

# **Mapping Portland 1690 - 1900**

An Educational Packet and Lesson Plan  
by  
The Maine Historical Society

485 Congress Street  
Portland, ME 04101  
(207) 774-1822  
[info@mainehistory.org](mailto:info@mainehistory.org)  
[www.mainehistory.org](http://www.mainehistory.org)

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was created by  
the  
Maine Historical Society.

For more information, contact:

Education Department  
Maine Historical Society  
485 Congress Street-  
Portland, ME 04101  
(207) 774-1822

Thanks to the volunteers who made this project possible

Lisa DeTora  
Katharine Lualdi  
David Wasklewicz

**In the winter of 1998,** a group of fourth and fifth graders came to the Maine Historical Society to research their neighborhood. They studied two maps of Portland, dated 1900 and 1920 and delighted in trying to locate present day landmarks on the historic landscape. Their houses, school, grocery store and various roads were all part of the hunt.

**The excitement** that the students generated led to this project. Original copies of the five historic maps included here are located in the Maine Historical Society Research Library, where they are viewed by hundreds of researchers each year. They can be found on the Maine Memory Network, as well. By reproducing them and sending them into the classroom, we hope that greater numbers of students will become more aware of the way the past has shaped their environment today. The materials will be especially useful to teachers preparing a Portland or Maine Studies unit or to any teacher in a Portland area school who wants to make the local landscape part of their curriculum. This workbook includes several sections:

## **General Information**

Guidelines for reading historical maps, information relating the package to state and local learning standards, and a glossary of terms comprise the section.

## **Maps and Worksheets**

Five chronological sections, including a timeline and summary of historical events, lead up to the year represented by each map. A section called “Taking a Closer Look” makes specific connections between the history and geography of Portland. The worksheets for each map are written for upper elementary students and can be xeroxed directly from the workbook. Smaller versions of the maps are found in each section as well, so that you may make individual copies for students if you choose. All maps are also available on the Maine Memory Network.

## **Visual Aids**

The six images in this section are accompanied by brief descriptions and suggested discussion questions. Transparency copies of the images are also available. You may make copies of these images for classroom use.

For more information, contact the Maine Historical Society at (207) 774-1822

# **GENERAL INFORMATION**

## Guidelines for Reading Historical Maps

Historical maps, like all historical documents, can be interpreted in many different ways. Most basically, they can be used to study the natural and cultural geography of a place. They may also be used to delve into the attitudes and outlooks of the society that drew them.

The five maps of the Portland peninsula included in this package can be used to trace the physical development of present-day Portland from its earliest settlement. They can also be used to answer questions about how residents viewed their surroundings at each stage. The following suggestions will help you get started.

1. Orient yourself. These features are constant and can help you compare the maps.
  - a. The symbol for directional North.
  - b. The Back Cove. Though its banks change over time, its general location does not.
  - c. The Burying Ground (now, Eastern Cemetery).
  - d. Fore Street.
  - e. The Meeting House (appears after 1775 and called “Old Jerusalem” and “First Parish Meeting House” or “First Parish Church”).
2. The title gives background information that helps contextualize the map. What is the name of the area depicted? In what year was the map published? Under whose direction and for what purpose was the map drawn?
3. The map key, called the “Reference” section on many older maps, provides information beyond listing map symbols. When reading the key, consider why certain objects appear on one map and not another. Does their appearance suggest that they were newly built or that they were just newly important to the cartographer?

Looking at the map key can also help students compare their own surroundings with the past. Consider the following: Which features would you expect to see on a current map? Which ones are different or unfamiliar? How does the change in emphasis over time mirror technological or cultural changes?

4. Pay attention to the scope of land shown in a map and speculate on why the cartographer chose to portray that section. How has the cartographer “cropped” our view? What does that tell you about the social, cultural or technological developments that were occurring? What might it tell you about the original purpose of the map?
5. Categorize the buildings featured on each map (religion, government, entertainment, private dwellings, etc.). How do the types of buildings portrayed on a map relate to different aspects of people’s lives? How do the cartographer’s decisions about which places to feature relate to their relative importance in the city? What sorts of buildings are not labeled or mentioned by name? Why do you think they are left out?

## **Learning Standards**

The Center for Maine History supports the efforts of teachers to develop activities and lessons that follow state and local standards for learning. This kit encourages students to develop skills in the following areas, as defined by the State of Maine Learning Results (Dec. 1996) and the Learning Results, Portland Public Schools (1997). This summary is based on the standards for upper elementary grades (3-4).

*From the State of Maine Learning Results:*

### **English Language Arts**

- A. Process of Reading: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
  - 1. Students will be able to determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.
  
- H. Research-Related Writing and Speaking: Students will work, write, and speak effectively when doing research in all content areas.
  - 1. Students will be able to ask and seek answers to questions.
  - 2. Students will be able to use print and non-print resources to gather information in connection with research topics.

### **Social Studies/Civics and Government**

- D. International Relations: Students will understand the political relationships among the United States and other nations.
  - 1. Identify examples of how the United States interacts with other countries (e.g. trade, treaties).

### **Social Studies/History**

- A. Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.
  - 2. Students will be able to place in chronological order, significant events, groups, and people in the history of Maine.
  
- B. Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

1. Students will be able to make connections between and among events in the personal lives and those occurring in the community
  2. Students will be able to demonstrate an awareness of major events and people in United States and Maine history.
- C. Historical Inquiry, Analysis, and Interpretation: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspective of the authors and their credibility when interpreting current and historical events.
1. Students will be able to identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

### **Social Studies/Geography**

- A. Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, place, regions, and environments.
1. Students will be able to construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.
  2. Students will be able to locate major cities of the world and discuss why they emerged in that particular region.
- B. Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment.
3. Students will be able to use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

### **Social Studies/Economics**

- B. Economic Systems of the United States: Students will understand the economic system of the United States, including its principles, development, and institutions.
2. Students will be able to explain how the economy of Maine affects families and communities.

### **Science and Technology**

- M. Implications of Science and Technology: Students will understand the historical, social, economic, environmental, and ethical implications of science and technology.
3. Students will be able to explore how technology (e.g. transportation and irrigation) has altered human settlement.

*From the Learning Results, Portland Public Schools:*

**Social Studies/Chronology**

Uses chronology of history to demonstrate the relationships of events and people.

1. Recognizes the chronological order of significant historical events.

**Social Studies/Content**

Knows major periods, themes, events, and people in history.

1. Understands the impact of specific individuals, events, and ideas on local, state, national levels.

**Social Studies/Analysis and Interpretation**

Engages in historical inquiry, analysis, and interpretation.

2. Understands how to use artifacts and documents to gather information about the past.
3. Understands the uses of primary and secondary sources.

**Social Studies/Maps and Geographic Tools**

Understands the uses of maps and other geographic tools and technologies.

2. Understands various types and uses of maps, globes, and other geographic tools.
3. Knows major physical and human features of places as they are represented on maps and globes (e.g. rivers, lakes, cities, recreation areas, parks.)

**Social Studies/Places and Regions**

Understands the concepts and physical and human characteristics of places and regions.

1. Understands the characteristics of a variety of regions (e.g. landforms, housing, religion).
2. Understands how physical and human processes shape places and regions.
3. Understands the form and function of various regions (e.g. residential, business).
4. Understands ways that regions change over time (e.g. new shopping center, population, agriculture).

**Social Studies/International Relations**

Understands the political relationships among the United States and other nations.

1. Understands the major ways the United States interacts with other countries (e.g. trade, treaties, diplomacy).

**Social Studies/Economic Systems**

Understands the function and evolution of economic systems.

2. Understands how the exchange of goods and services creates economic interaction between people in different places.

## Glossary

The following list of vocabulary words includes geographic/cartographic terms and definitions of cultural landmarks which are particularly important to the study of Portland. You may wish to supplement this list with other geographic terms.

### ***Geographic/Cartographic/Directional***

*Peninsula:* A body of land, surrounded on three sides by water.

*Reservoir:* A place where water is collected and stored for use.

*Cove:* A sheltered inlet of water.

*Neck:* A narrow stretch of land, such as a peninsula or an isthmus.

*Symbol:* A picture or character on a map that stands for a geographic or cultural feature.

*Key:* On a map, the section that explains the map symbols, scale, etc.; also called the reference.

*Parallel:* Running side by side.

*Swamp:* A low-lying wetland.

### ***Cultural***

*Trolley:* A form of public transportation, where cars accommodating multiple passengers are drawn along parallel tracks.

*Wharf:* A dock where ships are unloaded.

*Fort:* A strong or fortified place, often occupied solely by the military.

*Ferry:* A vessel that carries goods or people over a narrow stretch of water. Also the place where the crossing is made.

*Canal:* A manmade waterway, often connecting two natural bodies of water.

