole, the angle was about ninety degrees, whereas at the equator, it was close to zero degrees. Therefore, the angle between the North Star and the horizon from the ship’s current location would reveal the ship’s latitude, how far north or south they were.

During the day, of course, the North Star could not be seen, so the sun was the chosen star for calculating

latitude. On clear days, the angle between the sun and the horizon was determined with a sextant. Since the angle of the sun changed throughout the day, this instrument was used only at high noon. When a sundial had its shortest shadow, it was time to use the sextant.

On foggy or overcast days, the sun could not be seen, making both the sextant and sundial useless. Was the navigator clueless as to the time and the ship’s location? No. An hourglass was kept on board and turned each hour, so he would have known the time. He could then deduce the ship’s position on a nautical chart if he knew the ship’s speed, previous location, and direction of travel. The direction could easily be determined using a compass. Calculating the speed proved a bit more difficult.

Since the ship had no speedometer, the navigator employed a log line. This device consisted of a wedge shaped piece of wood attached to a long line with knots tied in specific places and wound on a spool. The wood was tossed overboard and the line was allowed to run off of the spool for a set amount of time. The vessel’s speed was measured by the number of knots that unwound from the spool in the allotted time. (The knots were spaced so that the ratio of the distance between them to a nautical mile equaled the ratio between the timer used to an hour. Or, mathematically speaking: one nautical mile/distance between knots = one hour/length of timer.) Knowing the vessel’s speed, direction, and previous location, the navigator could not

only calculate their current location but also predict when they should arrive where.

Where X = distance between knots (in feet), # of feet in one nautical mile/X = # of minutes in one hour/length of timer

$$\frac{6080 \text{ (feet)}}{X \text{ (feet)}} = \frac{60 \text{ (minutes)}}{.5 \text{ (minutes)}}$$

$$X = 50 \text{ feet } 8 \text{ inches}$$

While the ship's latitude told the navigator how far north or south they were, they could be anywhere along that latitude. To know how far east or west they were, the vessel's longitude had to be determined. Up until the early 1800s, such information was just guesswork, but the invention of the chronometer changed navigation for good. The ship carried this accurate clock set to Greenwich Mean time. The navigator calculated the difference between Greenwich Mean time and the time in their own location. The ship's position east or west of the prime meridian would then be known.

These few instruments aided ocean crossings. Navigators recorded latitude, longitude, speed, weather, and sightings in a log book with a quill pen and ink. Charts of areas were drawn or corrected. The ship's route across the ocean was recorded.

Of course, everyone on board watched for land. A spy glass assisted this endeavor. Even before land itself was seen, clues alerted sailors that they were approaching the shore. The men watched for land-based birds, leaves, or logs and sniffed for air-borne scents from the shore. Even in fog or at night they could listen and smell for clues.

As excited as they were to near land, the sailors also knew that it brought new dangers and opportunities for the ship to run aground. Shoals, reefs, ledges, and sandbars could wreck ships. The vessel needed to stay in sufficiently deep water. Sailors watched the changes in water color for clues to the area's depth and bottom cover. They

measured these parameters with a lead line. A lead weight, attached to a line, was thrown overboard from the bow. The amount of line required for the lead to reach the bottom revealed the depth of the water. The length of line did not have to be measured each time. Instead, it was marked with strips of cloth or leather at set intervals. Pieces were tied at two, three, five, seven, ten, thirteen, fifteen, seventeen, and twenty fathom lengths. The lead line was also used to discover the bottom type. A bit of tallow or fat was put on the bottom of the weight to pick up a sample of the floor when it hit the bottom.

These navigational aides may seem quite basic to us today. However, as each one was developed, it greatly improved the accuracy and safety of crossing the ocean. Such technology facilitated the settlement of the Cranberry Isles and even the establishment of the new nation. ❖

"There were lots of good shipwrights around, good fellows who were handy on building vessels. Cause that was quite an industry in its day. The early days it was lumbering, coastal transportation, ship building and fishing. They were the main industries way back."

*Ted Spurling,
Islesford
resident.*



Island Life: Then

Today most of us are accustomed to life on (or at least connected with) the mainland. Many people are surprised to learn that when Europeans began to settle this area, they were drawn to the outer islands before the mainland. The Cranberry Isles, consisting of five islands (Baker, Bear, Great Cranberry, Little Cranberry, and Sutton) near Mount Desert Island, were settled quickly. These smaller island communities pooled resources and shared

government to form one town. The trend to settle the outer islands first does seem rather backwards to our way of thinking, but it made good sense at the time.

European settlement of these islands began in earnest after England won control of the area following 150 years of fighting with France. With such a long history of conflict, the settlers along the coast may have felt safer on the islands. From

this location, they could see an enemy approaching, and they could better defend an island than a piece of the mainland. Perhaps more importantly, island living placed them closer to the day's transportation and shipping routes as well as to many of the natural resources that attracted them to the area in the first place. Lumber, granite, fish, ice, feathers, and other natural resources were shipped from the region. Shipping obviously required boats, and Mainers possessed both the supplies and the expertise needed for ship building.

