

Maritime Communities





Introduction

In the communities of coastal Maine, life was connected to the sea. Even those who lived their whole lives ashore probably had a relationship—through work, family, or friends—to maritime trade or fishing. The sailing vessel or steamer from Boston was the lifeline for much of coastal Maine. People in seagoing occupations, such as sea captains, crew, fishermen, and other mariners, often had to leave families behind to carry out their work, while shipbuilders, caulkers, sailmakers, riggers, and blacksmiths could go home at the end of the day, creating a different family model. The seasonal nature of much of the work in Maine also helped define community relations; families took care of each other through times of plenty and times of need.

In the nineteenth century, the maritime community shared many characteristics with inland communities, such as governance, religion, and schools, but there were differences too. Maritime communities had to make adjustments for the absence of a significant number of heads of households, the greater independence of mariners' wives who took some economic responsibility for the household, and the importance of extended families. Maritime communities tended to be more cosmopolitan, as members brought back experiences, news, and keepsakes from around the world. Wives and children sometimes experienced the world's cultures by joining their captain husbands and fathers on multi-year sea voyages. The life of the captain's wife who went to sea was very different from a typical Victorian lady on land: in some ways more restrictive and in some ways less so.

Maritime communities could reunite in foreign ports, as ships commanded by Mainers often crossed paths in far-away places. Children born at sea or accompanying their parents later had unique experiences and were, as Joanna Colcord wrote, "children of the world," at home in a variety of foreign cultures; yet most seagoing children also spent time ashore living with relatives and going to school.

Community was an important concept at sea and on shore. Be sure to see our *Life at Sea* module for related information and activities.



General learning goals are:

- To understand how areas are settled, what people look for when they settle, and how their settlement fits into a network of communication and transportation among settlements;
- To learn about the shore-based and sea-based occupations that make up maritime communities;
- To learn about the social, domestic, and economic patterns of coastal Maine in the eighteenth to twentieth centuries;
- To understand the workings of maritime communities around Penobscot Bay, and the daily lives of their citizens—food, clothing, houses, religion, education, recreation, and business;
- To compare life at sea and life on land for men, women, and children;
- To learn how technological changes influence the nature of community.



Outline

I. Penobscot Bay and Mid-Coast Maine

- A. Geography
- B. Climate and Seasons
- C. Resources: Water Power, Fish, Timber, Rock, Ice
- D. Definitions of Maritime Community

II. Who Were Maine's First Settlers?

III. Eighteenth Century Coastal Maine

- A. Encouragements for Settling
- B. Forces Discouraging Settlement
 - 1. Native American Threats
 - 2. French Presence East of Penobscot
 - 3. Land Ownership Claims and the Great Proprietors
 - 4. British Raids During American Revolution
- C. Settlement Patterns, East vs. West of the Penobscot River
- D. Settlement Patterns, Island and Coastal vs. Inland

IV. Nineteenth Century Coastal Maine

- A. Settlement and Growth Patterns in the Nineteenth Century
- B. Work in the Maritime Community
- C. The Built Community: Architecture and Construction
- D. Transportation and Communication Networks
- E. Island Communities

V. Life in the Maritime Community

- A. Families at Sea and Families Ashore
- B. Social Climate
- C. Governance
- D. Domestic Skills
- E. Schools
- F. Recreation

VI. Maritime Communities in the Twentieth Century and Present

- A. Technological Influences on Occupations, Communications, and Transportation
- B. Population Changes
- C. Maritime Community Identification, In-migration, and the Working Waterfront





Learning Results, Grades K-2



Career Preparation

- C-2:** Demonstrate the effects of technology on where people choose to live, how they communicate, how they travel, and how they acquire goods and services.
- D-3:** Demonstrate an understanding of the importance of the conservation of resources.

Health and Physical Education

HEALTH EDUCATION

- C-3:** Choose healthful foods.

Mathematics

- A-2:** Understand the many uses of numbers (e.g., prices, recipes, measurement, directions in play).
- F-1:** Estimate and measure length, time, temperature, weight, and capacity.
- G-1:** Recognize, describe, extend, copy, and create a wide variety of patterns.