*Customs House:* A government building where imported and exported goods are assessed for taxes and where ships are cleared for travel.

*Orchard:* A cultivated grove of fruit trees.

*Widow:* A married woman whose husband has died.

**MAPS  
AND  
WORKSHEETS**

## 1690: Early Settlement

- 1632** George Cleeves and Richard Tucker build the first house on the peninsula.
- 1658** The area which is now Portland is named Falmouth Neck.
- 1659** George Munjoy settles on the peninsula; today this area is known as Munjoy Hill.
- 1675** 40 families have settled in Falmouth.
- 1689** Population reaches 600-700.  
The French and Indian War begins.
- 1690** Native Americans attack Fort Loyal, killing many residents.
- 1690-1716** The peninsula remains deserted by English settlers for 26 years.

In 1690, there was no city called Portland and no state called Maine. At this time, Maine was a province of Massachusetts, and the city of Portland was part of Falmouth, the seventh town established in Maine. Early Falmouth consisted of Portland, known then as Falmouth Neck, and present-day South Portland, Falmouth, Cape Elizabeth, and Westbrook.

Early immigrants from England perceived a land that seemed ripe for exploration and settlement. The vast forests and rich coastal waters of Maine were no exception, and many settlers ventured north from Massachusetts or across the Atlantic from England to partake in the region's bounty. The Portland peninsula and its surrounds were alluring because of its protected harbor, rich fishing waters, and forests suitable for lumbering and trapping. Settlers who came in hopes of finding fertile farming land had a difficult time, however. They found that the soils were thin and inhospitable and that clearing the heavily wooded land was an onerous task.

The settlers were not alone in their new home. Native Americans had long inhabited the area, and the settlers' arrival threatened their way of life. Not only did Native Americans now have to compete for land and resources with the newcomers, they also had to live side by side an entirely new culture. As a result, relations between the two groups became turbulent and even violent. In 1675, Native Americans attacked and burnt the town, which had grown to over forty families, forcing residents to flee the area. The attack on Falmouth was not an isolated incident. Rather, it was part of a broader campaign organized by the Native American leader, King Philip, to halt the colonists' encroachment upon Native American land.

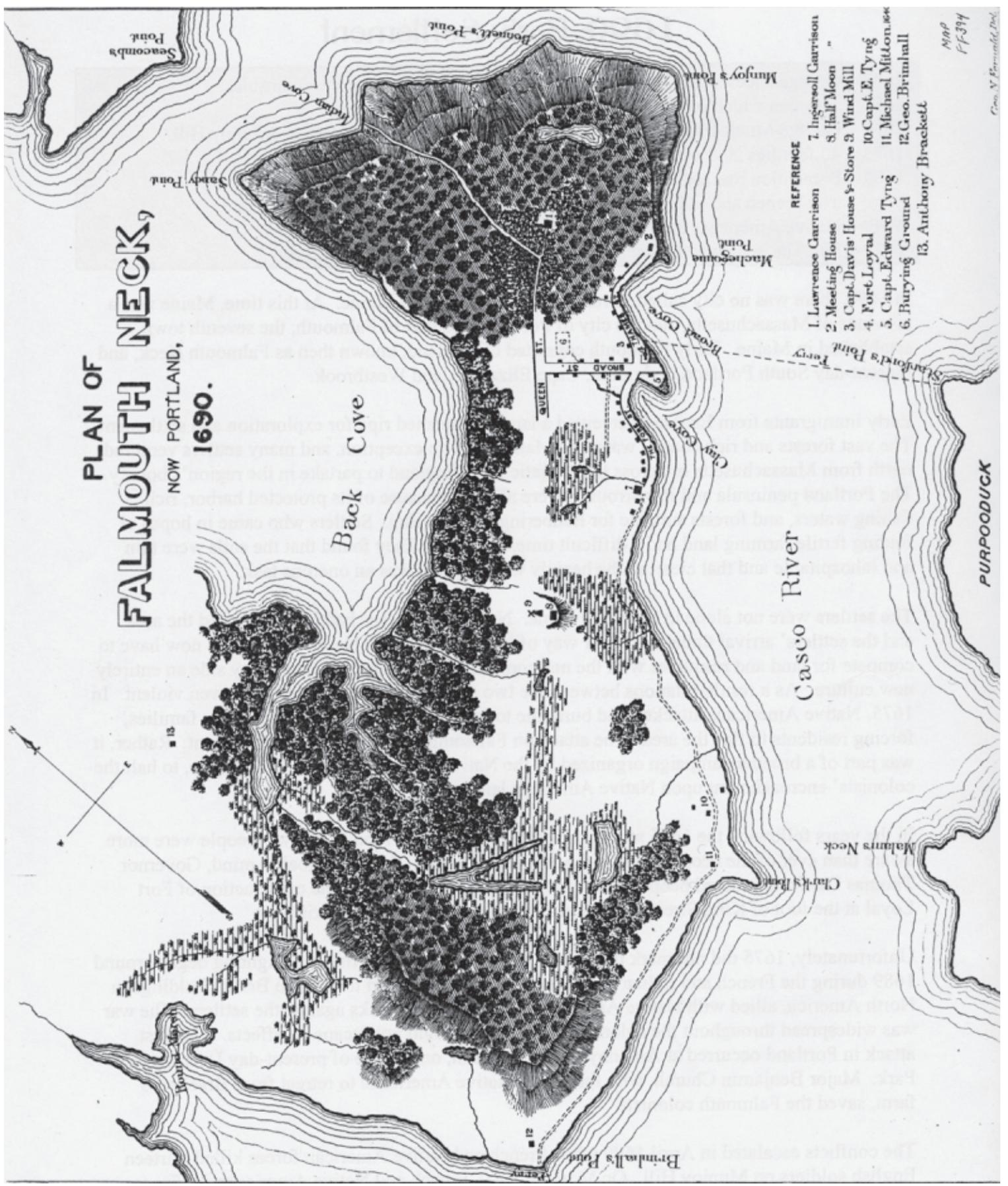
In the years following the 1675 attack, the community slowly rebuilt. Townspeople were more aware than ever of the need to protect the area from assault. With this goal in mind, Governor Thomas Danforth ordered people to resettle more closely together. The construction of Fort Loyal at the foot of King Street in 1678 also improved the town's security.

Unfortunately, 1675 did not mark the end of the violence. A new round of fighting began around 1689 during the French and Indian War. The French, in an effort to weaken British holdings in North America, allied with Native Americans and launched attacks against the settlers. The war was widespread throughout the colonies, and Portland could not escape its effects. The first attack in Portland occurred at Anthony Brackett's farm, on the site of present-day Deering Oaks Park. Major Benjamin Church, who forced the Native Americans to retreat from Brackett's farm, saved the Falmouth colonists.

The conflicts escalated in April 1690 when French and Native American forces killed thirteen

# PLAN OF FALMOUTH NECK,

NOW PORTLAND,  
1690.



- REFERENCE
- 1. Lawrence Garrison
  - 2. Meeting House
  - 3. Capt. Davis' House & Store
  - 4. Fort Loyal
  - 5. Capt. Edward Tying
  - 6. Burying Ground
  - 7. Ingersoll Garrison
  - 8. Hall's Moon
  - 9. Wind Mill
  - 10. Capt. E. Tying
  - 11. Michael Milton
  - 12. Geo. Brimhall
  - 13. Anthony Brackett

NHP  
F-394

English soldiers on Munjoy Hill. On May 16, 1690, French and Native Americans set fire to town buildings and surrounded Fort Loyal, the last bastion of the English. The English surrendered the fort only after the French promised to release them unharmed to the nearest English settlement. The French did not honor their promise, however. Once the fort's gates were opened, Native Americans attacked the English mercilessly, destroying the entire settlement. The destruction spread from Falmouth to the nearby settlements of Purpooduck, Spurwink, and Scarborough. By the time the violence subsided, there were no white settlers alive east of Wells. The Neck was deserted for the next twenty-six years.

## **Taking a Closer Look . . .**

### **1690: Early Falmouth**

This early map of the peninsula depicts the area as the English colonists settled it. It reflects the original name of the peninsula "Falmouth Neck" which was a part of Falmouth. Notice, though, that the title makes reference to the name "Portland," indicating that the map was actually drawn after the renaming of the peninsula in 1786.

The map reveals a neck of land dominated by forests and swamps, which dwarf the early settlement. A single road leads into town, along the coastline. Though the Massachusetts government required towns to build and maintain roads connecting Maine settlements, most travel between towns was over sea in the early years, and this road was undoubtedly primitive and difficult to travel.

