

MALAGA ISLAND FRAGMENTED LIVES



A curriculum for middle school students

-developed from the research for the *Malaga Island, Fragmented Lives*
exhibit, on view at the Maine State Museum
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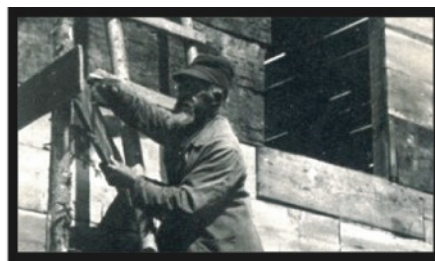
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MALAGA ISLAND FRAGMENTED LIVES



CURRICULUM OVERVIEW

Purpose:

Collectively, the lesson plans encourage a comparison of fiction and non-fiction materials about the historic events that occurred on Malaga Island, Maine, encourage skill-building in critical thinking and source evaluation, explore Malaga's place in a complex ecosystem, and strengthen understanding of the scientific process. All curricular materials are designed to assist students in achieving Maine Learning Requirements and Common Core Standards at the middle school level. Refer to the Bridging Document for details.

Lesson Plan Sequence

This curriculum has been designed to support cross-disciplinary teaching (language arts, social studies, science) and to allow teachers to adapt to various time constraints that they experience in each school district. Towards that end, all teachers are encouraged to begin with Lesson 1; the lessons that follow can be used in a sequence, isolated and used selectively, or used collaboratively by multiple teachers.

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|-----------|--|
| Lesson 1: | Introduction to Malaga Island: Primary Sources & Fragmented Lives |
| Lesson 2: | Visual Literacy and Images of Malaga Island |
| Lesson 3: | Media Literacy, Citizenry, and Conflicting Accounts of Malaga Island |
| Lesson 4: | Going Beyond "Lizzie Bright and the Buckminster Boy": Revisiting Malaga Island with Civil Action |
| Lesson 5: | Archaeology and Environment on Malaga Island: Understanding Scientific Process |

Summary

Malaga Island is located at the mouth of the New Meadows River in Phippsburg. Bear Island lies 100 yards to the west and the small fishing village of Sebasco is about 300 yards to the east. Like much of the Maine coast, 42-acre Malaga Island is rocky and rugged. The shell beach on the north end was the location of several settlements, beginning with Native Americans who inhabited the island within the last 1,000 years. Little is known about how these first inhabitants lived; considerably more is known about Malaga's later residents – the mixed-heritage community that occupied the island's north end from the 1860s to 1912.

The probable origins of Malaga Island's historic community trace back to one African American man, Benjamin Darling. He purchased Horse Island (now known as Harbor Island and located near Malaga Island) in 1794. Darling's descendants and their families soon settled on numerous islands throughout the New Meadows River. Although records are not clear, Henry Griffin and Fatima Darling Griffin,

with their family, were most likely the first to live on Malaga Island, setting up house on the east side in the early 1860s.

In the early 1900s, the Malaga Island community found itself caught in a time of great change for Maine. A poor economy, the decline of the fishing and ship building industries, a boom in real estate prices, and thriving social reform efforts all affected Malaga. At the same time, the island residents became victims of the eugenics movement, a popular theory that the poor, immoral, or criminal were born that way due to heredity. The eugenics movement was widely accepted as fact throughout the early 1900s and included many advocates such as heads of state, teachers, religious missionaries, journalists, and scientists. The press publicized a common belief that the only way to help Malaga Island's residents, and improve tourism and property values on the Maine coast, was to dismantle the community.

Christian missionaries from Malden, Massachusetts, Captain George and Lucy Lane, began to visit Malaga Island during the summer of 1906. The Lanes focused their missionary efforts on educating the children of Malaga Island. They actively raised funds to build a permanent school on the island and help pay for food and clothing.



Although efforts were well underway to improve living conditions on Malaga Island, the notoriety of the island community in statewide and regional newspapers gave Phippsburg a bad reputation, just as the tourism industry was beginning to grow in Maine. Newspapers put forth commonly held beliefs that the individuals living on Malaga Island were degenerate and needed assistance in order to survive. The stories of Malaga Island, and the actions of both the town of Phippsburg and State of Maine to evict the community, were reported throughout the New England region and in nationwide publications such as Harper's Magazine.

As early as the 1890s, efforts were underway in Phippsburg to rid itself of the Malaga Island community. Legal disputes continued until Maine's state government became involved. Governor Frederick Plaisted visited Malaga Island in 1911, along with his Executive Council, to see the island for himself. During his visit, Plaisted remarked, "the best plan would be to burn down the shacks with all their filth. Certainly the conditions are not creditable to our state, and we ought not to have such things near our front door, and I do not think that a like condition can be found in Maine, although there are some pretty bad localities elsewhere." (Brunswick Times Record, July 21, 1911)

In 1911, the State of Maine ruled that Malaga Island was owned by the Perry family of Phippsburg, who, in turn, filed papers to have the islanders evicted. On December 9, 1911, a doctor and member of

Governor Plaisted's Executive Council signed papers committing eight Malaga Island residents to the Maine School for the Feeble Minded.