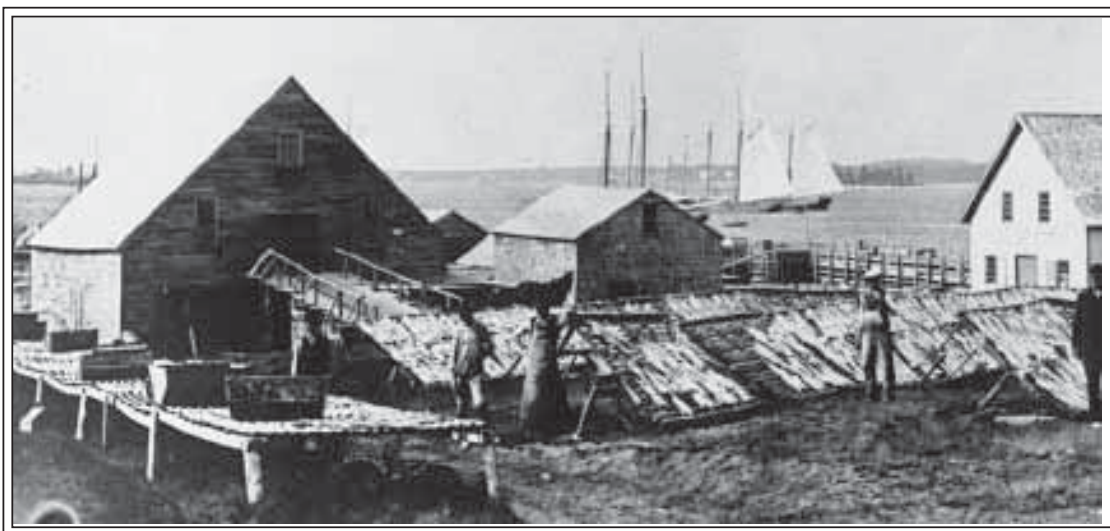
In Colonial days, fish, lumber, and other goods were shipped from Maine (then part of the Massachusetts colony) back to England. The supply of such resources from this area was one catalyst for European colonization of North America. As young cities such as Boston, New York, and Philadelphia developed, they needed building supplies and food

(particularly fish) which could be provided by Maine. Shipping did not stop at Philadelphia but continued south to ports such as New Orleans. Some captains developed shipping triangles. Salted fish was transported from Maine to the South. Cotton was taken from the South to England. Then salt, textiles, and other British manufactured goods were returned

to Maine. Other captains developed trade with the West Indies. Lumber, ice, fish, and granite were taken south. Molasses, sugar, and rum were among the Caribbean products brought north. Such trade stimulated economic growth and provided goods for developing cities. ❖

“Usually, they went down to the West Indies ... they'd take salt fish down there or maybe potatoes, or sometimes (in later years) they would take an ice cargo. They'd go to the tropics. They'd take ice and granite ... There was alot of granite quarrying around here, years ago and they'd take granite to different places ... They'd take popple stones off the beaches and alot of these cobble stone roads in Boston, like that are made -- they call them popple stones. And there were all kinds of different cargo they'd get from the land... but an awful lot of it was salt fish. They'd take salt fish down to the West Indies.”

Ted Spurling, Islesford resident.



Fish were dried on Little Cranberry Island for storing and shipping.

The People

The people whose stories are told in the Islesford Historical Museum, on Little Cranberry Island, are the ones who lived here in this time of development and change. Their lives may seem quite different from ours today. They offer some clues to island living in the eighteenth and nineteenth centuries. The occupations represented in the museum are typical of those of the day: schoolteacher, midwife, cooper, captain, homemaker, merchant, postmaster. Included are some of the men who worked to create the museum and Acadia National Park.

“They had large families in those days. You see in those days a college education wasn't in the reckoning. They wanted a big family to help out. They didn't worry about trying to educate them like they do today. They'd teach them how to read, write, and cipher (they'd call it) ... big families were the rule.”

Ted Spurling, Islesford resident.



Cranberry Isles students, 1898



Mary Ann Carroll

John Standley was one of the early settlers on Little Cranberry Island. He arrived here about 1769, but did not receive a deed until 1792. His sea chest and a hinge from his house are exhibited in the museum.

John Clement, a cooper or barrel maker, held one of the most important jobs during the 1800s. A record in the museum shows the sale of his barrels through the local store in 1811. The cooperage was on the harbor on Little Cranberry Island.

Enoch Spurling, 1789-1839, was a prominent mariner and merchant from Great Cranberry Island. While on trips, he sent letters back to his wife Hannah and their children. He worked to separate the Cranberry Isles from Mount Desert Island to make them an independent town. He held several different jobs for the town: selectman, assessor, and town clerk.

In 1816, **Hannah Newman Spurling** from Gouldsboro married the mariner **Enoch Spurling** of Great Cranberry Island. While Enoch was gone for months at a time, she took care of all the business. When he died in 1839, she continued to run the business paying taxes, hiring legal help, dispersing proceeds from the shipping business, running the store, and raising the children.

Mary Ann Carroll taught school in the Cranberry Isles. While working, she lived with a local family. During breaks, she returned to the Carroll Homestead in Southwest Harbor. She bought a share in a ship to gain financial independence, but the ship was lost.