Science and Technology

- E-2:** Describe some physical properties of objects.
- F-3:** Observe changes that are caused by water, snow, wind, and ice.
- L-2:** Read and write instructions to be followed or instructions which explain procedures.
- L-5:** Make and read simple graphs.
- M-2:** Describe at least two inventions, what they do, how they work, and how they have made life easier.
- M-5:** Explain how their lives would be different without specific inventions or scientific knowledge.

Social Studies

CIVICS AND GOVERNMENT

- B-1:** Understand that all nations have governments.

HISTORY

- A-1:** Place individual and family experiences in historical time and place.
- B-1:** Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
- C-1:** Use artifacts and documents to gather information about the past.

GEOGRAPHY

- A-1:** Use and construct maps and other visuals to describe geographic location, direction, size, and shape.
- B-1:** Describe the human and physical characteristics of the immediate environment.

ECONOMICS

- A-1:** Identify goods and services, giving examples.
- B-1:** Explain the terms consumer and product.
- C-1:** Explain how selected cultures or countries meet basic human needs.
- D-1:** Explain where products come from and how we use them.

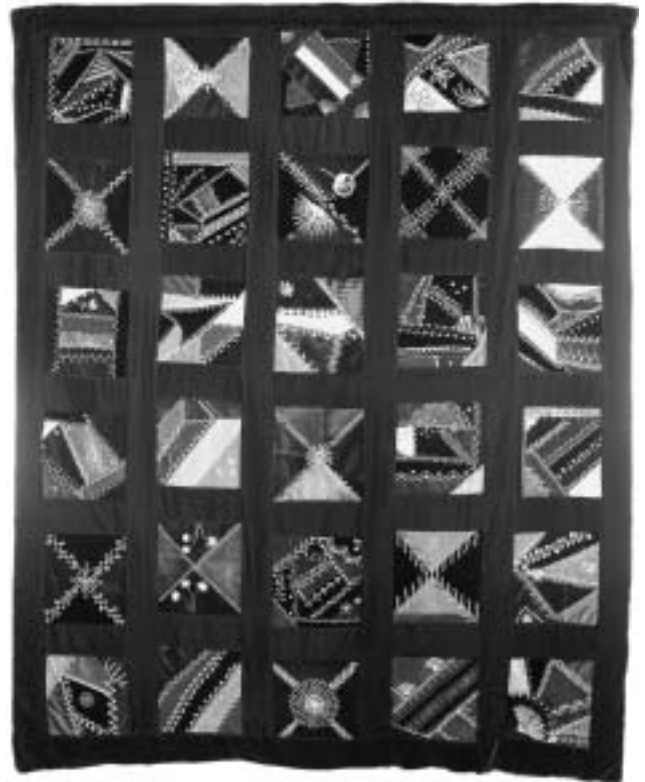
Visual and Performing Arts

- A-9:** Identify the use of the arts in daily experiences.



Activities, Grades K-2

- **If sailing vessels were the best means of transportation and communication**, where would you choose to live? How would the community change when sailing vessels were no longer the best means, and you could now go everywhere by car? Discuss the effect of other technology changes on communities and where people live.
- **Water is fundamental to life. Where do you get your drinking water** and how do you protect it? Note how people settling in the eighteenth and nineteenth centuries tried to live close to good drinking water resources.
- **What roles did maritime towns play in getting ships ready to sail?** What occupations were necessary for the construction and outfitting of a sailing vessel: for a voyage to the West Indies; for a month-long fishing voyage; for a day-long fishing trip? How do you prepare the family for the voyage?
- **Writing activities: children may write (or dictate) simple journal entries** based on an imaginary day ashore or at sea, choosing a role and a location. They could pretend to write a letter to a sibling or cousin who is at sea, describing their community at home.
- **Have children examine the diets of maritime Maine in the nineteenth century.** Prepare a meal in class using only things that were easily available 150 years ago. Write recipes or give directions orally. Where do some of our daily foods come from? How was food different on board ship from food eaten in towns around the Bay in the same era? What foods do we enjoy today that were not available 150 years ago?
- **The sailmaker in the maritime community must measure the canvas carefully** before he cuts and sews the sails. Draw a sailing ship and note the sizes and shapes of different sails. How do the sails make the ship move? The shipbuilder uses many different kinds of wood. Compare samples of different woods.
- **How did the lives of boys and girls differ in the nineteenth century?** Was it any different aboard ship than on shore? Compare education and play. As adults, how did the roles of men and women differ? What was expected of wives and mothers who went to sea or stayed at home when the husband was at sea?
- **Think of a children's activity that might have taken place at home in the nineteenth century**—hoop rolling, making a model boat, or tying knots. Write directions, then exchange with partner to read and follow.
- **Learn more about countries and cities that were visited by Maine families.** Pretend you arrive in China or another port. What would you find there? How would you communicate? How might foreign communities be similar to or different from our home communities?
- **Put together a list of items you think you could buy in a general store 150 years ago.** How many of those items would be made or grown locally and how many would be bought from far away? How would those items get to the store? How would you pay for your purchases?
- **Look at a map of your community.** Where are the water sources? Where are power sources? Where are means of transportation and communication? What other resources are in your community?