Early in 1912, the State of Maine purchased Malaga Island from the Perry family for \$400. Residents were told they must vacate the island by July 1, 1912. No alternative homes were provided or suggested, but when the state representative arrived on Malaga Island on July 1st, he found all the houses were gone – dismantled and removed by the residents themselves. To complete the eviction, the state exhumed the cemetery remains on Malaga Island, combining seventeen individuals into five caskets, and moved them to the cemetery at the Maine School for the Feeble Minded.

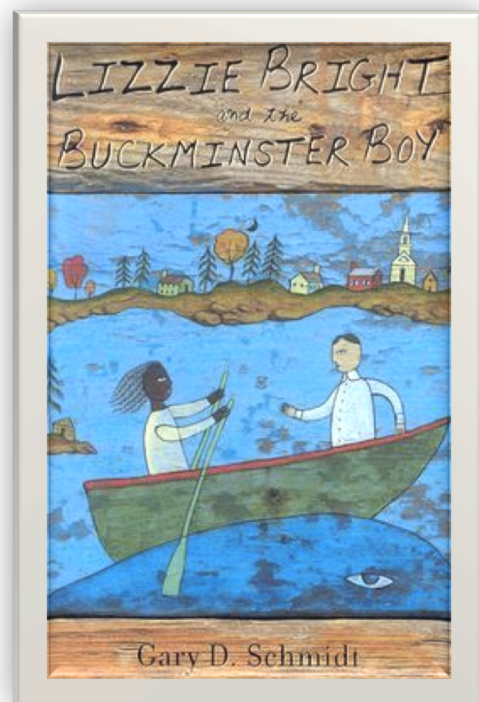
For decades, generations of descendants felt the need to hide their Malaga Island ancestry. The term "Malagite" became a racial slur commonly used on Maine's coast. Descendants experienced prejudice and slander through the years since 1912, causing many to deny any connection to the notorious island. As time passed, attitudes shifted among both the Phippsburg community and descendants. Now scattered across the nation, current generations are discovering their family history and connecting with one another through social media.



Malaga Island offers a rare example of an ethnically-diverse, historic, coastal community where the homesteads of specific families are known; this has allowed U. of Southern Maine archaeologists to excavate house sites and add their understanding of island life to our study of the tragic events that transpired there. Documentarians from the Salt Institute for Documentary Studies gathered family memories from Malaga descendants, further enriching this story. The Malaga Island: Fragment Lives exhibit marked 100 years after islanders' lives became sensationalized in local/regional news and government reports, and residents were evicted.

The research conducted for developing this exhibit offers middle school teachers and students an ideal opportunity to pursue the intersection of social studies, language arts, and science in Maine. These curricular materials were designed to use in conjunction with the Maine State Museum's "Malaga Island: Fragmented Lives" exhibit; however, they are also designed to stand on their own, using primary sources (provided here or available online) or the historical fiction novel "Lizzie Bright and the Buckminster Boy."

In 2011, the Maine State Museum received permission from Phippsburg resident Peter Roberts to use his extensive collection of historic



photographs of Malaga Island residents. Following years of archaeological excavation by the University of Southern Maine, in 2011 the Maine Coast Heritage Trust donated its Malaga Island collection to the Maine State Museum for preservation and exhibition. In addition, research for the exhibit uncovered documents from the Maine State Archives and the New England Historic Genealogical Society. Collectively, these comprise the primary sources or “evidence” available for student inquiry.

Online Teacher Resources – Malaga Island:

Malaga Island Radio Documentary “A Story Best Left Untold” - www.malagaislandmaine.org

Malaga Island: Fragmented Lives exhibit -

www.mainestatemuseum.org/exhibits/malaga_island_fragmented_lives/

Maine Coast Heritage Trust - www.mccht.org

Maine Memory Network “Institutional Care: From ‘Feeble-Minded’ to ‘Disabled’” -

www.mainememory.net/sitebuilder/site/301/slideshow/307/display?use_mmn=&prev_object_id=567&prev_object=page&slide_num=1

Maine Memory Network – Malaga Islanders with missionary image -

www.mainememory.net/search?keywords=malaga&submit=SEARCH

Maine Memory Network – “1870-1920 The End of the Ocean Highway” -

<http://www.mainememory.net/sitebuilder/site/905/page/1316/display>

Online Instructional Resources:

- Teaching Tolerance www.tolerance.org
- Facing History and Ourselves www.facinghistory.org
- Library of Congress’ Teaching With Primary Sources Program www.loc.gov/teachers/tps/
- American Memory Project www.memory.loc.gov/learn/
- Primary Source Learning www.primarysourcelearning.org/
- Smithsonian Sources: Resources for Teaching American History www.smithsoniansource.org
- The National Archives www.archives.gov/education/

Books

Seeking History: Teaching With Primary Sources in Grades 4-6 (2000) Monica Edinger. Portsmouth, N.H.: Heinemann.

Making History: A Guide to Historical Research Through the National History Day Program (2006) National History Day (The Making History Set includes: A Guide to Historical Research, The How to Create a Historical Documentary, How to Create a Historical Paper, How to...)

Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms (2011) Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano. New York, NY: Teachers College Press

Maine’s Visible Black History: The First Chronicle of Its People (2006) H.H. Price and Gerald E. Talbot. Gardiner, ME: Tilbury House Publishers.

Choosing to Participate (2009) Facing History and Ourselves Foundation, Inc. Brookline, MA: Facing History and Ourselves Foundation, Inc.