The colonists set up four major streets on Falmouth Neck: Queen Street, Broad Street, Fore Street, and Thames Street. Most people settled in the area along or near the waterfront, which was central to the community's livelihood and was the main route in and out of the settlement. However, a few settlers ventured beyond these four streets, such as Anthony Brackett who set up a farm further inland. The individual houses of Brackett and some of his fellow townspeople are identified on the map. However, not all of the houses are labeled. Possibly the cartographer, working at least 100 years later, did not know the names of those residents. Alternatively, his choice of which houses to label may have been based on the a judgment of which residents were most noteworthy.

Along with residential structures, the map lists other locations that were integral to the community, including the Meeting House, the windmill, and Fort Loyal. Each of these sites was significant to the town's survival. Moreover, when viewed as a whole, they speak to the religious, economic, and military dimensions of everyday life in colonial times.

The only hint of Native American presence here is the naming of "Indian Cove." Since the settlement was destroyed by local tribes in the year represented by the map, this almost entire denial of Native American presence is somewhat curious. In contrast to the maps of 1775 and 1866, which were drawn after similarly devastating events and which make explicit or implicit reference to those calamities, this map is remarkably silent on the destruction of the peninsula.

When compared to later maps of the area, the 1690 map reveals not only change, but also continuity. Two locations shown on this map survive in today's landscape, having served similar functions for over 300 years. The Burying Ground in 1690 became the site for Eastern Cemetery, and Anthony Brackett's Farm (which would have included a woodlot) is now Deering Oaks Park.

Map Skills Worksheet 1:  
**Portland in 1690**

Name

1. What was Portland called in 1690, according to this map?
2. What does this symbol represent? = = = = =
3. What street does it connect to?
4. What was the body of water to the north of the peninsula called?
5. What river separated Falmouth Neck and Purpooduck?
6. List the four streets shown on this map.

7. What does this symbol represent?



8. What does this symbol represent?



9. What does these lines represent?



10. Between what two places did the ferry travel?

11. Use the map key to find these landmarks

a windmill  
the Meeting House  
a Burial Ground  
Fort Loyal

12. Draw a line from each place to the phrase that describes its use.

The windmill	used as a church.
The Meeting House	used for protecting settlers.
The Burial Ground	used to generate power for grinding flour.
Fort Loyal	used as a cemetery.

13. Native Americans also lived on this land. Do you see any evidence of their presence?  
What evidence do you see?

14. Find Anthony Brackett's farm. Would you prefer to live there or down near Broad Street, Fore Street, and Thames Street? Give reasons for your answer.

## Answers to Worksheet 1

1. Falmouth Neck
2. A road
3. The Fore Street
4. Back Cove
5. Casco River
6. Queen St., Broad St., The Fore Street, and Thames St.
7. Bushes or trees
8. Swamps
9. The Ferry
10. Falmouth Neck and Purpooduck
11. —
12. The windmill = used for generating power to grind flour  
The Meeting House = used as a church  
The Burial Ground = used as a cemetery  
Fort Loyal = used for protecting settlers
13. Yes  
Indian Cove
14. Student's own answer

## 1775: Revolutionary Changes

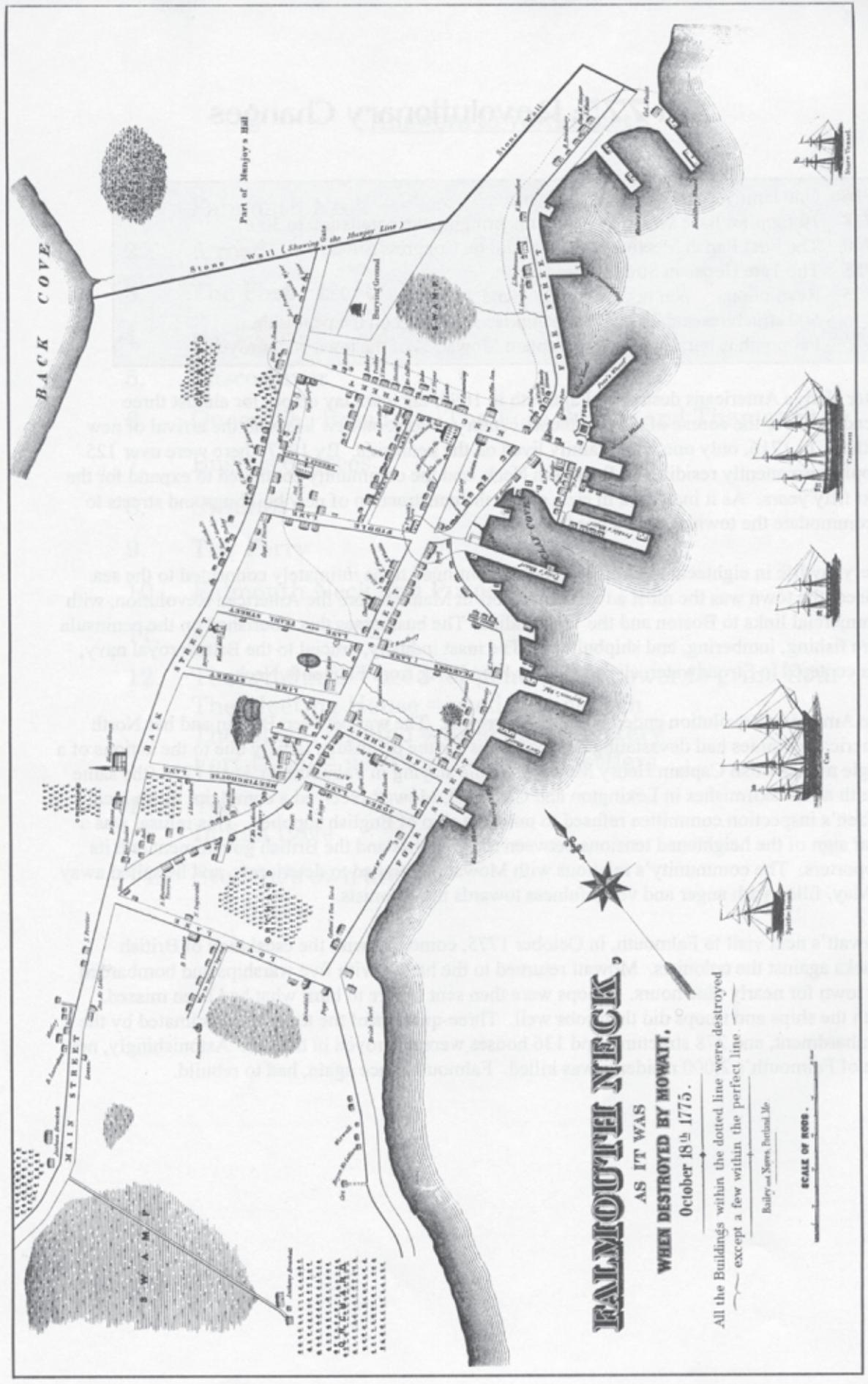
- 1716** One family is living on the peninsula.
- 1718** 14 families have settled in Falmouth, bringing the population to 300.
- 1740** The First Parish Meeting House is built on Congress Street.
- 1755** The Tate House in Stroudwater is built.
- 1775** Revolutionary War begins with England.  
500 structures and 230 houses comprise settlement on the peninsula.  
Falmouth is burnt by English Captain Mowatt;            of the town is destroyed.

After Native Americans destroyed Falmouth in 1690, the town lay empty for almost three decades. Over the course of the eighteenth century, it took on new life with the arrival of new settlers. In 1716, only one white family lived on the peninsula. By 1727, there were over 125 people permanently residing on Falmouth Neck, and the community continued to expand for the next fifty years. As it increased in size, so did the construction of new buildings and streets to accommodate the townspeople's needs.

Everyday life in eighteenth-century Falmouth continued to be intimately connected to the sea. Indeed, the town was the most advanced seaport in Maine before the American Revolution, with commercial links to Boston and the West Indies. The businesses that flourished on the peninsula were fishing, lumbering, and shipbuilding. The mast industry, crucial to the British royal navy, was centered in Stroudwater, slightly up the Fore River from Falmouth Neck.

The American Revolution ended Falmouth's growth. The war between Britain and her North American colonies had devastating consequences for the peninsula, largely due to the actions of a single man, British Captain Henry Mowatt. While staying in Falmouth in April 1775 (the same month as the skirmishes in Lexington and Concord), Mowatt received a complaint that a local citizen's inspection committee refused to unload a ship of English supplies. This refusal was a clear sign of the heightened tensions between the colonists and the British government and its supporters. The community's relations with Mowatt continued to deteriorate, and he sailed away in May, filled with anger and vengefulness towards the colonists.

Mowatt's next visit to Falmouth, in October 1775, coincided with the escalation of British attacks against the colonists. Mowatt returned to the harbor with five warships and bombarded the town for nearly nine hours. Troops were then sent ashore to burn what had been missed. Both the ships and troops did their jobs well. Three-quarters of the town was decimated by the bombardment, and 278 structures and 136 houses were destroyed in the fire. Astonishingly, not one of Falmouth's 2,000 residents was killed. Falmouth, once again, had to rebuild.