Learning Results, Grades 3-4

Career Preparation

- A-3:** Demonstrate an understanding of the connections between locally generated products and services and the efforts required to create those products and services.
- A-4:** Explain the value of work to the individual and to society in general.
- C-1:** Illustrate how products evolve as a result of technological systems.
- C-2:** Identify major components of a technological system (input, process, output, feedback) and cite examples in school and/or community.
- C-3:** Identify academic knowledge and skills required in specific careers.

English Language Arts

- B-1:** Demonstrate awareness of the culture and geography pertinent to the texts they read.
- C-4:** Make observations about the use of language and graphic symbols encountered in various real-life situations.
- E-5:** Give accurate directions.
- H-3:** Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).
- H-4:** Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.

Health and Physical Education

HEALTH

- D-1:** Evaluate the influences of culture on health.

Mathematics

- F-1:** Solve and justify solutions to real-life problems involving the measurement of time, length, area, perimeter, weight, temperature, mass, capacity, and volume.
- I-1:** Create and use organized lists, tree diagrams, Venn diagrams, and networks.

Science and Technology

- A-3:** Describe the different living things within a given habitat.
- M-3:** Explore how technology (e.g., transportation, irrigation) has altered human settlement.
- M-4:** Explain practices for conservation in daily life, based on a recognition that renewable and non-renewable resources have limits.

Social Studies

CIVICS AND GOVERNMENT

- B-1:** Describe why we need governments (e.g., law and order, defense, roads, schools).
- B-2:** Describe the basic structure of local and state governments.

HISTORY

- B-2:** Demonstrate an awareness of major events and people in United States and Maine history—Different kinds of communities in Maine, the United States, and selected world regions.
- C-1:** Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

GEOGRAPHY

- A-1:** Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.
- B-2:** Explain ways in which communities reflect the backgrounds of their inhabitants.
- B-3:** Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

ECONOMICS

- A-1:** Describe barter and money and how each is used in the exchange of resources, goods, and services.
- C-1:** Explain how selected cultures or countries meet basic human needs.
- D-1:** Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

Visual and Performing Arts

- B-2:** Explain how cultural values are shown through the arts.
- B-3:** Demonstrate an understanding of the roles of visual and performing artists in various settings and cultures.
- B-4:** Compare the characteristics of works in two or more visual and performing art forms that share a similar subject matter, historical period, or cultural context.
- C-4:** Explore and analyze content and styles in various art forms.