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Lesson 1: Introduction to Malaga Island: Fragmented Lives and Using Primary Sources

Instructional Materials

- Maine State Museum website - [Malaga Island image gallery](#) and [history](#)
- Other online resources listed in the curriculum overview
- Student Readings
 - Geography & Natural History of Malaga Island
 - Life on Malaga Island
 - The Malaga Community
 - The Eviction
- Primary Source Vocabulary Sheet
- Recording Sheet: Malaga Island Artifact Mystery

Archaeologist (noun) – a scientist who studies past cultures and the way people lived based on the things they left behind-

Historian (noun). Researcher who, analyzes, interprets, and presents the past by studying a variety of historical documents and sources.

Teacher Resources

- Teaching with Primary Sources (listed in Curriculum Overview)

Plan of Instruction

Discussion

1. Using the image gallery and the history provided on the Maine State Museum website and from other online resources listed in the curriculum overview, introduce your students to the location of Malaga Island on the Maine coast as the setting for a historic community and as the subject of their inquiry.
2. Introduce the concept that they will be working like **historians** and **archaeologists**, working to excavate **primary resources** and to understand what life was like on Malaga Island, how the public viewed island residents, and what happened to residents. Discuss the different types of primary resources (photos, objects, letters, newspaper accounts). Discuss the distinction between **evidence** (the primary source itself) and **interpretation** (an explanation based upon primary sources). Also, clarify that sometimes evidence will conflict and requires further research.

Primary sources (noun) - any piece of evidence about a historic event or past time period in which the creator of the source participated in or witnessed that historical moment. A primary source could be: a photograph, a drawing, a document (e.g., first-hand account in a diary, legal records from the time), an object or other cultural artifact, or an interview quoting a person from the time period.

3. Depending upon your time constraints, either assign all of the Student Readings to each of the students or jigsaw them and rely upon student discussion to share all of the material in class.
4. Hand out the Primary Source Vocabulary Sheet for study, discussion, and possible quiz.

Extension Activity #1:

- Break students into groups and distribute a picture of a Malaga Island artifact to each student group and a Recording Sheet: Malaga Island Artifact Mystery to each group for observations, questions and hypotheses. The groups should pick one recorder who writes down everyone's observations. Ask the students to examine the artifact very carefully and record observations and questions on the first page of the recording sheet (Physical Features and Construction.)
- After the groups has had enough time to thoroughly investigate the artifact ask them to rotate to another object, leaving the recording sheet behind with the object for the next group to review. The groups repeat the process with the next artifact, but this time filling in the second page of the recording sheet (Function and Design).
- When the students are ready to move on they should rotate for a third time and complete the last page of the recording sheet (Thinking Deeper). Remind the students that they need to support their conclusions with evidence.
- After completing the activity the students should share their findings and questions about the artifacts; engage the students in a discussion about their findings and the artifacts.

Suggested Discussion Questions:

1. What type of clues do artifacts provide researchers?
2. What are the limitations of using artifacts?
3. How did your personal experiences influence your observations and questions?
4. What do they artifacts tell us about the residents of Malaga Island?
5. After looking at these artifacts, what questions do you have about Malaga Island and the people who lived there?

Extensions Activity #2:

1. Have students listen to portions of the radio documentary "A Story Best Left Untold" www.malagaislandmaine.org and think about the following questions:
 - a. How does this documentary make you feel?
 - b. What was it like to be alive and living on Malaga Island in the early 1900's?
 - c. What things were different back then? What things were the same?
 - d. What else was going on in Maine at the time that Malaga Island was inhabited?
 - e. How do people feel about the Malaga Island residents and their story today?

Additional background reading: Maine Memory Network – "1870-1920 The End of the Ocean Highway" <http://www.mainememory.net/sitebuilder/site/905/page/1316/display>

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Geography and Natural History of Malaga Island

Where is Malaga Island?

Malaga Island is located at the mouth of the New Meadows River in Phippsburg, Maine. Bear Island lies 100 yards to the west and the small fishing village of Sebasco is about 300 yards to the east.

Like much of the Maine coast, 42-acre Malaga Island is rocky and rugged. The shell beach on the north end was the location of several settlements, beginning with Native Americans who inhabited the island within the last 1,000 years.



Considerably more is known about Malaga's later residents – the mixed-heritage community that occupied the island's north end from the 1860s to 1912.



What is the environment of Malaga Island?

Most of Malaga Island's two miles of shoreline is bedrock ledge, interspersed with patches of salt marsh and a few pocket beaches. Malaga Island is almost entirely forested with red spruce trees, many 85-90 years old. The spruce forest likely originated from an earlier forest that was used for firewood by former inhabitants. The even age of this tree growth is evidence that human activity ended abruptly. Two acres of mixed shrubs, grasses, and wildflowers stretch over the northern end of the island where the historic community was located.

Several wildlife species use Malaga as their habitat. Mammals include white-tailed deer, raccoons, red squirrels, and deer mice. Malaga's mature evergreen forest provides a habitat for resident and migratory birds, such as warblers, golden-crowned kinglet, and common raven. The open, shrubby habitat attracts song sparrows who like to nest there. Bald eagles have nested

on nearby Bear Island. Sea ducks and other seabirds, including eiders, terns, and common loons, feed in the surrounding waters. Gulls and ducks gather on the rocky ledges on the southern end of the island. Shellfish can be harvested on the tidal flats between Malaga and Bear Islands or in the New Meadows River.