# FALMOUTH NECK,

AS IT WAS

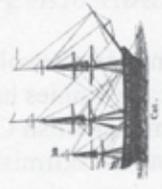
WHEN DESTROYED BY MOWATT,

October 18<sup>th</sup> 1775.

All the Buildings within the dotted line were destroyed  
 except a few within the perfect line

Bailey and Searles Portland Me

SCALE OF RODS.



## **Taking a Closer Look . . .**

### **1775: Falmouth Neck as it was when destroyed by Mowatt**

This map recalls a specific event in Falmouth's history. Note that the map shows how the area looked before the bombardment, though it was obviously drawn and printed afterwards. A dotted line encircles the sections that were completely destroyed. A small loop surrounds the sole area that was spared, a patch of land around Tyng's Wharf.

Even though this map covers only a section of the peninsula, it is clear that significant development has occurred since 1690. There are fewer wooded areas than in the past, and the ones remaining have been neatly tamed into orchards. In addition, many new streets and buildings have appeared, keeping pace with the growing population. Some of the streets have new names. Queen Street, for instance, has become Back Street. Others, like Meeting House Lane and Tyng's Wharf, have been named after nearby landmarks. The street layout has also expanded as streets like King Street were extended to connect different parts of town.

The settlement has spread out along the new streets. This map still labels many of the residences, businesses, and other structures. If you look closely at the individual names listed, you can catch a glimpse of the different faces of the community, including doctors, ship captains, and widows. As in the early days, most people live close to the harbor, which remained vital to the community's economic and cultural identity. The map also details the many new wharves which have sprung up along the waterfront to cater to the growing lumber and fishing industries.

Map Skills Worksheet 2:  
**Portland in 1775**

Name:

1. According to this map, when did the English Captain Mowatt attack Falmouth Neck?
2. Find the area inside the dotted line. Now read the map key. What is true about this area?
3. Was this map drawn before or after Portland burned?
4. Why do you think that the map was drawn?
5. What structures were located along the harbor waterfront?
6. Find the solid line at the foot of Munjoy Hill (the northeast side of the peninsula). What does it represent?
7. Find these places. Circle the places that are also on the 1690 map.
8. How do you think Meeting House Lane got its name?

9. Find Tyng's Wharf and look around that area. Who was Tyng's Wharf named after?
  
10. How do you think Pearson's Lane got its name?
  
11. Look at the different houses drawn on the map. The labels can tell you about people's lives and occupations.

Sailors had titles like "Brig." for Brigadier or "Capt." for Captain before their names. List two sailors who lived in Portland.

and

Ministers had the title "Rev." for Reverend or "Dr." for Doctor before their names. List two ministers who lived in Portland.

and

Women who were widows are listed on the map as "Mrs." (Other married women were not listed separately from their husbands) List two widows who lived in Portland.

and

Find one widow who owned a tavern. Write her name below.

List one person who owned a store in Portland.

12. Compare this map to the map dated 1690. What has happened to all of the forests and swampy land?

## Answers to Worksheet 2

1. October 18, 1775
2. All the buildings within the line were destroyed
3. After
4. Answers may include:
  - As a record of what had been lost
  - To commemorate an important event in Portland's history
5. Wharves
6. A stone wall
7. Meeting House and the Windmill should be circled
8. It is near the Meeting House.
9. Mr. Tyng, whose house is at the end of the wharf.
10. Mr. M. Pearson, whose house is on the street.
11. Brig. Preble; Capts. W. Harper, W. Thomes, Ross, and Sanford  
Rev. Mr. Smith; Drs. Deane, Coffin Sen., Coffin Jr., Lowther, and  
Waits  
Mrs. Ross and Mrs. Greely  
Mrs. Greely  
Mr. T. Smith
12. The forests are gone; the swamps are in the same places, but are smaller.

## 1837: The Turn of the Nineteenth Century

- 1785** Construction begins on the Wadsworth-Longfellow House.
- 1786** Falmouth Neck separates from Falmouth and is renamed Portland.
- 1790** First National Census calculates the population of the peninsula to be 2,240.
- 1799** Portland has 409 homes, 288 barns, 78 stores, 4 meeting houses, 2 school houses, a court-house and a jail.
- 1806** Deering Bridge is built.
- 1807** British embargo plunges Portland into a depression.  
Portland Observatory is constructed
- 1810** Population reaches 7,169.
- 1813** Battle of the *Boxer* and the *Enterprise*.
- 1820** Maine separates from Massachusetts, becoming the 23<sup>rd</sup> state in the union.  
Portland becomes the new state's capital.
- 1832** Population has grown to over 13,000.
- 1837** Nationwide economic panic comes to Portland. Portland banks lose 1/3 of their value.

The rebuilding of Falmouth Neck after the American Revolution marked a new chapter in the peninsula's growth. The community's determination to start afresh is perhaps best symbolized by its own campaign for independence. On July 4, 1786, Falmouth Neck separated from the rest of the town and, with the approval of the city council, was renamed Portland.

Portland's new name suited the town's seaport location. The wharves along the waterfront were bustling with activity as merchants and shippers arrived with goods and gossip. The construction of Portland Head Light in 1791 and the Portland Observatory on Munjoy Hill in 1807 enhanced Portland's role as a busy maritime center. Both made navigating Casco Bay and Portland's harbor safer and easier. By 1807, Portland had become the 6<sup>th</sup> largest commercial port in the nation.

Conflict with Britain interrupted the peninsula's growth again in 1807. In the attempt to remain neutral in the wars between England and France, the U.S. Congress passed the Embargo Act. The law forbade the United States to trade with either of the two countries. Since Portland's livelihood depended on maritime trade, the act dealt a severe blow to the local economy. By 1808, 60% of Portlanders were unemployed.

The outbreak of war between the United States and Great Britain in 1812 posed a new threat to Portland. The war came to Portland in 1813. On September 13, the American warship, *Enterprise*, and the British ship, *Boxer*, engaged in battle off the coast of Portland. The *Enterprise* defeated the *Boxer*, and it was towed into Portland Harbor. Both captains were killed in the battle and were buried side by side in Eastern Cemetery.

Against this turbulent backdrop, another force emerged that forever changed the region. Since the 1780s, a movement to establish Maine's independence from Massachusetts had slowly gained momentum among the local population. The issues at stake were both economic and ideological.

**CITY OF  
PORTLAND.**

From a survey made under direction of  
**CITY COUNCIL**

**JAMES HALL, C.E.**

*Drawn by W.L. Dearborn & T. Quincy.*

**1837**

Back Cove.

City Farm.

part of Washburn.

*Figures*

1. Front	2. Side	3. Back	4. Street	5. Alley	6. Canal	7. Dock	8. Wharf	9. Pier	10. Quay	11. Basin	12. Basin	13. Basin	14. Basin	15. Basin	16. Basin	17. Basin	18. Basin	19. Basin	20. Basin
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Wm. Hall & Co. Portland, Me.



The separationist movement came to a head in 1819 when Maine towns voted overwhelmingly for statehood. But separation from Massachusetts was stalled for a year at the federal level. At issue nationally was the balance between slave and free states. Maine was finally admitted to the union as part of the Missouri Compromise in 1820. Under the compromise, Missouri would permit slavery and Maine would not, thus maintaining the national balance. Maine's achievement of statehood had a tangible effect on Portland's landscape. As the state's first capital, Portland acquired a new public building – the State House, located on Congress Street.

Portland's urban landscape was changing in other ways, too. In 1830, the city of Portland began to divide into distinct residential and commercial districts. The residential area was clustered around the base of Munjoy Hill and the present-day Lincoln Park area. The business area was concentrated along the waterfront at Fore Street, India Street, and Exchange Street.

## **Taking a Closer Look . . .**

### **1837: Plan of the city of Portland**

Among the most striking differences between this and the 1775 map is that Falmouth Neck is now a city named Portland. Furthermore, the 1837 map shows the entire peninsula, which has been widely developed, looking much as it does today. All of the forests are gone, and many major new streets have been constructed, including Congress Street, Federal Street, and Cumberland Avenue. The Eastern and Western Promenades have also been laid out.

In contrast to earlier maps, this map does not depict or identify individual residences. The sheer size of the city's growing population may have precluded such details. The city's growth is clearly visible along the waterfront where many new wharves have appeared.

This map opens a window onto another factor shaping life in Portland – religion. Notice the extensive list of churches included in the map key and detailed on the map. These churches point to important new demographic and religious forces at work in the city. The Second Great Awakening had caused many people to abandon the old Congregationalist or Calvinist churches that had been the cornerstone of New England communities. Instead, they flocked to the expanding Methodist, Quaker, Baptist, and Unitarian congregations. Earlier, the building of new churches was connected to expanding numbers of people; by the 1830's the proliferation of new congregations pointed to the religious dissent and turmoil of the times.