Hannah Lurvey Gilley, born in Massachusetts in 1782, moved to Mount

Desert at age 13. She married **William Gilley** and had three children. About 1806, they moved to Baker Island and had nine more children. Hannah had a strong education from Massachusetts and taught all 12 children to read, write, and cipher. Life was busy as she tended the home, children, and domestic animals, plus spun and wove wool and flax to make clothes for the family. She died on Little Cranberry Island in 1852.

Through an 1828 political appointment, **William Gilley** served as the first lighthouse keeper on Baker Island. He was given use of a house, all the sperm whale oil he could burn, and \$350 per year. He lost this appointment when the Whigs took power in 1849. He then moved to Great Duck Island which he had purchased in 1837.

Samuel Gilley, son of **Hannah and William Gilley**, lived on Baker Island. He moved to Little Cranberry Island and built *The Farm* on the south shore. The house supplied the nearby Life Saving Station with milk and vegetables for many years. He is pictured with son George carrying a load of hay in 1887.

George Gilley, grandson of **William and Hannah Gilley**, was born on Little Cranberry in 1848. As a teenager, he was mate on the two-masted schooner, *Starlight*. He fished on the Grand Banks. Each trip lasted six or seven weeks. He studied navigation and medicine; then he bought a medicine chest and worked as ship's surgeon on board the *Hattie Maude*. When he was in his late 30's, he married **Edna Baker** and the two of them ran a hotel on Little Cranberry.

Samuel Hadlock Sr. lived from 1771 until 1854. He moved to Little Cranberry Island in 1790. He was both a mariner and a merchant and built a ship store on the harbor in the early nineteenth century.

Samuel Hadlock Jr. was born on Little Cranberry Island in 1792. He sailed north to the Arctic for whaling and sealing expeditions. In 1821, he recruited an Eskimo family for a traveling exhibition. He toured New York, Philadelphia, and Baltimore before leaving for Europe. He married **Dorothea Albertina Wilhelmina Celeste Russ** from Prussia in 1825. In 1829, he readied the *Minerva* for a sealing expedition. But he and the ship were lost at sea.

Dorothea Albertina Wilhelmina Celeste Russ was born in Prussia as the daughter of the Magistrate of Charlottenburg. She married **Samuel Hadlock Jr.** of the Cranberry Isles in 1825. A daughter was born to them in Paris. Her husband thought that her own name sounded too foreign, so he decided to call her "Hannah Caroline." Most other people called her "the Prussian Woman."

Edwin Hadlock lived from 1814 until 1875. He was the son of **Samuel Hadlock Sr.** the mariner and merchant who built a ship store on the harbor in the early nineteenth century. Edwin enlarged the operation around 1850 by building what we now call "the Blue Duck."

William Hadlock, 1834 - 1911, served in the Civil War as a colonel in the 28th Maine Regiment. His sword and scabbard are in the museum. He returned home

to the family business started by his grandfather.

Agnes Hadlock was awarded the position of postmaster of Islesford when it was created in 1884. Until then, the only post office for the Cranberry Isles was on Great Cranberry.

Roxanna Young worked as a midwife, delivering babies for the women of the Cranberry Isles. She was a widow. Her snuff box is in the museum.

Widow Stanley was the midwife for **Hannah Gilley** of Baker Island and for other women on the Cranberry Isles. An early map of Great Cranberry Island shows that she owned considerable property on the island.

William Otis Sawtelle was born in 1874 in Bangor, Maine. He graduated from MIT and received a masters degree from Harvard University. Haverford College in Pennsylvania hired him as a physics professor. He was a summer resident on Little Cranberry Island. He became very interested in the history of island life, and started a museum on the island. After his death in 1939, the museum eventually became part of Acadia National Park.

George B. Dorr was an avid preservationist and is known as the founding father of Acadia National Park. He encouraged and advised **William Otis Sawtelle** in the development of the Islesford Historical Museum. As the Park's first superintendent, he proposed the acquisition of the museum by the National Park Service.



Gilley family haying on Baker Island

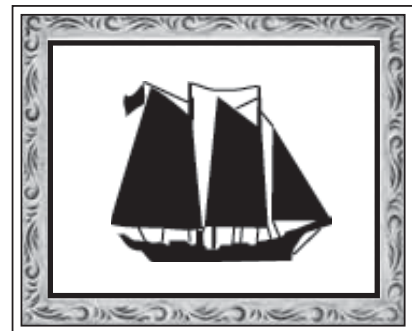


"[Nathan Stanley] had a store, and he had a big ox named Bucky. He had great big long horns on him

... [Stanley] had a store and he used that ox for hauling up things from the dock. They used barrels and wooden boxes in those days. Barrels were very, very popular; of course, you could roll them along, you know. And a cooper was a good trade to be in. I mean, you could always be sure of work if you were a cooper. And I used to hear that alot of those first settlers would teach their sons (their fathers would) to make barrels. They said that no matter whatever happens, you could always make a living selling barrels - if you're around the coast, you know, where there's alot of produce."