Photos courtesy Maine Coast Heritage Trust

Vocabulary

Habitat

(noun)

The natural home or environmental or a plant or animal.

Estuary, inlet

(Noun)

Estuary is the mouth of a river where it meets the sea. Inlet is an arm-like body of water.

Bedrock

(Noun)

Solid rock underlying loose deposits of soil.

Glacial ice sheet

(Noun)

A permanent layer of ice that covers a large portion of a continent.

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Life on Malaga Island

The probable origins of Malaga Island's historic community trace back to one African American man, Benjamin Darling. In 1794, he purchased Horse Island (now known as Harbor Island and located near Malaga Island). Darling's **descendants** and their families soon settled on numerous islands throughout the New Meadows River. Although records are not clear, Henry Griffin and Fatima Darling Griffin, with their family, were most likely the first to live on Malaga Island, setting up house on the east side in the early 1860s.



Malaga Island was home to various families for about fifty years. Evidence of their everyday lives was buried in the **shell middens** that acted both as foundations for their homes and trash deposits. Ceramics, food remains, glass fragments, and pieces of metal all provide **archaeological evidence** today of how the community survived.

The island's stone-filled, shallow soil was not ideal for cultivating gardens, although the islanders tried at times to grow vegetables. The spruce forest and small beach offered little in the way of protection from harsh weather.

Like most other Maine islanders, members of the Malaga Island community made their living through odd jobs on the mainland and fishing. They survived as a community, helping one another and, in turn, accepting help from their neighbors both on the island and the mainland.

Malaga Island's men, and some of the women, fished lobster and cod or dug clams to earn a living. Others worked at a variety of trades for additional income. John Eason was a carpenter and stonemason; Eliza Griffin fished but also took in laundry to wash from families on the mainland. A few worked part-time at area inns and resorts. All earned money when they could, finding seasonal work as it became available.

The remains of a tea cup and thousands of buttons like the one at right were excavated by archaeologists from the University of Southern Maine. Those artifacts are now cared for by the Maine State Museum.

Vocabulary inquiry: descendants, shell middens, archaeological evidence.



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The Malaga Community



John and Rosella Eason

John and Rosella Eason lived on Malaga Island for several decades. John worked as a carpenter and stonemason. He was well known locally for his good singing voice. Their house was the “ell” of an older mainland home, floated by barge to the island.

Eliza Griffin

Eliza Griffin’s home was once a ship’s cabin. To earn a living, she took in laundry from hotels and mainland families. Journalist Holman Day wrote in 1909 that Eliza was very successful at her laundry business and brought in more money than the fishermen.



Jim and Salome McKinney

James Eli McKinney (or McKenney) was known as the “king” of Malaga Island, a distinction commonly given to the best fisherman in an island community. He served as the spokesperson for the island community and played the fiddle for his neighbors on the mainland. Salome, his wife, allowed missionaries to operate a small school from her home. Their house was considered the nicest on the island.

Henry and Tina Griffin

The Griffins (who descended from the Darling family) may have been the first family to settle on Malaga Island. Several branches of the Griffin family called Malaga Island home through the years. Henry Griffin fished to provide for his wife, Tina, and their children. The Griffin household **artifacts** are some of the oldest found within the house sites on Malaga Island.



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Primary Source Vocabulary Sheet

Vocabulary Word	Dictionary definition	Use the vocabulary word in a sentence
Primary Source		
Archaeologist		
Evidence		
Interpretation		
Artifact		
Witness		
Opinion		

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Recording Sheet: Malaga Island Artifact Mystery

Look carefully at the artifact and examine it for clues to answer the following questions. You may not be able to answer all of these questions for every artifact, answer as many as possible.

Physical Features and Construction

What is the texture of the surface, what color is the object, what shapes are used in the object?

What size is it?

Is it a complete piece or a fragment of a larger work?

Is there anything printed, stamped or written on it?

What is it made of? (wood, metal, clay etc.)

Can you tell how the object was made? (carved, molded, cast etc.) Is it hand made or made by a machine? What evidence do you see to support these conclusions?

Who do you think made the object? How can you tell?

Function and Design

How is this object used? How do you know?

Does it have a practical use or is (was) it used for pleasure?

Has it been used? Is it still in use? How can you tell?
Has the use changed?

Where might it have been used?

Who might have used it?

Is it designed well?

Does it remind you of anything else?

Thinking Deeper

What does this object tell us about the maker and/or user?

Do you think it was valuable to the user? Why or why not?

What does it tell us about the life of the person and the time in which it was used?

What questions do you have about it?

What resources could you use to answer your questions?

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Bridging Document Malaga Island Curriculum to Maine Learning Results and CCSS

The Maine State Museum developed the Malaga Island: Fragmented Lives curriculum in collaboration with the Maine Department of Education. Consequently, the learning objectives of the Malaga Island curriculum meet both Maine Learning Results and the Common Core State Standards. The Department of Education clarifies that:

“The Common Core State Standards (CCSS) for English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects **do not replace** the Maine Social Studies *Learning Results*, but, rather, complement them. CCSS support a shared responsibility for students’ literacy development and emphasize that, while students learn to read and write in ELA, they apply and develop specific literacy skills through engagement in social studies content.”
(<http://www.maine.gov/education/lres/ss/standards2.html>).