Other new religious denominations signal ethnic diversity in Portland. For example, the establishment of Catholic Churches suggests the arrival of Irish immigrants who brought their religion and customs to their new home. The depiction of the Abyssinian Church (built in 1827) reveals the long heritage of the African-American community.

Map Skills Worksheet 3:  
**Portland in 1837**

Name

1. Read the title of this map. What is the name of the city?
2. What landmark, still standing today, is located on Mt. Joy Street?
3. How many wharves are there along the waterfront?
4. Find Deering's Bridge. Which body of water does it cross?
5. Look at the map key. How many different churches do you count?
6. There is another town shown, on the banks of the Back Cove. What is it called?
7. How many streets directly above and parallel to Congress Street have been added?

List their names.

8. Compare this map to the map of 1775. List five things that changed in Portland between 1775 and 1837.

1.

2.

3.

4.

5.

9. Now list four things that stayed the same between 1775 and 1837.

1.

2.

3.

4.

10. Can you find where your school or house would be on this map?

### Answers to Worksheet 3

1. Portland
2. Observatory
3. 17
4. Back Cove
5. 16
6. Westbrook
7. 2; Cumberland and Oxford
8. Various answers
9. Various answers
10. Student's own answer

## 1866: The Eve of Destruction

- 1840** Population reaches 15,218.
- 1842** Railroad connects Portland and Boston.
- 1849** Gas lighting becomes available in Portland.
- 1850** Population reaches 20,879.
- 1853** Commercial Street is constructed, widening the peninsula.
- 1854** Portland is the 7<sup>th</sup> largest shipbuilding center in the United States.
- 1859** Construction begins on the Morse-Libby Mansion (Victoria Mansion).
- 1860** Population reaches 26, 341.
- 1866** The Great Fire begins on July 4<sup>th</sup>.  
1,500 buildings are gone, including City Hall; one-third of the city is destroyed.  
10,000 people are left homeless.

Beginning in the mid-nineteenth century, the Industrial Revolution ushered in another period of change for Portland. The development of railroads was a tangible measure of technological development. The Kennebec & Portland Railroad opened in 1851. Two years later, 292 miles of track comprising the Atlantic & St. Lawrence Railroad connected Portland to Montreal. People and goods could now travel between Portland and other cities at unprecedented speeds. The city had entered the modern age.

The arrival of the railroad prompted changes in not only Portland's economy, but also its cityscape. In 1853, Commercial Street was built, extending the waterfront below Fore Street. It was one mile long and one hundred feet wide with an area of 26 feet wide dedicated for railroad tracks. New warehouses and wharves soon lined Commercial Street, and it quickly became the hub of Portland's import/export business.

Modern technology also gave local public transportation a boost. The Portland and Forest Avenue Railroad Company, chartered in 1860, ferried passengers around Portland with horse-trolleys drawn along rails. The horse-drawn trolley car was an immediate success. In the first 18 days of operation, more than 20,000 fares were sold.

The dawning of the industrial age brought tragedy as well as triumph to Maine. In 1861, the Civil War erupted. Although no Civil War battle was fought on Maine soil, Maine sent approximately 73,000 youths to join the Union troops. Portland contributed both goods and soldiers to the war. Major manufacturers such as the Portland Company produced cannon, machinery, and gunboat engines for the Union Army. Portland thereby aided the Union cause while enhancing its industrial development.

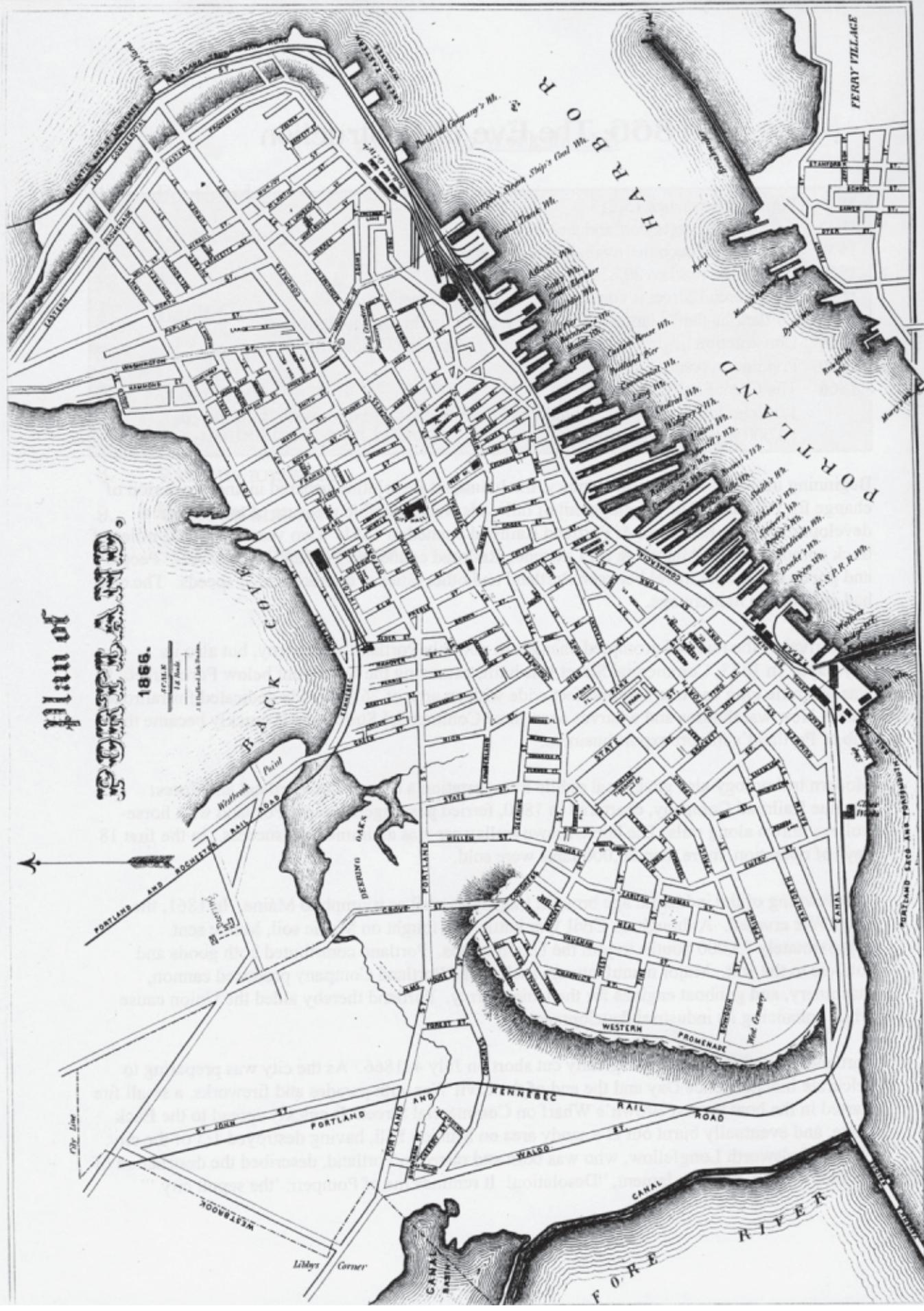
Portland's development was tragically cut short on July 4, 1866. As the city was preparing to celebrate Independence Day and the end of the Civil War with parades and fireworks, a small fire started in the boat yard at Brown's Wharf on Commercial Street. It quickly spread to the Back Cove, and eventually burnt out at a sandy area on Munjoy Hill, having destroyed 1/3 of the city. Henry Wadsworth Longfellow, who was born and raised in Portland, described the destruction of his beloved city with the lament, "Desolation! It reminds me of Pompeii; 'the sepulchral city.'"

# Plan of PORTLAND.

1866.

SCALE  
1/2 inch = 100 feet  
1 inch = 200 feet

J. B. Hilliard & Co. Boston.



To ensure that Portland would never again experience a tragedy like the Great Fire, Portland installed a fire alarm signal system in 1867. The mayor also signed a contract in 1868 to pipe in water from Sebago Lake in order to add to the city's available water supply.