Activities, Grades 3-4



- **Choose a product of Maine and investigate how it was produced.** In Maine's maritime towns in the nineteenth century, goods and services supported the construction and maintenance of merchant ships. What businesses operated in shipbuilding towns to support shipbuilding, and what products and services did these businesses produce? Apply this to other industries in Maine's maritime communities, such as fisheries, granite quarrying, lime quarrying and processing, lumbering, etc. What resources and efforts were required to make these products?
- **Literacy activities may be built around letters to or from families at sea;** for example, see the book *Letters from Sea*. The letters offer opportunities for students to distinguish between fact and interpretation, as well as opportunities to talk about prior knowledge—are there parts of these letters that assume prior knowledge on the part of the reader? How is this issue dealt with by the compiler, in the case of *Letters from Sea*? Be aware of the different perspectives of young or older writers, on shore or at sea.
- **Writing assignments can include creating diaries, letters from sea, from foreign ports, or from home, and descriptions of the culture and geography of ports visited.** In giving presentations, students may use a map and/or photo to supplement their report on a foreign port, or talk about a specific family, some members of which might be at sea and some ashore.
- **What are some words that have become standard in English usage ashore** that originated in the maritime days of the sailing ships? (The term “on deck” in baseball came from Belfast, Maine's maritime-oriented baseball team.) See Joanna Colcord's book, *Sea Language Comes Ashore* and the book by Isil.
- **Compare medicine and ideas of health in the nineteenth century to present-day medical treatments.** Remember that antiseptics were not known or used until the last third of the nineteenth century. How did this affect health?
- **Create lists of business and occupations within a maritime community,** including those that are not directly related to maritime industry. With diagrams, show how these businesses and occupations overlap and rely on many other businesses and people within the community.
- **What animals, fish, and birds were possibly observed** by families on land around Penobscot Bay? Discuss how bird populations declined drastically in the Bay's outer islands because of humans eating their eggs and using bird feathers in fashionable hats. What other animal populations have changed as a result of human settlement?
- **Between the American Revolution and 1820, about 200 new towns** were formed in Maine. How do towns become settled, organized, and incorporated? What are the roles of town government, especially when a town is new?
- **Art projects—sewing, models, carving, needlework, painting are possible.** Create and execute original maritime designs in several different media. What arts were important in nineteenth century homes? How did decorative arts help carry a sense of community aboard Maine vessels as they traveled around the world? If you traveled, what sorts of keepsakes would you want to bring home to remember your trip? Would they be artistic and reflective of the culture where you visited?
- **Compare the necessities of daily life—food, shelter, and clothing—**on board ship and ashore, and past and present day Maine.
- **How did technological developments of the nineteenth century,** such as steam power, create industrial development, and what effects did this have on businesses around Penobscot Bay?
- **Study old store account books, which may be found at the museum or on the website (www.penobscotbayhistory.org).** How are quantities expressed? Relate old measurement systems and currencies to those we use today.



Learning Results, Grades 5-8

Career Preparation

- B-2:** Compare workplace environments and the education required for different occupations.
- D-1:** Identify how critical factors such as history, the environment, the economy, or personal characteristics may affect individual and family choices.

English Language Arts

- G-5:** Write for both public and private audiences.
- H-8:** Make limited but effective use of primary sources when researching topics.
- H-9:** Explain the importance of primary sources in evaluating the validity and reliability of collected information.

Health and Physical Education

HEALTH

- A-1:** Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.
- D-3:** Analyze the effect of technology on personal and family health.

Mathematics

- F-1:** Demonstrate the structure and use of systems of measurement.
- F-3:** Demonstrate an understanding of length, area, volume, and the corresponding units, square units, and cubic units of measure.
- G-1:** Describe and represent relationships with tables, graphs, and equations.
- H-3:** Analyze tables and graphs to identify properties and relationships in a practical context.
- I-1:** Create and use networks to explain practical situations or solve problems.

Science and Technology

- C-4:** Identify the causes and effects of diseases, explain their transmission, and identify prevention strategies.
- I-3:** Describe and quantify the ways machines can provide mechanical advantages in producing motion.
- L-4:** Make and use scale drawings, maps, and three-dimensional models to represent real objects, find locations, and describe relationships.
- M-1:** Research and evaluate the social and environmental impacts of scientific and technological developments.
- M-2:** Describe the historical and cultural conditions at the time of an invention or discovery, and analyze the societal impacts of that invention.
- M-7:** Explain the connections between industry, natural resources, population, and economic development.

Social Studies

CIVICS AND GOVERNMENT

- A-5:** Identify the functions of government at school, locally, and at the state level.