Adopted by the Maine Legislature in March, 2011, the CCSS for ELA & Literacy in History/Social Studies, Science and Technical Subjects and Math provide a vision for what it means to be a literate person, prepare all students for college/career, and develop literacy skills in all subject areas. CCSS maintains that Social Studies students should be provided with authentic opportunities to apply and develop their literacy skills through engagement in social studies content.

According to Kristie Littlefield, one initiative of CCSS is to avoid shying away from challenging texts, texts with more complexity, and primary sources. This entails building skills of interpretation - who wrote this, where did it come from, what is the purpose/bias/perspective implicit or explicit, how do multiple sources align or conflict?

Reading, Writing, Speaking/Listening, and Language are the four strands of College and Career Readiness. These strands integrate well with both social studies and science instruction. The chart below indicates how the Malaga Island lesson plans, respectively, support CCR anchors and the MLRs.

CCSS and MLR Standards – Language Arts, Social Studies, Science	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
CCR Reading 1: Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from text both primary and secondary sources		☒	☒	☒	
CCR Reading 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution (e.g., write narratives to develop real or imagined experiences or events).				☒	

CCSS and MLR Standards – Language Arts, Social Studies, Science	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
CCR Reading 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	☒		☒	☒	
CCR Reading 7: Integrate visual information (charts, graphs, photographs, maps) with other information in print.		☒			☒
CCR Reading 8: Distinguish among fact, opinion, and reasoned judgement.	☒	☒	☒		
CCR Reading 9: Compare/contrast texts in different forms or genres in terms of their approaches to similar themes and topics e.g. Analyze relationship between a primary and secondary source on the same topic.			☒	☒	
CCR Writing 1: Write argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		☒	☒		
CCR Writing 7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.				☒	
CCR Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility of each source and integrate the information while avoiding plagiarism			☒		
CCR Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			☒	☒	
CCR Language 4: Determine or clarify the meaning of unknown and multiple meanings of words and phrases.	☒			☒	
CCR History: Compare and contrast the reliability of information received from multiple sources (e.g. newspapers, radio or TV, biography, historical narrative) to assess an historical issue.			☒	☒	
CCR Civics and Government 5: Evaluate the role of the media and public opinion in US politics, including ways the government and media influence public opinion			☒		
MLR Social Studies A1-3. <i>Researching, Developing Positions, Making Decisions, and Taking Action on Current Social Studies Issues using Social Studies Knowledge and Skills</i>			☒	☒	
MLR Social Studies D2. . <i>Individual, Cultural, International, and Global Connections in Geography</i> Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the World, including Maine Native American communities. <ul style="list-style-type: none"> students will learn how geographic features such as river courses and coastlines unite communities and regions and support diversity students will discover the impact of a geographic feature, such as a river, upon the daily life of a community students will learn how the geographic position of Malaga Island shaped the island community's experience with the late 19th/early 20th c. tourist industry 	☒			☒	

CCSS and MLR Standards – Language Arts, Social Studies, Science	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>MLR <i>Social Studies E1. Historical Concepts, Themes and Patterns</i> - Students understand various major eras in the history of the community, Maine, and the United States.</p> <ul style="list-style-type: none"> students learn about how Maine experienced the development of the industrial United States, 1865-1914 students analyze past human experience based upon various historical evidence, print and non-print 			☒	☒	
<p>MLR Economics C1. <i>Economic Knowledge, Concepts, Themes, and Patterns</i>- Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world.</p> <ul style="list-style-type: none"> students will learn how entrepreneurs and other producers of goods and services in Casco Bay helped satisfy the entertainment/leisure/educational wants and needs of consumers in a market economy by using natural, human, and capital resources. Production and exchange of goods Commercial and subsistence fishing 	☒			☒	
MLR Civics B3					
<p>MLR <i>Science A1. Unifying Themes - Systems</i> – Students explain interactions between parts that make up whole man-made and natural things</p> <ul style="list-style-type: none"> Students learn how riverine and marine ecosystems are interconnected Students learn how fisheries regulation intends to protect an ecosystem 	☒				
<p>MLR <i>Science B1. Skills and Traits of Scientific Inquiry</i> – Students plan, conduct, analyze data from, and communicate results of investigations, including fair tests</p> <ul style="list-style-type: none"> Students pose investigable questions and seek answers from reliable sources of scientific information and from their own investigations; Students use simple equipment, tools, and appropriate metric units of measurement to gather data and create a histogram; Student use data to construct and support a reasonable explanation; Communicate scientific procedures and explanations 					☒
MLR <i>Science C2. Understandings About Science and Technology</i> – Students describe why people use science and technology and how scientists and engineers work					☒
<p>MLR <i>Science C3. Science, Technology, and Society</i> – Students identify and describe the influences of science and technology on people and the environment.</p> <ul style="list-style-type: none"> Students describe how the archaeological excavation of house sites on Malaga Island has changed how the historic community is represented 					☒
<p>MLR <i>Language Arts A1. Reading - Interconnected Elements</i> – Students read and draw conclusions from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabets, and fluency.</p> <ul style="list-style-type: none"> Students read age-appropriate essays provided and use the Vocabulary Worksheets 	☒				☒
<p>MLR <i>Language Arts A3. . Reading - Informational Texts</i> – Students read, paraphrase, and summarize information texts, within a grade appropriate span of text complexity, for different purposes.</p> <ul style="list-style-type: none"> students read primary sources, including historic articles from turn-of-the-century Maine newspapers 			☒		