Ted Spurling, Islesford resident.

Some of the occupations that were so vitally important during the 1800s are now practically nonexistent. For example, many people today do not even know what a cooper did. In the 1800s, a cooper, or barrel maker, provided a needed service. Barrels were used to store and transport goods. The skill of making a high quality barrel required about seven years of apprenticeship. Today, boxes, plastics, and cans have replaced the old barrel and barrel maker. Other occupations, such as school teacher and store keeper, remain common.



Development of the Islesford Historical Museum and Acadia National Park

The history of the Islesford Historical Museum is tied with that of Acadia National Park and of William Otis Sawtelle. Most of the people depicted in the museum were year round residents on the islands. After such residents were established, artists began to visit and to depict the region's beauty. Soon, "rusticators" came during the summer and stayed with the farmers and fishing folk. By the 1880s, large hotels such as the Asticou and the Claremont were built around Mount Desert Island. In the 1890s, the rich and famous from around the country had "cottages" built. Most of us might consider "mansion" to be a more appropriate term for these large and expensive structures. However, they were not year round residences, but merely summer places, and the term "cottage" was used. Besides the rich and famous, clergy and professors, like William Otis Sawtelle, who could take time off during the summer also built homes here.

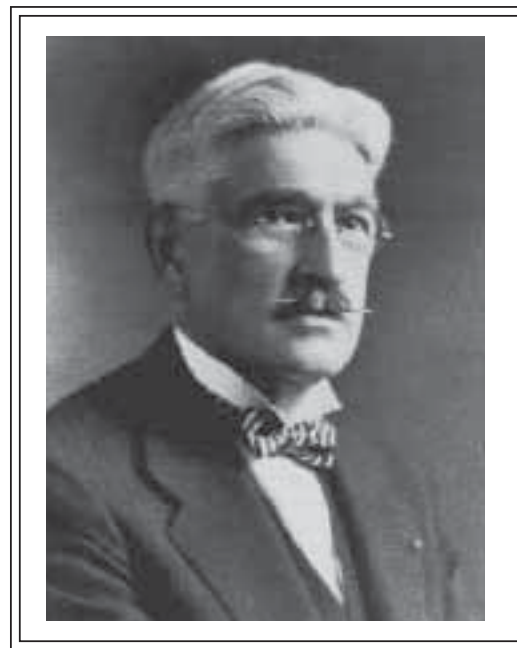
Sawtelle began summering on Little Cranberry Island by 1906. In 1913, his summer place, *The Head*, was built overlooking the harbor. About 1917, he purchased the harborside wooden building that Edwin Hadlock built as a ship store in 1850. Sawtelle found duck decoys and some of the Hadlocks' old correspondence and other documents inside. He painted the ducks blue and scattered them around the building giving it the nickname of "the Blue Duck."

Around 1918, he retired from teaching and began displaying artifacts in the Blue Duck.

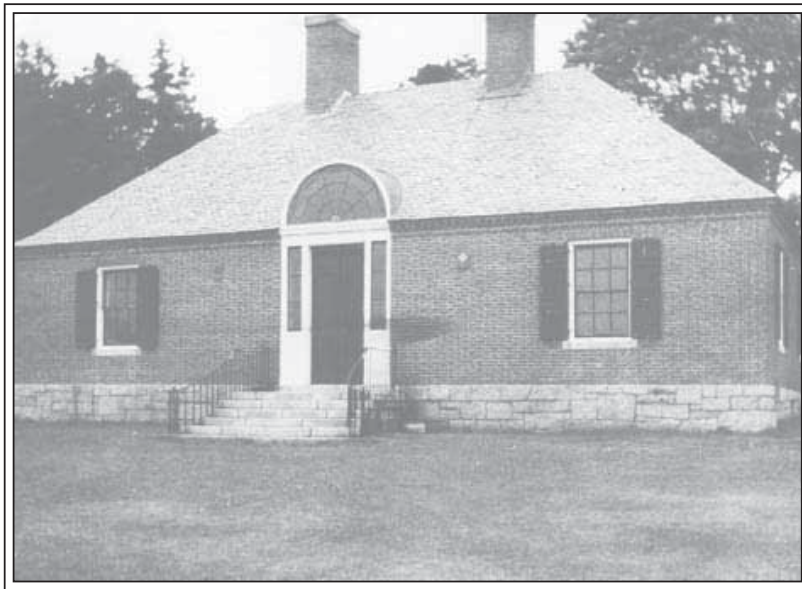
Sawtelle was part of a larger conservation movement. As more and more people built homes on Mount Desert Island and the surrounding area to enjoy the quiet, solitude, and beauty of the area, they lost some of the very things that first attracted them. By 1901, the Hancock County Trustees of Public Reservations was created to try to preserve some of the land in the area. Individuals donated property which was eventually presented to the federal government. President

Woodrow Wilson created the forerunner of Acadia National Park in July, 1916 when he signed the presidential proclamation for Sieur de Monts National Monument.

Just one month later, President Wilson signed the organic act, creating the National Park Service to administer all of the various park sites. It directed the Park Service to "conserve the scenery and the natural and historic objects...therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations."