HISTORY

- A-1:** Describe the effects of historical changes on daily life.
- A-2:** Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.
- B-1:** Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including ... Civil War, Industrialization.
- C-5:** Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, and artifacts.

GEOGRAPHY

- A-1:** Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
- B-3:** Explain how cultures differ in their use of similar environments and resources.

ECONOMICS

- B-1:** Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.
- B-4:** Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities.
- C-2:** Compare how different economies meet basic wants and needs over time.
- D-1:** Describe how changes in transportation and communication technologies have affected trade over time.
- D-2:** Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

Visual and Performing Arts

- A-1:** Explain how the arts originate from human experience, are a communal experience, and encourage kinship with others.
- B-2:** Compare and contrast the characteristics and purposes of the arts from various cultures, historical periods, and social groups.
- B-5:** Identify how the factors of time and place (such as climate, resources, ideas, and technology) are reflected in visual and performing arts.
- B-6:** Demonstrate an understanding of the ways various arts activities enrich people's artistic, intellectual, social, and emotional responses.



Activities, Grades 5–8

- **Look into possible maritime careers today, including those** that spend time at sea and those that are shore-based. What education do you need? What did seamen need to learn in the nineteenth century, and how did they learn it? How did captains attain their positions? What did ship owners, ship builders, sailmakers, and blacksmiths need to know?
- **Select an occupation practiced in Maine's nineteenth century maritime communities.** Research that occupation, and prepare an oral presentation to your peers describing what a day in your life might be like. Include details of your education, your work environment, how you came to hold the position and how it affects you and your family. Prepare an outline to speak from and share your sources.
- **If you were a young woman in 1875, would you accompany your husband on board ship?** Why or why not? Would you want to be a mother at sea? If you stayed at home, how would your role be different from women whose husbands were at home? How did the community offer support? If you were a sea captain, would you take your family along on long voyages? What are the advantages and disadvantages?
- **Read some original source material, such as excerpts from *Letters from Sea*** or other letters or diaries available at the museum. Can students find evidence of personal slant on information read? Write their own letter or diary entry, trying to demonstrate different styles in public vs. personal writings. Include a description of an imaginary event, such as a storm, a rescue, an accident at the shipyard, the launching of a ship, etc. What kind of descriptive language can students use? Write letters from other perspectives, such as family members staying behind on shore or who are still at sea.
- **Health and disease were viewed differently in the nineteenth century.** What treatments were available then? What risks were involved in working in a shipyard? What role did diet play in health? Construct a visual aid to demonstrate the similarities and differences between today's occupational hazards and those of the nineteenth century. What did doctors learn in that time and how were they trained, in comparison to the present day?
- **Some Searsport homes featured items from around the world.** Learn more about imported furniture, art, porcelain, and fabrics.
- **Study the influence of technological change in transportation systems on maritime communities.** What were the impacts on people, use of resources, and trade? Write about how life in maritime communities changed, first with the advent of regular steamboat service to Boston from the Maine coast, and then the advent of railroads, larger steamships, automobiles, and trucks.
- **Compare domestic life in foreign ports visited by Maine seamen in the nineteenth century** to domestic life in a Maine maritime community on Penobscot Bay. Show with diagrams the network of relationships in each location between different businesses and occupations.
- **Consider how music has been an important part of communities.** Pianos were very popular in the late nineteenth century, before phonographs were invented. Today, communities have access to the music of many cultures from around the world. Likewise, changes in the presentation of theatrical arts have moved from stage performances to movies to home viewing. How have technological developments in the arts and transmission of the arts changed the nature of community?
- **Locate a historic house in your community.** Learn something about the architecture of the dwelling and the house's history. Who lived in it, what were their occupations, how did it fit into the community, with respect to its location? Is it close to natural resources, such as fresh water and water power? Is it close to town or far away? Has its location been more advantageous at other times in history?
- **Find a location in your community to try historical archaeology.** Appropriate places might be on the shore line, at the site of a very old dump, or in the back yard of a very old house. Get local permissions. Especially at the shore, near an old pier, where waves can bring old things to the surface, pick a 1-meter square and collect any man-made objects that can tell stories of the past. Try to identify the objects and draw conclusions about the local history.