## **Taking a Closer Look . . .**

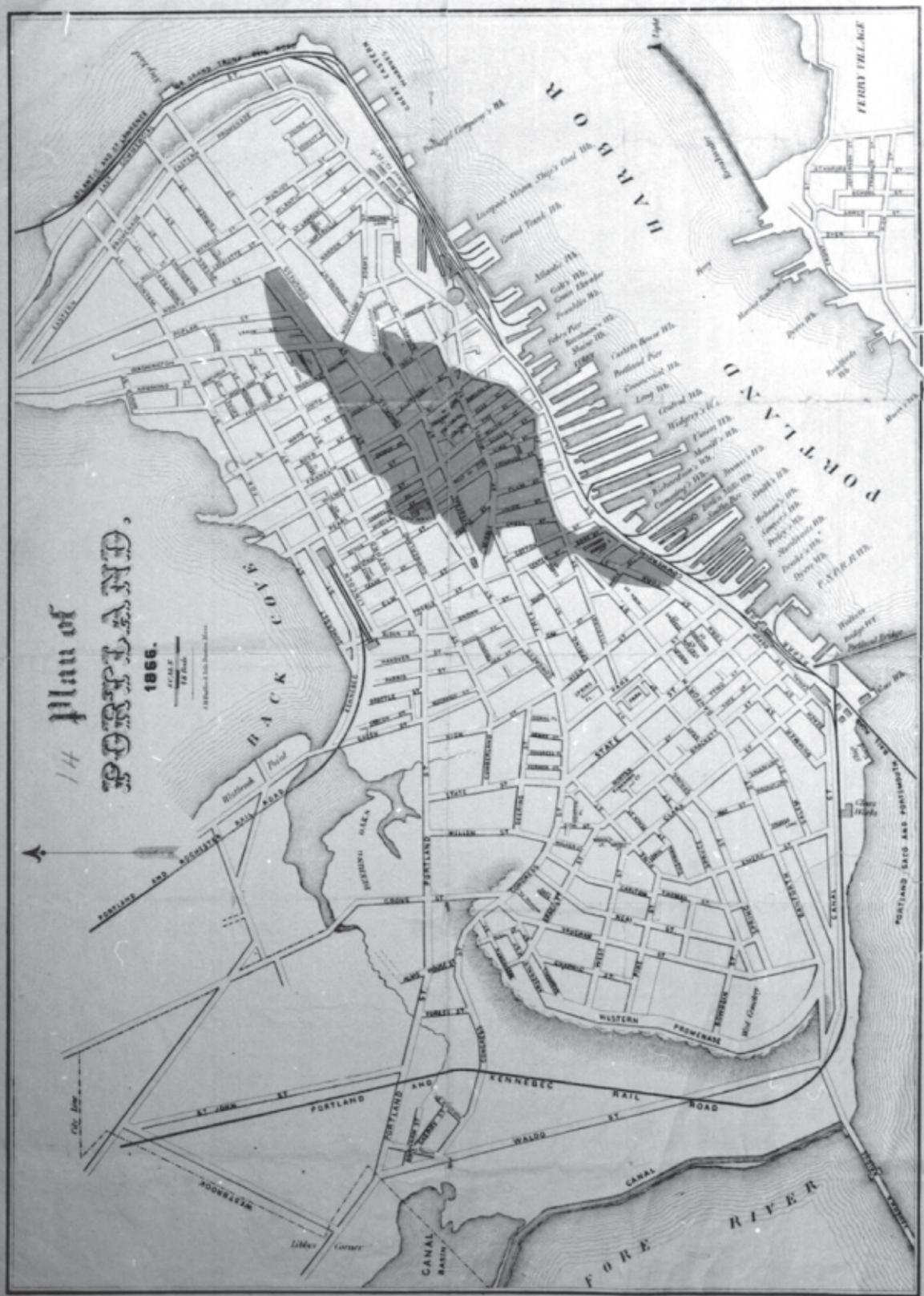
### **1866: Plan of Portland**

This map clearly shows that by 1866, the city of Portland had grown into a complex system of streets. The new streets are too numerous to count easily. The most important addition is Commercial Street, which extended the waterfront. As the name suggests, it was built to meet the needs of the city's growing economy. The railroads and ferry lines depicted on the map are also signs of Portland's growth. These new forms of transportation connected Portland to other cities and towns both near and far.

The 1866 map also provides an invaluable glimpse of Portland's past because it was published the same year as the Great Fire of 1866. Since we know the path that the fire took, it can be easily traced through the streets detailed on the map. The fire started at Brown's Wharf, and then traveled to York, Center, Cross, Union, Plum, Congress, Middle, Exchange Streets, finally stopping at Munjoy Hill.

See the map on the following page for the path of the fire.

THE GREAT FIRE AT PORTLAND JULY 4<sup>TH</sup> 1866.



PUBLISHED BY BUFFORD BROTHERS BOSTON & NEW YORK & S. B. BECKETT PORTLAND.

Portland 14

12-3

Map Skills Worksheet 4:  
**Portland in 1866**

Name

1. In 1866, a huge fire destroyed a great deal of the city. The fire started at Brown's Wharf. Find it on the map.
2. The fire spread across the Wharf onto York Street, then to Cross Street, Union Street, and Plum Street. Follow its path on the map. In what direction did the fire travel?
3. Then, the fire spread to Exchange Street, Middle Street, and Congress Street. Follow this path until you reach the East Cemetery and then stop. This whole area was destroyed in the Great Fire.
4. Find city hall. It was destroyed in the fire. Draw the shape of the city hall as it is drawn on the map.
5. List two railroads that came to Portland.  
  
and
6. Along what body of water did the canal run?
7. Did the ferry to Cape Elizabeth (shown on the 1775 map) still exist?
8. Find the city line. What town is on the opposite side of the border?

9. What new streets have been added above and parallel to Oxford Street?

and

10. Find Commercial Street on the map. Now look at the same area on the map of 1837. What was in that area in 1837?

11. Find Deering Oaks. Now look at the same area on the map of 1690. What was in that area in 1690?

12. Can you guess what is in that area today?

## Answers to Worksheet 4

1. —
2. North or Northeast
3. —
4. 
5. Portland and Kennebec, Atlantic and St. Lawrence, Portland and Rochester, Portland Saco and Portsmouth.
6. Along the Fore River
7. Yes
8. Westbrook
9. Lincoln and Somerset
10. Water
11. Anthony Brackett's Farm
12. Deering Oaks Park

## 1900: Portland Rebuilds

- 1868** Municipal water system is installed.
- 1871** Town of Deering separates from Westbrook.
- 1878** Telephone service is available in Portland.
- 1879** Nathaniel and Henry Deering give Deering Oaks Park to the city.
- 1883** Electric lights come to Portland.
- 1891** Water reservoirs are built on Munjoy and Bramhall Hills.
- 1895** Electric streetcars appear.  
South Portland separates from Cape Elizabeth.
- 1899** Town of Deering becomes part of Portland.  
First automobile arrives in Portland.
- 1900** Population soars to 50,145.

The Industrial Age was now in full swing in Portland. New technologies and inventions helped propel the city into the twentieth century. For instance, telephone service began in 1878, revolutionizing communications technology. Five years later, the Consolidated Electric Light Company brought electricity to the city. Electric streetlights soon lined the sidewalks of Portland.

The electrification of Portland was no small feat, especially in light of the city's physical expansion in this period. In 1899, Portland annexed Deering, adding 9,381 acres of territory to the city. The peninsula also expanded with the construction of Marginal Way, which extended land into the Back Cove.

The advent of electricity was an important technological step in the city's history. However, it prompted the decline of some traditional businesses, such as livery stables where horses that pulled trolleys and hacks were housed. After the first electric rail line was laid between Monument Square and Deering Junction, electric streetcars began to replace horse-drawn cars.

With industrialization came the diversification of the local economy. The Portland Packing Company and the Portland Company were among the major manufacturers that helped the city to thrive in this period. Smaller enterprises also contributed to the city's economic well-being by producing such goods as hats, matches, and chewing gum for local and out-of-state markets.

Women were a driving force behind Portland's industrial boom. They worked in canneries, shoe factories, hat factories, and textile mills for wages often far below those of their male counterparts. Typically, their days were long and working conditions poor. Women who did not hold factory jobs had just as many responsibilities in the home. These women were expected to maintain an ordered household, bear and raise children, cultivate farms and gardens, make home products, and provide a variety of services to family members and neighbors. Women also participated in civic, cultural, and social activities outside the home that helped to shape the Portland community.