William Otis Sawtelle founded the Islesford Historical Museum.



Islesford Historical Museum on Little Cranberry Island.

Meanwhile, Sawtelle's collection continued to grow. Island residents donated pieces from their lives and families to the museum. By 1925, the collection had outgrown the Blue Duck; furthermore, Sawtelle and others were concerned about the threat of fire in an old wooden structure. He built the present brick building at the same time that Robert Abbe was developing a museum of local American Indian history.

Indeed, when the foundation for Sawtelle's new building was dug, some American Indian artifacts were uncovered and sent to Abbe for his museum.

George B. Dorr, first superintendent of Acadia National Park, suggested including Sawtelle's collection in the park. However, it did not become part of Acadia National Park until 1948. ❖

Now that the Islesford Historical Museum is part of Acadia National Park, it helps the park to carry out its mission of preserving the nation's history. Not only local students, but visitors from around the world can visit the museum to see artifacts and read stories of the people from a developing nation. They can learn how residents of the Cranberry Isles supplied building materials, food, and transportation services for much of the rest of the country. They should gain a greater understanding and appreciation of the roles of ordinary people from these five small islands in the history of the United States.

Glossary

Chronometer: Accurate clock used aboard ship.

Cooper: One who makes barrels.

Cooperage: Place where barrels are made.

Cross staff: A three foot long wooden staff with cross piece that was used to measure the angle between a celestial body and the horizon to determine latitude

Fathom: Unit of length equal to six feet, used to measure depth of water.

Latitude: Degrees north or south of equator.

Lead line: Device used to measure depth of water.

Log line: Instrument used for measuring ship's speed.

Longitude: Degrees east or west of prime meridian.

Organic Act: The 1916 act creating National Park Service.

Prime meridian: North/south line running through Greenwich, England.

Scurvy: Disease with bleeding gums, skin, & mucous membranes caused by vitamin C deficiency.

Sextant: Instrument made from 1/6 circle and used to measure latitude.





Activity One Navigation by the Stars: Making a Cross- Staff

(Pre-visit) Time can vary

Objective: *Students will:*

- Understand the use of the sun and North Star for determining latitude.

Materials:

- Two $3\frac{1}{2}$ " bolts with corresponding nuts
- Protractor
- String
- 3 pieces of 2" wide wood (6", 12", and 36" long)
- Directions for Cross-Staff (pg. 14)

(For a simpler version, a yardstick can be used along with a 12" x 2" piece of heavy duty cardboard.)

Preparation: Have a completed cross staff available for students to use as a model. If making cross-staffs from three pieces of lumber, have holes pre-drilled. If using a yardstick and cardboard, cut slits

in cardboard in advance. Read the background information on navigation. Distribute materials, instruction, etc.

Activity: Follow the directions for constructing the cross staff on the activity sheet in this guide. After students have built their cross staffs, discuss its use.

Alternate Activity: An astrolabe utilizes the sun's shadow. Instructions for building an astrolabe are available from Acadia's Environmental Education Coordinator. ❖



Activity Two The Travels of the Hadlock Family and Jacob Carroll (Pre-visit) One 45-minute class period

Objective: *Students will:*

- Apply skills in latitude and longitude using mariner records from the 1800s.

Materials: Copies of Mariner's Worksheet and the world map, (pages 15, 16 17), colored pencils or crayons

Preparation: This activity should be accompanied by lessons on latitude and longitude.

Background: Navigating across the ocean was facilitated by determining latitude and longitude. These imaginary lines that criss-cross our globe make it possible, with the right tools, to know exactly where one is at any given moment. The Hadlock family and Jacob Carroll (of the Carroll Homestead which is now a part of Acadia National Park) traveled around the world. During their travels, some of them may not have had the luxury of knowing their longitude. Once Greenwich England was declared 0°, longitude could be determined through the use of a chronometer, an accurate clock always set to Greenwich time. Mariners needed only to know their time, compare it to the chronometer and then multiply the difference in hours by 15°. They would then either add or subtract this number of degrees from 0° or 360° depending upon whether they were travelling east or west. Today we can easily pinpoint where these early seafarers went in their travels.

Activity: Hand out world maps and Mariner's Worksheets. (You may want to enlarge the map.) Students can work individually or in groups. Students should determine the city, country or location of the latitude and longitude given.

Give students the following instructions:

•Using different color crayons, pens, or pencils, draw on the world map the various locations visited. (Students may want to draw - or cut out and paste - ships at each location. The ships should bear the appropriate name. Students may also indicate where people died with a flag or even a skull and crossbones.) Use different colors to distinguish between the different mariners and include a key to the map when done.

•Next to the latitude and longitude position on the worksheet, write in the name of the place where these voyagers were.

After the worksheets and maps are completed, ask students what these voyages might have been like.

Questions: *Why did they travel so far? What dangers were there? What rewards were there?* ❖



Activity Three Life On An Island (Pre or post visit) Time varies

Objective: *Students will:*

- Explain what island life was like for different families in the 1800s.

Materials: *Life on an Island: Early Settlers off the Rock-bound Coast of Maine.* (Teaching With Historic Places lesson plan)

Preparation: Obtain publication from Acadia's Environmental Education Coordinator.