CCSS and MLR Standards – Language Arts, Social Studies, Science	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
MLR Language Arts B1 <i>Writing – Interconnected Elements</i> – Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes. <ul style="list-style-type: none"> students use the Graphic Organizer provided to write a letter to the Governor as though they were a Maine citizen in 1912 students write a newspaper article using various sources 		✕	✕	✕	
MLR Language Arts B2 <i>Writing Narrative</i> – Students write narratives that relate events, ideas, observations, or recollections. <ul style="list-style-type: none"> students write their own version of a part of the Lizzie Bright novel students write creatively from historic photographs students will summarize interpretations of their archaeological data 		✕	✕	✕	✕



Historic Artifacts of *Malaga Island*



Button
circa 1900

Maine State Museum collection 2011.41.2473

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Fish hook
circa 1900

Maine State Museum collection 2011.41.2348

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Frozen Charlotte doll
circa 1890
Maine State Museum collection 2011.41.3380



Head from a milks glass covered dish shaped like a chicken
circa 1905

Maine State Museum collection 2011.41



Fragment of a shell-edge decorated pearlware plate

1800s

Maine State Museum collection 2011.41.1263.2

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Lock
late 1800s
Maine State Museum collection 2011.41

MALAGA ISLAND
FRAGMENTED LIVES



Child's ring
circa 1900

Maine State Museum collection 2011.41.3455

MALAGA ISLAND
FRAGMENTED LIVES



Decorated teacup
mid-1800s
Maine State Museum collection 2011.41.1273

MALAGA ISLAND
FRAGMENTED LIVES



Lamp wick holder
“Dietz” brand
late 1800s

Maine State Museum collection 2011.41



Doll cup
1800s

Maine State Museum collection 2011.41.286

MALAGA ISLAND
FRAGMENTED LIVES



Ironstone plate

1800s

Maine State Museum collection 2011.41.1263



Rockingham bowl
late 1800s
Maine State Museum collection 2011.41.2306



Historic Images of *Malaga Island*



Rosella and John Eason, with Rosella's grandchildren Leonard and Harold Tripp,
in front of their home on Malaga Island

July 20, 1911

Maine State Museum collection, 96.38.189

MALAGA ISLAND
FRAGMENTED LIVES



John Eason repairs a building on Malaga Island, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Eason house, Malaga Island, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Malaga Island school, July 1911
Maine State Museum collection, 96.38.178

MALAGA ISLAND
FRAGMENTED LIVES



Students entering the Malaga Island school, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Interior of the Malaga Island school decorated for Christmas, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



View from a tarpaper house on Malaga Island
looking toward the Phippsburg mainland, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Eliza Griffin house, Malaga Island, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



MALAGA ISLAND, MAINE. A portion of Governor Plaisted's party landing at the harbor of "Ex-King" Murphy. THE SCHOOL HOUSE ON MALAGA. (See other side.) M 703

Postcard, "Malaga Island, Maine. A portion of Governor Plaisted's party landing at the harbor of
"Ex-King" Murphy." Inset: "The School on Malaga", circa 1912

Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Wallace family at the Basin in Phippsburg, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Unidentified children inside a home on Malaga Island, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Group of Malaga Island students, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Group of Malaga Island students outside, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Eastern shore of Malaga Island looking towards the Phippsburg mainland, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Unidentified woman with children on Malaga Island, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Harold McKinney (left) and Johnny Murphy (right) on Malaga Island, circa 1910
Courtesy of Peter K. Roberts

MALAGA ISLAND
FRAGMENTED LIVES



Murphy family, Malaga Island, circa 1910
Clockwise: John Murphy, Holman Murphy, George Murphy, Louisa McKinney Murphy
Courtesy of Peter K. Roberts

Page No. 5 For Inquiries numbered 7, 14, and 17 are not to be asked in respect to infants. Inquiries numbered 11, 12, 13, 16, 17, 18, and 20 are to be answered (if at all) merely by an affirmative mark, as follows.

SCHEDULE 1. Inhabitants in the town of Hipsbury in the County of Sagadahoc, State of Maine, enumerated by me on the 3^d day of June, 1870. 392

Post Office: Hipsbury Maine William S. Dyer, Asst Marshal

Page No. 5

No. Inquiry numbered 7, 16, and 17 are not to be asked in respect to infants. Inquiry numbered 11, 12, 13, 16, 17, 18, and 20 are to be answered (if at all) inquiry by an affirmative such as Yes.

SCHEDULE 1—Inhabitants in the town of Shipshewer in the County of Laguna, State of Nebraska, enumerated by me on the 3^d day of June, 1870. 392

Post Office: Shipshewer, Nebraska

William Sulley, Asst. Marshal.