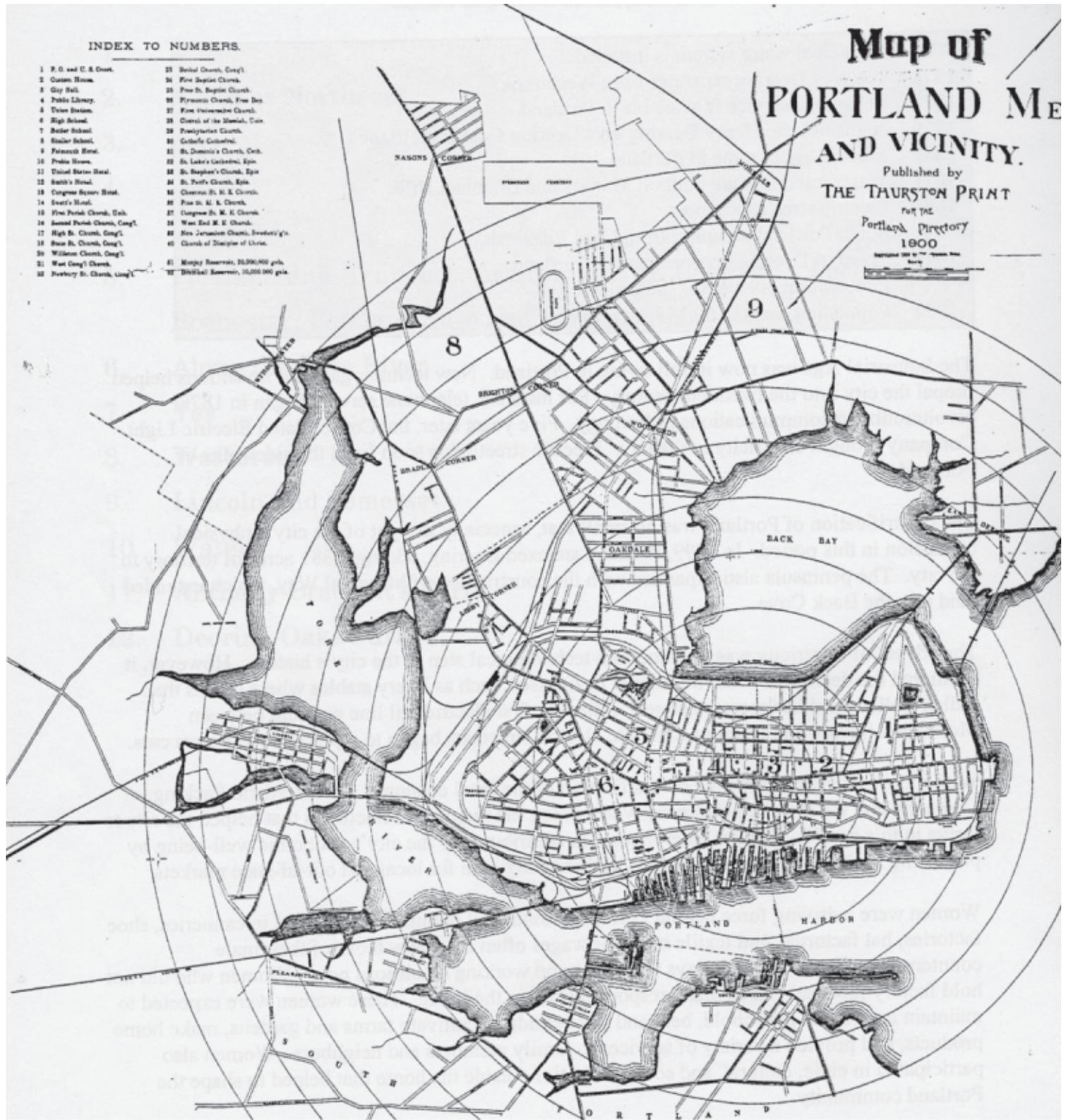
Another demographic force that shaped the Portland community was the arrival of immigrants.

INDEX TO NUMBERS.

- |                                  |   |
|----------------------------------|---|
| 1 P. O. and U. S. Dist.          | 21 Baptist Church, Cong'l.              |
| 2 Custom House.                  | 22 First Baptist Church.                |
| 3 City Hall.                     | 23 Free St. Baptist Church.             |
| 4 Public Library.                | 24 Protestant Church, Free Soc.         |
| 5 Train Station.                 | 25 First Universalist Church.           |
| 6 High School.                   | 26 Church of the Messiah, Con.          |
| 7 Butler School.                 | 27 Presbyterian Church.                 |
| 8 Butler School.                 | 28 Catholic Cathedral.                  |
| 9 Parsons Hotel.                 | 29 St. Dominic's Church, Con.           |
| 10 Police House.                 | 30 St. Luke's Catholic, Epn.            |
| 11 Central Barren Head.          | 31 St. Stephen's Church, Epn.           |
| 12 Smith's Head.                 | 32 St. Paul's Church, Epn.              |
| 13 Congreg. Church, Brist.       | 33 Church St. M. E. Church.             |
| 14 Smith's Head.                 | 34 Free St. M. E. Church.               |
| 15 Free Parish Church, Cong.     | 35 Congreg. St. M. E. Church.           |
| 16 Second Parish Church, Cong'l. | 36 West End M. E. Church.               |
| 17 High St. Church, Cong'l.      | 37 New Jerusalem Church, Brethren's.    |
| 18 Rose St. Church, Cong'l.      | 38 Church of Disciples of Christ.       |
| 19 William Church, Cong'l.       | 39 Murphy Reservoir, 10,000,000 gals.   |
| 20 West Cong'l Church.           | 40 Mitchell Reservoir, 10,000,000 gals. |

# Map of PORTLAND ME AND VICINITY.

Published by  
**THE THURSTON PRINT**  
FOR THE  
Portland Directory  
**1900**



By 1900, almost 15% of Maine's population was foreign born, and undoubtedly that percentage was higher in Portland. Italian, Irish, Russian, Armenian, English, Swedish and Portuguese immigrants and their American born children are all easily located in census reports at this time. Certain neighborhoods became known for their immigrant communities. For example, the area around Middle and India Streets was referred to as "the Italian Quarter" because of its large Italian community. Gorham's Corner, where York, Pleasant and Danforth Streets meet, was known for its Irish community.

## **Taking a Closer Look . . .**

### **1900: Map of Portland, Maine and Vicinity**

This map is a visual testimony to the prosperity and growth of the city, for it encompasses more land than any of the maps previously described. Many of the neighborhoods shown on the map had existed for many years, but had been separate towns or communities. Stroudwater, for example, still has many houses dating before the American Revolution. Other areas, like the one around Baxter Boulevard, developed new neighborhoods at the beginning of the 20<sup>th</sup> century. In all these cases, the city limits of Portland expanded to accommodate them. Bridges connected the peninsula to these areas, while, technology, such as the horse-drawn and electric trolleys, encouraged people to build homes off the peninsula.

The layout of the streets on the peninsula is similar to that of today. The most important addition is Marginal Way which extended the peninsula into the Back Cove. The map also allows us to see new dimensions of city life, with the addition of a Public Library, many hotels, and other businesses. It also reveals that religion, in the form of churches scattered across the city, continued to play a vital role in Portland at the turn of the twentieth century. One of these gives us an opportunity to discuss the perils of interpretation in the absence of proper contextual knowledge. On the map, you may note a church label "New Jerusalem Church, Swedenb'g'n." Although it would make sense to interpret this as a sign of ethnic presence in the city, this congregation was not made primarily of Swedish immigrants. Instead, this was a highly controversial sect of evangelical Protestants whose founder was of Swedish descent. You may choose to use example with your students to illustrate that interpreting any document may lead to justifiable assumptions that are, nevertheless, incorrect.

### Portland in 1900

1. This map shows how Portland spread and grew. It also lists neighborhoods within Portland. They are labeled in capital letters. List five neighborhoods located to the north or west of the Portland peninsula.

1.

2.

3.

4.

5.

2. South Portland became a city in 1895. What ferry connects South Portland to the Portland Pier?

3. List another way people could get to South Portland.



4. This is the symbol for a reservoir. Find two reservoirs in Portland. Write their names and how much water each one held in the spaces below.

1.

2.

5. Look at the map key. How many churches can you count?

6. Find Marginal Way. Compare the area with 1866 map. What was in the area in 1866?
  
7. Compare the area around Marginal Way with the same area on the 1837 map. List all the streets that extended the shore of the Back Cove between 1837 and 1900.
  
8. Can you find where your school or house would be on this map?

## Answers to Worksheet 5

1. Morrills, Brighton Corner, Bradley Corner, Oakdale, Woodfords, East Deering, Libby Corner, Stroudwater
2. People's Ferry
3. Portland Bridge
4. Munjoy Reservoir, 20,000,000 gallons  
Bramhall Reservoir, 10,000,000 gallons
5. 25
6. Water (The Back Cove)
7. Marginal Way, Somerset, Lincoln, and Lancaster
8. Student's own answer

## Getting out on the Town

The study of Portland offers excellent opportunities for schools to explore the present landscape, either through tours organized by local institutions or under the guidance of individual teachers.

Check out these historic places:

1. Deering Oaks Park (including the plaque commemorating Major Church's skirmish with Native Americans)
2. Eastern Cemetery
3. Tate House and the Stroudwater neighborhood
4. Portland Head Light
5. Wadsworth-Longfellow House
6. McLellan-Swett House
7. Portland Observatory
8. First Parish Church
9. Victoria Mansion
10. Gorham's Corner

Also check with Greater Portland Landmarks (774-5561) for architectural walking tours.

Even after places have disappeared, you can find the spots that they once occupied. Turn these places and others you see on the maps into a citywide scavenger hunt.