Activity: Follow instructions in lesson plan. ❖



Activity Four Classroom Museum

(Post-visit) Time varies, depending on class discussion and involvement

Objective: *Students will:*

- Develop their own historical museum.
- Explain the important role of everyday people and objects in history and their meaning.

Materials: Items brought in by students for the museum, boxes, cardstock, bulletin boards, paint, etc. for making displays

Preparation: After visiting the Islesford Historical Museum,

students may want to create their own museum. Discuss with students their ideas of what a museum should include.

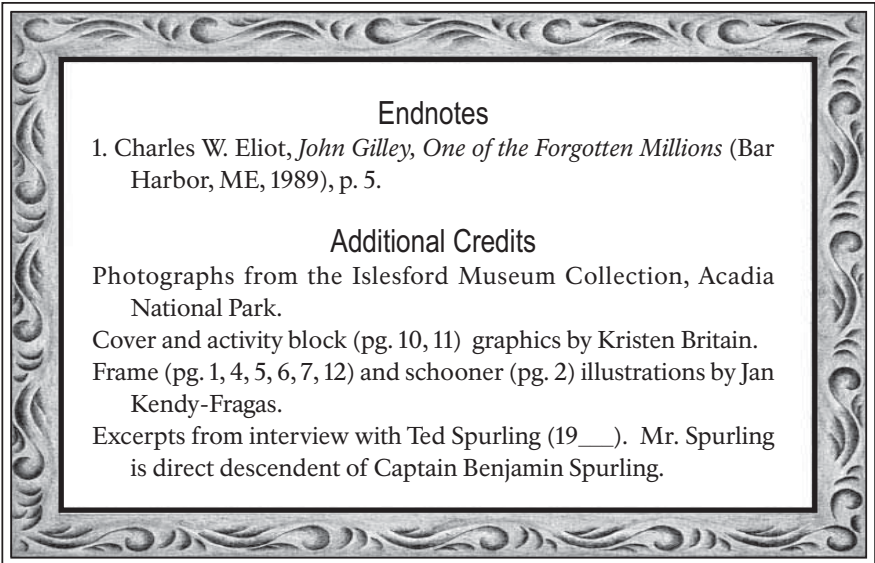
Questions and issues before starting:

- *What type of museum collection will you have?* It could be one about families (similar to Islesford), or about occupations, their community, or even one about toys.
- *How will information about the objects be recorded?* It is important to keep a record of the items, when they were donated, who donated them, what they are and represent, where they are from. Each item should be issued a number.
- *How do you want the display to be set up? Who will your audience be (parents, other classes, community)? Can everything be handled?*
- *How will the displays be interpreted? What types of labels will you use and what do you want those labels to say? Do you think it is important to have interpretive panels explaining different exhibit themes for visitors (provide a way of tying information together)?*
- *How do you wish to advertise the museum? Will you send out flyers, put up posters, or send personal invitations to visit?*

This activity works well with small, cooperative groups. Groups can be responsible for all aspects of one exhibit or for different elements of the entire museum.

After the museum is on display,
questions to be addressed:

- *What determined an object's value? How were the objects chosen?*
- *How might these objects be important to the stories they tell?*
- *Are these items important to your family?*
- *Ask students how they view museums - are they important to all of us?*



Resource List

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

Island Life Teacher Literature

- American Mail Order Fashions*. Maynard, MA: Chandler Press, 1989.
- Clark, Charles E., James S. Leamon and Karen Bowden. *Maine in the Early Republic*. London: University Press of New England, 1988.
- Clifford, Mary Louise and J. Candace Clifford. *Women Who Kept the Lights*. Williamsburg, VA: Cypress Communications, 1993.
- Early American School Books*. Maynard, MA: Chandler Press, 1988.
- Gardner, James B. and George Rollie Adams. *Ordinary People and Everyday Life*. Nashville, TN: The American Association for State and Local History, 1983.
- Judd, Richard W., Edwin A. Churchill and Joel W. Eastman, editors. *Maine: The Pine Tree State (From Prehistory to Present)*. Orono, ME: Univ. of Maine Press, 1995.
- Kemp, Peter, ed. *The Oxford Companion to Ships and the Sea*. Oxford: Oxford University Press, 1976.
- Kilby, Kenneth. *The Cooper and His Trade*. Fresno, CA: Linden Publishing Co., Inc., 1971.
- Kyvig, David E. and Myron A. Marty. *Nearby History - Exploring the Past Around You*. Nashville, TN: The American Association for State and Local History, 1982.
- Merryman, J.H. *The United States Life-Saving - 1880*. Grand Junction, CO: Vistabooks, 1989.
- Nylander, Jane C. *Our Own Snug Fireside*. New Haven, CT: Yale University Press, 1994.
- Oldershaw, Cally. *Our Planet: Oceans*. USA: Troll Associates, 1994.
- Platt, David D., ed. *Island Journal, Vol. 12*. Rockland, ME: Island Institute/Philip W. Conkling, 1995.
- Puty, George, ed. *Island Journal, Vol. 1, No. 1*. Rockland, ME: Island Institute, 1984.
- Rascals and Rogues of Long Ago*. Maynard, MA: Chandler Press, 1989.
- Reeves, Randall, Brent Stewart and Stephen Leatherwood. *Seals and Sirenians*. San Francisco, CA: Sierra Club Books, 1992.