Learning Results, Grades 9-12

Career Preparation

- A-2:** Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
- A-3:** Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- C-3:** Demonstrate an understanding of how humans change and adapt technology to their benefit.

English Language Arts

- G-8:** Write pieces and deliver oral presentations in a personal style, with a discernable voice and effective wording.
- H-9:** Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.

Health and Physical Education

HEALTH

- A-9:** Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems.

Mathematics

- C-2:** Make tallies and graphs of information gathered from immediate surroundings.
- F-1:** Use measurement tools and units appropriately and recognize limitations in the precision of the measurement.

Science and Technology

- L-3:** Make and use appropriate symbols, pictures, diagrams, scale drawings, and models to represent and simplify real-life situations and to solve problems.
- M-4:** Analyze the impacts of various scientific and technological developments.
- M-5:** Examine the historical relationship between prevailing cultural beliefs and breakthroughs in science and technology.

Social Studies

HISTORY

- A-1:** Identify and analyze major events and people that characterize each of the significant eras in the United States and world history ... Expanding Nation, Civil War and Reconstruction, Industrial U.S., World in Nineteenth Century.
- B-1:** Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including but not limited to ... Industrialization.

- C-2:** Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.

GEOGRAPHY

- A-3:** Understand how cultural and technological features can link or divide regions.
- B-1:** Explain factors which shape places and regions over time (e.g., physical and cultural factors).
- B-3:** Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.

ECONOMICS

- B-1:** Describe the factors (i.e. physical, capital, technology, and monetary resources) that impact the development and the distribution of a product.
- C-1:** Explain the impact of cultural values on economic decisions, using at least two examples.
- D-2:** Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, and stable government).

Visual and Performing Arts

- A-6:** Demonstrate an understanding that the arts are a means of renewal and recreation, as well as an occupational opportunity.
- B-1:** Compare two or more visual and/or performing arts by identifying the genre, style, historical period and conditions, probable artist, and cultural source.
- B-2:** Compare and contrast characteristics of visual and/or performing arts within a particular historical period or style with concepts about the period or style from other content areas.
- B-3:** Analyze common characteristics and purposes of various visual and/or performing art works across time and among cultural and social groups, and explain how these characteristics and purposes fulfill social, religious, or ceremonial functions in a particular cultural and historical context.
- B-4:** Create works that reflect concepts, theories, approaches, and styles from their own and other cultures.
- B-5:** Develop visual and/or performing artwork in response to a historical, social or cultural condition using a variety of forms.



Activities, Grades 9-12

- **Write a letter applying for a job in a shipyard or other maritime industry, 150 years ago and today.** State your qualifications, skills, how you learned your job, what salary you expect, what benefits, etc.
- **Study the history of your community and look at how businesses and occupations have changed** over the last 150 to 200 years. What technologies have influenced those changes? What occupations that exist today might be superseded in the next 50 years? What businesses have remained throughout the history of the town, and how have they worked with technological changes?
- **Some primary source materials—letters, diaries, log-books—are available at Penobscot Marine Museum** and on our website (www.penobscotbayhistory.org). Analyze one of these works, seeing what you can deduce and interpret from it. Write pieces in the style/voice of a nineteenth century character of your choice. In *Letters at Sea*, compare the nature of letters written from home with those written from sea.
- **The subject of medical care and developments in health concepts and attitudes** may make an interesting research project, as we are undergoing many changes today. How was medical care carried out in your community before the Civil War? During the early twentieth century, when tuberculosis and the Influenza Pandemic of 1918-1919 affected so many people? Visit local cemeteries and look for evidence of epidemics in local areas.
- **Measurement is critical to maritime industries.** Cargo management and shipbuilding require careful measurements: size of hold, registered tonnage, and capacities of containers. How were different cargoes packaged, measured, and stowed? Given the capacity of a ship's hold, calculate what could be stowed. Create diagrams and schematics to demonstrate.
- **Research how life in maritime communities changed,** first with the advent of regular steamboat service to Boston from the Maine coast, then railroads, then automobiles, trucks, and airplanes. How would acceptance of these new technologies influence the nature of community? How did these changes affect the businesses in town, the distribution of their products, and the greater competition from other far-away businesses?
- **Many Maine sea captains brought back keepsakes and artworks from other cultures,** as they sailed around the world. They also brought back experiences in other cultures that could seem strange to a local provincial culture. Discuss the benefits and conflicts of living in a small cosmopolitan maritime community next to communities that had no first-hand experiences with foreign cultures.
- **Compare the visual arts of nineteenth century American maritime culture** with those of other cultures of the same period. Analyze a group of maritime paintings, comparing and contrasting artists, including Maine artists.
- **Study the architecture of old houses and other buildings** in maritime communities around Penobscot Bay or on the coast. How do architectural styles reflect the ideals of society or the economics of the community? Study an aspect of domestic life, such as food preparation or clothing construction.