1. Munjoy and Bramhall Reservoirs
2. Deering Bridge
3. Site of wharves before 1853 (Wharf Street)
4. Shore of the Back Cove in 1837 (Oxford Street)
5. Windmill
6. Fort Loyal
7. Union Station (or check out the Union Station clock works in Congress Sq.)
8. Railroad and trolley tracks
9. Alice Greely's Tavern
10. Clay Cove
11. Great Eastern Wharves
12. Clark's Point
13. Hay Scales

# Program Evaluation

please return to

the Maine Historical Society  
Education Department  
485 Congress Street  
Portland, ME 04101

**Program Evaluation:**

***Mapping Portland: 1690 to 1900***

Please tell us about the class or classes that used the resource package.

How many classes used the package?

Subject:

Grade:

Total number of students:

Which parts of the package did you use, and how did you use them? (check all that apply)

- |                                  |                                     |  |
|----------------------------------|-------------------------------------|--|
| Map reproductions (oversized)    | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| Map reproductions (reduced size) | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| Worksheets                       | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| “How to Read Historic Maps”      | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| “Glossary”                       | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| Time lines                       | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| Historical Summaries             | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| “Taking a Closer Look”           | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| Visual Aids (paper copies)       | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| Visual Aids (transparencies)     | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |
| Visual Aid discussion questions  | <input type="checkbox"/> for myself | <input type="checkbox"/> with my class |

Which materials did you find the most useful?

Which materials did you find the least useful?

Are there additional words that we should add to the glossary? Are there words that we should remove from the glossary?

Did you find the section on state and local learning standards useful? How might we improve that section?

If you used the worksheets, how did they work in your class? How could we improve them?

If you did not use the worksheets, why did you choose not to?

- Not age/grade appropriate
- Not enough time
- Not appropriate to my curriculum
- Had better/more suitable ideas
- Did not think my class would respond well
- Other, please explain.

Would you recommend this package to other teachers? Why or why not?

- Would recommend
- Would not recommend

Do you plan to purchase this kit for your classroom or library (\$35 for maps and workbook)?

- Yes
- No

If not, why not?

- Not interested in using it again.
- Will borrow it again if I need it.
- Too expensive.
- Can use photocopies I made from the package.
- Other, please explain?

How did the loan process work for you? Was it convenient? Was it long enough? Do you have any suggestions for better methods for loaning materials?

Please use the back of the page to write additional comments.

Please return this form to:

Education Coordinator  
Center for Maine History  
485 Congress Street  
Portland, ME 04101

# **VISUAL AIDS**

Though students can visualize many changes in Portland's landscape by studying maps, these photos and sketches make those changes more concrete by providing additional information. Brief descriptions are included to help orient you geographically and chronologically to the images.

A note on Goodhue's sketches: Charles Goodhue produced many sketches of early Portland, and his work is invaluable to the study of Portland's history and architecture. However, most of his work was done from childhood memories, some 50 to 60 years after the date of the scenes he drew. Other sketches depict scenes he never viewed himself, which were created from descriptions given to him by others. Goodhue did research his subjects carefully, and the results were praised by other Portlanders who remembered the city before the Great Fire. A collection of his sketches was published in 1981, with commentary by Earle G. Shettleworth, Jr. and William David Barry. The twenty-five sketches included in *Mr. Goodhue Remembers Portland* will be of interest to anyone curious about the pre-fire architecture and landscape of Portland. A copy of this work is available for study at the Maine Historical Society Research Library.

### **Drawing: Congress Street in 1800 (sketched in 1894 by Charles Goodhue)**

This sketch depicts a section of Congress Street at the turn of the nineteenth century. The most notable building shown is the First Parish Meeting House, or "Old Jerusalem" as it was known in the early settlement. In 1825, the original church was torn down and replaced with a larger building designed to meet the needs of Portland's growing population. That church still stands on Congress Street today.

The two houses visible to the left of the church are the Reverend Samuel Deane House, built in 1765, and the Daniel Davis House, built in 1794. Rev. Deane preached at the First Parish Church from 1764 to 1814. Daniel Davis was an attorney from Boston who settled in Portland. The barns and animals shown on the land surrounding and adjacent to the houses reveal that even city dwellers still grew some food and kept livestock on their house lots.

Discuss the following questions with students:

1. This sketch shows the First Parish Meeting House. Look at the 1775 map and find the church. What street is shown in the sketch?
2. Who do you think lived next to the church? What kind of job did they probably have? Now find the house on the 1775 map. Who owned that house? (N.B. Dr. Deane was the minister at the church at this time. Ministers often were referred to as "Dr." in deference to their education)
3. What kinds of transportation do you see?
4. Compare the 1775 map and the 1837 map. The First Parish Meeting House was torn down in 1825, between the time these two maps were drawn. A new and bigger church was built on the same site. Based on what you see in the maps, why do you think a larger structure was needed?

## **Drawing: Northern and Eastern Slopes of Munjoy Hill in the Forties (sketched in 1901 by Charles Goodhue)**

This sketch shows Munjoy Hill as it was envisioned by Charles Goodhue. The most important structure on the hill is the Portland Observatory, built under the auspices of Captain Lemuel Moody in 1807. The Observatory played a significant role in Portland's maritime life. Using a system of flag signals, Mr. Moody alerted townspeople about vessels coming into port. If you look closely, you can see flags waving on top of the Observatory, each of which represented a different type or number of vessel.

You can see cows in this drawing as well. Munjoy Hill, at the time represented by the sketch, was a pasture closed off from the rest of the city by a stone wall. Cows were driven up to the hill in the morning and fetched in the afternoon. The pastoral scene depicted here strikes a sharp contrast to the area as it appears today (and as it appeared when Goodhue made the sketch), with houses, apartment buildings, and commercial enterprises covering the landscape.

The perspective of the picture can be confusing, especially there are so few recognizable landmarks. Imagine that the artist was on the northeastern edge of the peninsula, looking at Munjoy Hill sloping up to the left and the Back Cove beyond our field of vision to the right. The street running along the water is down the hill from the current Eastern Promenade.

Discuss the following questions with students:

1. What important landmark can you identify in this drawing of Munjoy Hill?
2. Why do you think this structure was built on top of the hill? What was it used for?
3. What do you think the land on Munjoy Hill was used for, based on the details in the drawing?
4. Compare this photo to the map of 1837. Find the Observatory on the map. Where would the artist have been standing as he drew this sketch? Based on your answer, what street do you think is shown in the sketch? What body of water is shown in the sketch?

## **Drawing: Deering's Bridge in the Forties (sketched in 1895 by Charles Goodhue)**

This sketch depicts Deering Bridge and the Back Cove. Deering Oaks is visible in the background. The Back Cove at this time was still deep enough to accommodate ships. Also, the water beyond the bridge, in the area where Deering Oaks Pond now lies, was still connected to the Back Cove and thus to the harbor. In later construction the pond was cut off from the cove with the addition of landfill. Forest Avenue now occupies the same place as the bridge, and the bridge itself still exists, buried under the pavement. Nearby areas (such as the current location of Shop n' Save and the ramp to I-295) occupy land that was once under water.

Discuss the following questions with students:

1. This is a drawing of Deering Bridge. What is the landscape like behind the bridge? What parts of Portland still have the name “Deering”? Can you guess which of them is now on the site shown here?
2. What types of transportation do you see in this picture, both on land and in the water?
3. Find Deering Bridge on the 1837 map. Locate the body of water that the bridge spans. Compare the map to the sketch. Match the different parts of the sketch to their locations on the map. What body of water does the bridge span? Where are the ships sailing? Where is the wooded area?
4. Now find the same location on the 1900 map. How has the area changed since 1837? Compare the sketch to the 1900 map. What street is in the same location as the old Deering Bridge? What has become of the water on the far side of the bridge in the sketch? What has become of the water in the foreground?

### **Photo: Portland in Ruins (1866)**

Taken near the corner of Congress and Franklin Streets, this photograph reveals the devastation caused by the Great Fire of 1866. Approximately one-third of Portland was laid to waste, and all that was left standing in those areas were charred trees and brick chimneys. In the far right of the photo, you can see a wall with a window, the only remains of St. Stephen’s Church.

Discuss the following questions with students:

1. Describe the landscape. What do you think happened here? What do the trees look like? Where are all the people?
2. What structures are still standing? What were they originally part of? What kind of material are they made of? Why do you think that these structures weren’t destroyed by the fire?
3. Describe the mood of this picture. How does it make you feel?
4. Compare this photo to the map of 1866. Find the corner of Congress and Franklin Streets where the photo was taken. Could you find this location today?
5. After the fire, many people described being unable to find their way around, since all the buildings and landmarks they used to orient themselves were gone. How would you recognize your neighborhood if all the trees and buildings were suddenly gone?