Island Life Teacher Literature (cont.)

- Rowe, William Hutchison. *The Maritime History of Maine (Three Centuries of Shipbuilding and Seafaring)*. Gardiner, ME: The Harpswell Press, 1948.
- Sloane, Eric. *A Museum of Early American Tools*. New York, NY: Funk and Wagnals, 1964.
- Stenson, Elizabeth. *Early Settler Activity Guide*. New York, NY: Crabtree Publishing Co., 1983.
- White, Herrick, Wier, et al., *Fun and Games of Long Ago*. Maynard, MA: Chandler Press, 1988.
- Weitzman, David. *My Backyard History Book*. Boston, MA: Little, Brown and Co., 1975.
- Zinn, Howard. *A People's History of the United States 1492 - Present*. U.S.A.: Harper Collins Publishers, 1995.

Island Life Student Literature

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

- Children's Stories of the 1850s*. Maynard, MA: Chandler Press, 1987.
- Cooney, Barbara. *Island Boy*. New York, NY: Puffin Books, 1988.
- Grandma Trooley's Old Fashioned Picture Book for Boys and Girls*. Maynard, MA: Chandler Press, 1988.
- Gunby, Lise. *Early Farm Life*. New York, NY: Crabtree Publishing, 1983.
- Kalman, Bobbie. *Colonial Crafts*. New York, NY: Crabtree Publishing Co., 1992.
- Kalman, Bobbie. *Early Artisans*. Toronto, Ontario: Crabtree Publishing Co., 1983.
- Kalman, Bobbie. *Historic Communities: Tools and Gadgets*. New York, NY: Crabtree Publishing Co., 1992.
- Kalman, Bobbie. *Historic Communities: The Kitchen*. New York, NY: Crabtree Publishing Co., 1993.
- Kalman, Bobbie. *Historic Communities: Settler Sayings*. New York, NY: Crabtree Publishing Co., 1994.
- Kalman, Bobbie and Tammy Everts. *Historic Communities: Customs and Traditions*. New York, NY: Crabtree Publishing Co., 1994.
- Kalman, Bobbie and Tammy Everts. *Historic Communities: A Child's Day*. New York, NY: Crabtree Publishing Co., 1994.
- Kalman, Bobbie. *Historic Communities: A One-Room School*. New York, NY: Crabtree Publishing Co., 1994.
- Kalman, Bobbie. *Historic Communities: 18th Century Clothing*. New York, NY: Crabtree Publishing Co., 1993.
- Kalman, Bobbie. *Early Travel*. New York, NY: Crabtree Publishing Co., 1992.
- Kalman, Bobbie. *Early Stores and Markets*. New York, NY: Crabtree Publishing Co., 1992.
- McCloskey, Robert. *Blueberries for Sal*. New York, NY: Puffin Books, 1948.
- Roop, Peter and Conny Roop. *Keep the Lights Burning, Abbie*. Minneapolis, MN: Carolrhode Books, 1985.

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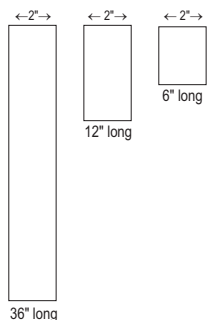
- Clark, Charles E., James S. Leamon and Karen Bowden, editors. *Maine in the Early Republic from Revolution to Statehood*. London: University Press of New England, 1988.
- Eliot, Charles W. *John Gilley, One of the Forgotten Millions*. Bar Harbor, ME: Acadia Press, 1989.
- Fernald, Meg. *One Man's Museum, The Story of the Islesford Historical Museum*. Bar Harbor, ME: Eastern National Park & Monument Association, 1990.
- Hobbs-Olson, Laurie. *Teaching with Historic Places. Life on an Island: Early Settlers off the Rock-Bound Coast of Maine*. Bar Harbor, ME: National Register of Historic Places & the National Trust for Historic Preservation. Lesson Plan #16.
- Judd, Richard W. and Joel W. Eastman, editors. *Maine: The Pine Tree State from Prehistory to the Present*. Orono, ME: University of Maine Press, 1995.
- Raup, Henry A. *Four Generations in Maine: The Carroll Homestead Southwest Harbor 1825-1917*. Conshohocken, PA: Eastern National Park and Monument Association, 1993.
- Rowe, William Hutchinson. *The Maritime History of Maine: Three Centuries of Ship Building & Seafaring*. Gardiner, ME: The Harpswell Press, 1989.
- Spurling, Ted. *Thumbnail Sketch of the Cranberry Isles*.

How to Make a Cross Staff

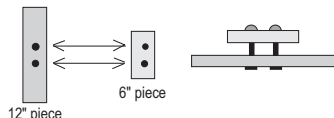
Materials and Equipment:

(Instructions are for wood. To use cardboard, see instructions in box on right.)