1	2	3	4			7	8		10	11				18	20					
			5	6	7		8	9		11	12	13	14							
The name of every person whose place of abode on the first day of June, 1870, was in this family.			Description.			Profession, Occupation, or Trade of each person, male or female.	Value of Real Estate owned.		Place of Birth, naming State or Territory of U. S.; or, if foreign, the Country, if of foreign birth.	Personal Estate.				Whether deaf and dumb, blind, lame, or idiotic.	Whether insane.					
			1	2	3		4	5		6	7	8	9			10	11	12	13	14
1	19	Barbara	Female	10	Wife of J. H. Shipshewer					Nebraska										
2		Joseph	Male	12	Wife of J. H. Shipshewer					Nebraska										
3		Martha	Female	12	Wife of J. H. Shipshewer					Nebraska										
4		Charles	Male	12	Wife of J. H. Shipshewer					Nebraska										
5		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
6		Edmund	Male	12	Wife of J. H. Shipshewer					Nebraska										
7		William	Male	12	Wife of J. H. Shipshewer					Nebraska										
8		Charles	Male	12	Wife of J. H. Shipshewer					Nebraska										
9		William	Male	12	Wife of J. H. Shipshewer					Nebraska										
10		John	Male	12	Wife of J. H. Shipshewer					Nebraska										
11		John	Male	12	Wife of J. H. Shipshewer					Nebraska										
12	25	Shipshewer	Male	12	Wife of J. H. Shipshewer					Nebraska										
13		Anna	Female	12	Wife of J. H. Shipshewer					Nebraska										
14	26	Shipshewer	Male	12	Wife of J. H. Shipshewer					Nebraska										
15		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
16		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
17		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
18	27	Shipshewer	Male	12	Wife of J. H. Shipshewer					Nebraska										
19		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
20		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
21		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
22	28	Shipshewer	Male	12	Wife of J. H. Shipshewer					Nebraska										
23		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
24		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
25		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
26		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
27	29	Shipshewer	Male	12	Wife of J. H. Shipshewer					Nebraska										
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32		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
33	30	Shipshewer	Male	12	Wife of J. H. Shipshewer					Nebraska										
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35		Elizabeth	Female	12	Wife of J. H. Shipshewer					Nebraska										
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No. of dwellings, <u>5</u>			No. of white females, <u>5</u>			No. of males, foreign born, <u>1</u>			No. of females, <u>1</u>			No. of males, <u>1</u>			No. of females, <u>1</u>			No. of males, <u>1</u>		
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1880 Census of Malaga Island, Phippsburg, Maine

1900 Census of Malaga Island, Phippsburg, Maine

MALAGA ISLAND FRAGMENTED LIVES



Sabasco June 3 1907

M State of Maine

J.W. Ridley

Dr. Elizabeth Darling

Terms. June 2, 1907

Fullheads N 9 90

June 3	25 12 30 30 25 22	1 24	
	27 13 10 06 25 27 25	1 33	
	15 13 10 08 25 14	77	
	25 12 20 31 23	1 26	
	15 20 02 25 30 12	1 34	
	25 10 20 10 12 10	87	
	08 12 29 10 15 20	95	
	06 10 25 13 26 24 18	1 22	
	25 26 13 13 22 18 12	1 29	
	13 35 18 04 25 13 20	1 28	
	10 10 06 13 03 25 18	85	
	13 06 25 10 50 30 40	1 79	
	25 20 32 20 30 08	1 03	
	20 30 27	77	15 99

Paid J.W. Ridley

Pauper Record for Elizabeth Darling, Malaga Island resident

June 1907

Courtesy of the Maine State Archives

MALAGA ISLAND FRAGMENTED LIVES



Sabasco June 3 1907

M State of Maine

W. Ridley

Dr.

Terms.

Goods del'd. Eliza Griffin

\$1.50 per week

Billheads N290

June & July

Oil	.08	.12	.13	29	.25	.35	.18	
Sausage				beef		medium	tea	1.26
Pork	.24	.25	.15	Beef	.25	Oil	.15	2.25
Beef				Potatoes		Flour		1.32
Shoe	.23	.15	.25	beef	.25	tea	.13	1.36
Pork	.30	.12	.15	beef	.13	oil	.25	1.50
beef				Potatoes		flour	.10	
Oil	.08	.13	.12	Beef	.34	oil	.25	1.32
beef				Pork		beef	Potatoes	
Shoe	.22	.10	.13	beef	.30	oil	.25	1.36
Pork	.22	.25	.15	oil	.13	beef	.13	1.10
Pork	.50	.30	.06	beef	.26	tea	.13	2.08
beef	.25	.25	.20	oil	.20	flour	.34	70

12.00

Paid

W. Ridley

Pauper Record for Eliza Griffin, Malaga Island resident

June 1907

Courtesy of the Maine State Archives

MALAGA ISLAND FRAGMENTED LIVES



June 3 - 1907

M. State of Maine

To W. R. Ridley, Seaboard Mr. Dr.

Terms... Words of L. S. Laura Tripp

Billheads No 50

June	3	25	20	13	32	12	21	24	27			
		For	Ord	Pat	for	Aug	Pat	Ord	Pat	1	54	
		30	12	10	25	20	12	15	12	1	71	
		Ord	Aug	Ord	for	Aug	Ord	for	Aug	1	44	
		20	20	10	10	15	06	20	13	1	44	
		Ord	for	Ord	for	Aug	Ord	for	Aug	1	32	
		19	10	11	10	15	15	10	11	1	32	
		Ord	for	Ord	for	Aug	Ord	for	Aug	1	47	
		20	12	15	10	15	15	10	11	1	47	
		Ord	for	Ord	for	Aug	Ord	for	Aug	1	33	
		13	12	34	11	10	11	10	11	1	33	
		Ord	for	Ord	for	Aug	Ord	for	Aug	1	51	
		10	10	10	10	10	10	10	10	1	51	
		Ord	for	Ord	for	Aug	Ord	for	Aug	1	38	
		10	15	30	33	10	12	12	10	1	38	
		Ord	for	Ord	for	Aug	Ord	for	Aug	1	25	
July		20	10	18	25	12	20	20	20	1	25	12 95
		Ord	for	Ord	for	Aug	Ord	for	Aug			