Resources

CHILDREN'S BOOKS

- Chetkowski, Emily. *Mabel Takes the Ferry*. Farmington, ME: Heritage Printing and Publishing, 1995, 2001. A nice story of contemporary Islesboro, including the ferry *Margaret Chase Smith*. Based on a true story. Ages 4-8.
- Cooney, Barbara. *Island Boy*. New York: Puffin Books, 1991. A story of growing up on a Maine island in the nineteenth century. Ages 4-8.
- Kalman, Bobbie: Historic Community Series. Crabtree Publications, 1993-1997. Many titles available on: Nineteenth century girls and women; the Victorian home; Schoolyard games; Home crafts. Elementary school level.
- Olson, Arielle North. *Lighthouse Keeper's Daughter*. Boston: Little, Brown, 1987. Middle school.
- Rylant, Cynthia. *Lighthouse Family: The Storm*. New York: Simon and Schuster Books for Young Readers, 2002. Story of a cat, a dog, and some mice living in a lighthouse. Ages 4-8.

HIGH SCHOOL/ADULT LEVEL

LOCAL HISTORIES: Note that your school and community libraries should have good local histories for your community.

- Battick, John F. "The Searsport 'Thirty-six': Seafaring Wives of a Maine Community in 1880," in *American Neptune, Journal of the Peabody Museum of Salem*. Summer 1984.
- Black, Col. Frederick Frasier. *Searsport Sea Captains*. Searsport, ME: Penobscot Marine Museum, 1989. Biographical information on the many sea captains who came from Searsport, their vessels, and their families.
- Eastman, Joel W. *A History of Sears Island*. Searsport, ME: Searsport Historical Society, 1976. The history of a large island within the town limits of Searsport.
- Hill, Ruth Ann. *Discovering Old Bar Harbor and Acadia*. Camden, ME: Down East books, 1996. Local history and historic photographs.
- Honey, Mark. *Abigail & Sarah Hawes of Castine, Navigators & Educators*. Privately published, 1996.
- Lunt, Dean L. *Hauling by Hand: The Life and Times of a Maine Island*. Frenchboro, ME: Islandport Press, 1999. The story of past and present life on Long Island, one of only 14 Maine islands still supporting a year-round community.
- McLane, Charles B. *Islands of the Mid Maine Coast*. Gardiner, ME: Tilbury House and Rockland, ME: Island Institute, 2000. A four-volume history of Maine's islands and island communities.
- Platt, David D.(ed.) *Penobscot: The Forest, River and Bay*. Rockland, ME: Island Institute, 1996. Provides baselines for communities on the Penobscot River and Bay from the nineteenth century to compare with today. Looks at ecology, industry, transportation, energy, and generally changing patterns.
- Thomaston Historical Society. *Tall Ships, White Houses and Elms: Thomaston, Maine, 1868-1923*. History and photographs of this maritime town.

MAINE HISTORY

- Bunting, William H. *A Day's Work*. Gardiner, ME: Tilbury House; Portland, ME: Maine Preservation, 1997, 2000. History of life in Maine, with historic photographs.
- Duncan, Roger F. *Coastal Maine*. New York: W.W. Norton and Company, 1992.
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WEB PAGES

Maine Memory Network, with information on Maine communities: www.mainememory.net.