2 - 3 1/2" bolts with nuts
 3 pieces of 2" diameter wood
 Protractor, drill, string, and marker



1. Drill 2 holes 2 1/2" apart in the center of the 6" and 12" pieces.



Holes should line up when pieces are laid on top of each other. Secure the two pieces together, providing enough space for the 36" wood piece to move through. This is your altitude stick.

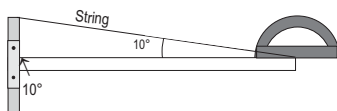
2. Lay the 36" piece of wood flat on a table. This is now called your horizon stick.
3. Take the altitude stick and place it at the left end of the horizon stick. Push the end of the horizon stick through the open space between the two pieces that make up the altitude stick.



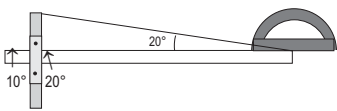
4. Place a protractor at the far right end of the horizon stick, being sure it is centered. (You may want to tape it in place.)



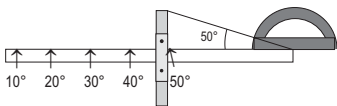
5. Take the string and pull it from the center of the protractor to the top of the altitude stick. Wherever the string crosses the protractor, this is the latitude for where the altitude stick hits the horizon stick. (It will fall between 5° and 10°.) Mark this on the horizon stick.



6. Move the altitude stick closer to the protractor so the string now hits at 20° on the protractor. Degrees will get higher as you move the altitude stick towards the protractor.



7. Continue moving the altitude stick and marking on the horizon stick every 10° until you get to 90°.

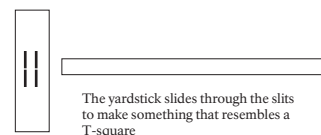


You now have a fully operational cross staff!

To make a cross staff using cardboard and a yardstick, you will need:

Yardstick
 12" long piece of heavy cardboard or cardstock

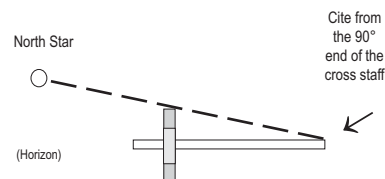
Cut 2 lengthwise 2" slits in the cardboard. This will allow you to slide the cardboard over the yardstick.



The yardstick slides through the slits to make something that resembles a T-square

To determine latitude:

Hold your cross staff as you would a telescope, looking "down" the horizon stick making sure to keep it level with the horizon. Find the North Star and move the altitude stick until its top lines up with the star. (To find the North Star, locate the constellation The Big Dipper. The handle of The Big Dipper points to a very bright star. Find the handle of The Big Dipper; follow it to its end and look beyond. The bright star that the handle is pointing to is the North Star.) The mark next to the altitude stick is the latitude. Have students take their cross staff home to site the North Star. This is difficult to do without a horizon (hence why it worked on boats). If the student holds the cross-staff straight out from them, it should work. (After all, we are living close to sea level!)



Cite from the 90° end of the cross staff

Mariner's Worksheet

Samuel Hadlock VI moved to Little Cranberry Island in 1791. He was a mariner who would come to own many ships that he himself captained. He was able to start a ship's store from one very profitable trip. He traveled in the schooner *Ocean* to 45°N, 50°W _____ (bank) where he caught a large cargo of fish. The fish were dried along the banks of Labrador and then taken to 42°N, 9°W _____ (city), where he sold them. He purchased many items that were unavailable in Maine (lemons, salt), as well as buying items in England for his store, and sailed back for home. Before reaching the Cranberry Isles, he stopped near 43°N, 72°W _____ (town), where he paid almost \$500 in duty taxes on his cargo.

Samuel Hadlock had five sons. Unfortunately, four of them died at sea. Elijah, master of the brig *Beaver*, died from yellow fever in 23°N, 82°W _____ (country). While traveling on the *Minerva*, Samuel Jr. died on an expedition to hunt seals so they could be stuffed and sold. He died "at the ice" at 62°N, 47°W _____ (island). Epps and Jonathon, on board the schooner *Otter*, died with all hands at sea somewhere in the vicinity of 15°N, 60°W _____ (islands).



Jacob Carroll was a sea captain whose land-based home was the Mountain House in Southwest Harbor on Mt. Desert Island. Today, it is known as the Carroll Homestead and is part of Acadia National Park. Jacob went to sea when he was 14 years old and was said to have sailed around the world once and across the Atlantic five times. His voyage around the world was on board the brig *Albert Gallatin* where the ship went around both 55°S, 72°W _____ (cape) and 34°S, 18°E _____
_____ (cape) and eventually on to Australia. He stopped in many locations such as: 7°S, 76°W _____ (country),
22°S, 43°W _____ (city),
22°N, 88°E _____ (city), and
19°N, 73°E _____ (city).

Jacob sailed on many other ships and would often write home during his travels across the Atlantic. In his letters, he would describe European destinations such as:

51°N, 0° _____ (city),
49°N, 2°E _____ (city), and
53°N, 6°E _____ (city).

Souvenirs and stories of adventure were brought back and shared
with Jacob's family at the Mountain House.