Paid
W. R. Ridley

Pauper Record for Laura Tripp, Malaga Island resident
June 1907
Courtesy of the Maine State Archives

MALAGA ISLAND FRAGMENTED LIVES



From Boston Transcript - Mon. Aug. 19th 1907

DIVERS GOOD CAUSES

An Island School

To the Editor of the Transcript:

I wish you could have looked into a little home of a humble native of Malaga Island in Casco Bay, Me. It was a bright sunny forenoon when Mrs. Lane and her daughter rowed over to the island, about a mile off. The welcome from the children and the mother showed how much these poor neglected people appreciated the love and the service that Captain Lane and his family are doing. This island has recently been described in a Boston paper as a lawless colony, ruled by a king; as a people who do nothing and live in indescribable filth. I was there several times and did not see the "king"; found that the men were away early in their boats after bait, or at clam digging, lobstering or doing small jobs for mainland people. The houses are small; few have over two rooms, and the term "filthy" is certainly applicable to several. There are eight children from these homes that attend the school. They range from 10 to 18 years. The best room of the two she had on the first floor of the little house was given up by a mother for the school. The floor was washed clean, the windows up; wild carrot and mayberry blossoms in vases stood on the little organ. The children filed in, cleanly dressed. They had bright faces. Some were black, some white and some "black and freckled." Two long boards across the room at one end supported on uprights served as seats and desks. The children sang with heartiness. The organ had the accompaniment of a fiddle played by the father of this home. A year ago these children could not read or write or tell days of the week; in fact, nothing had been done for them. Today the majority can read short sentences, can count, spell and do some excellent written exercises; they readily appreciate this summer-time effort for them and this patient, loving service put forth by Captain Lane and his wife and daughters for these people and for others scattered along these island shores is beginning to tell for good. Some whole settlements have been changed for the better. But there is need of help. Probably no one better understands these people and no one has done more to help them spiritually and materially than Captain Lane and his family, who are not blessed with riches, but with a consecrated purpose to do as much good as they can. The captain, who has had a trouble with his feet for many years, is often laid by many times when he would go on his mission, but his courage is good for a man over seventy, and he is soon "up and on." The motor-boat, which the people of the First Church of Malden, Mass., and others interested contributed for is a reality and the miles he has rowed across the past year will be lessened as the new boat speeds him on.

F. H. C. WOOLLEY

Horse Island, Me.

From the Boston Transcript newspaper

August 19, 1907

Courtesy of New England Historic Genealogical Society

MALAGA ISLAND

FRAGMENTED LIVES



Students on Malaga Island
circa 1907

Courtesy of New England Historic Genealogical Society

MALAGA ISLAND FRAGMENTED LIVES



Students gathered inside the McKinney family home when it was used as the school on Malaga Island
circa 1907

Courtesy of New England Historic Genealogical Society

MALAGA ISLAND

FRAGMENTED LIVES



Colored
my dear Mr
Wooley I thank
you for the very
nice black card
and truly
Lottie Marks

Thank you note to Fred Wooley from Lottie Marks, Malaga Island
1907

Courtesy of New England Historic Genealogical Society

MALAGA ISLAND
FRAGMENTED LIVES



John Malaga. I.S. me.
September. 12 1907
My dear Mr Wooley
I thank you for
the very nice
black board
very truly

Thank you note to Fred Wooley from John Murphy, Malaga Island
September 12, 1907

Courtesy of New England Historic Genealogical Society

**MALAGA ISLAND
FRAGMENTED LIVES**



Under Land #133

#1

State of Maine.

In Council, Dec. 14, 1911. 190

ORDERED,

That the statement submitted by the Committee having in charge the affairs of Malaga Island is hereby approved, and the sum of \$471.00 is hereby set apart from the Contingent Fund of the Governor and Council for the purchase of said island by the State, to be paid to the owners of said island upon presentation of a warranty deed of same, subject to the approval of the Attorney General.

L. C. Kilgus

In Council, Dec. 14, 1911. 190

Read and passed by the Council, and by the Governor approved.

Cyrus M. Davis Secretary of State.

State of Maine Executive Council authorized \$471.00
for the purchase of Malaga Island from the Perry family,
December 14, 1911

Courtesy of the Maine State Archives

**MALAGA ISLAND
FRAGMENTED LIVES**



Order of Council #310

Order

State of Maine.

In Council Dec. 31, 1912. 191

ORDERED.

That the State Land Agent is hereby authorized and directed to execute a deed of Malaga Island, in Casco bay, to Everard A. Wilson, of Belfast, for the sum of sixteen hundred and fifty dollars (\$1,650.00), reserving the school building on said island with right of removal by the owners within three months.

W. C. Kilgore

In Council, Dec. 31, 1912. 191

Read and passed by the Council, and by the Governor approved.

John M. Davis Secretary of State.

State of Maine Executive Council authorized the sale of Malaga Island
to Edward Wilson of Belfast, Maine for \$1650.00

December 31, 1912

Courtesy of the Maine State Archives