



Interview a Monument: Exploring the Monuments of Andersonville National Cemetery

“This is sacred ground, consecrated by the suffering of men who here gave the last full measure of devotion.” – Governor A.T. Bliss at the dedication of the Michigan monument, 1904

In the late 1800s and early 1900s several states, along with organizations like the Woman’s Relief Corps, began to erect monuments around the Andersonville Prison Site and the Andersonville National Cemetery. The purpose of these monuments was to honor the soldiers who were held captive here and to memorialize those who died. Most of the monuments were built with the support of Andersonville survivors, many of whom attended the dedications. The purpose of this activity is for you to explore the monuments in the cemetery and to gain an understanding as to how and why people chose to build them.

Time:	60 Minutes
Setting:	Andersonville National Cemetery or in the classroom
Suggested Age:	5th-11th Grade
Group Size:	60 Students - Maximum
Objectives:	At the end of the activity, the students will be able to: <ul style="list-style-type: none">• Students will learn how survivors of Andersonville and other groups memorialized Andersonville after the Civil War.• Students will examine how the development of monuments in Andersonville National Cemetery reflected the development of the United States from 1890-1920.

Materials: Provided by Teacher – photocopies of the monument worksheet included with this lesson plan. Pencils and clipboards.

Applicable Georgia Performance Standards

High School (United States History)

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.
f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

Middle School (8th Grade GA Studies)

SS8H6 The student will analyze the impact of Civil War and Reconstruction on Georgia
b. State the importance of key events of the Civil War, include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia’s coast, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.

Elementary School (5th Grade Social Studies – American History)

SS5H1 The student will explain the causes, major events, and consequences of the Civil War
c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Courthouse
e. Describe the effects of war on the North and South.

Respect

A Note about the National Cemetery

The Andersonville National Cemetery is an active Cemetery. If there is a funeral in progress please be respectful of the mourners. There are well over 20,000 American servicemen and their families buried here. At no time should there be running, loud talking, or horseplay. Respect the landscape and monuments of the park. Do not climb on the earthworks, monuments, or cannon. Park staff asks that teachers and chaperones be aware of student behavior at all times in the cemetery.

Funerals

The Andersonville National Cemetery is an active Cemetery. If there is a funeral in progress please be respectful of the mourners. If a funeral service is occurring, students should at no time approach the rostrum area.

Procedures

This is an outdoor Program

For safety and comfort, students should wear close-toed shoes and be appropriately dressed for the weather. The cemetery is a large field, and may have uneven surfaces, long grass or insects.

Procedures

1. Park school busses adjacent to the picnic area along the road between the prison site and the cemetery. The roads in the cemetery are too narrow to accommodate bus traffic.
2. Divide your class into 12 groups (one for each monument). If you have a smaller class, or for younger students, divide into ten groups, and omit the Oddfellows Monument and the Stalag XVII-B Monument.
3. Distribute to each group the worksheet for a monument.
4. Explain to the students that they will be going to their assigned monument and fill out their group's worksheet. At this time it is important to remind the students that they are entering a National Cemetery and that horseplay, running, or shouting/loud talking are inappropriate for the setting, and such behaviors may result in the group being asked to leave the National Cemetery. Respect the landscape and monuments of the park. Do not climb on the monuments.
5. Walk from the picnic area to the National Cemetery (approximately ¼ mile through the shade). Be aware of vehicle traffic.
6. Just inside the cemetery wall is the Georgia Monument – at this point disperse your students to their assigned monuments. For groups with younger students, we strongly suggest at least two chaperones per group. Allow at least ten minutes for the groups to observe the monument and complete the monument worksheet. When groups have completed their assigned monument worksheet they should report back to the Georgia Monument.
7. After all groups have returned to the Georgia Monument, walk back as a group to the picnic area. Be aware of vehicle traffic along this route.
8. At the picnic area distribute a copy of the map to each group.
9. Have each group present their monument to the class. As groups present their monument, other groups should shade in that state on their map.
10. Tell the students to shade in Wisconsin, Ohio, Massachusetts, Michigan, Tennessee, Rhode Island. These states all built monuments inside the prison. Note that the Oddfellows Monument and the Stalag XVII Monument are not state monuments, so the students wouldn't shade anything in on their maps.
11. Discuss with the students the follow up found on the next page.

Follow up Questions

Discuss with the students the following questions as a follow up:

1. What slogan appears on several monuments? How many monuments have this slogan? (Death Before Dishonor)
2. What do you think this slogan means? Prisoners were willing to die before dishonoring themselves or their country)
3. Why do you think so many states and former prisoners here chose to use this slogan? (Former prisoners adopted this as their slogan. During the war Confederates tried to recruit Union soldiers to join the Confederacy as a way to get out of the prison camps. Most Union soldiers said they would rather risk death in the prison than to dishonor themselves or their country)
4. Look at your maps – what part of the country put up most of the monuments. Why do you think this was the case? (All of the state monuments in the cemetery were erected by Northern States – reasons might include that most of the prisoners who died were from the North or that the Southern states didn't want to remember what happened here because they might have felt some responsibility for it – lots of possible answers)
5. Why is Georgia the only state with a monument inside the National Cemetery? Why wasn't it built at the same time as the other state monuments? Student Answers may vary
6. Why were so many monuments built 1899-1916? (this is approximately 30-50 years after the prison was in operation. Many survivors of Andersonville were getting old and there was a movement to commemorate the place before they died.)
7. Andersonville National Cemetery is an active national cemetery and veterans and their spouses are still being buried here. If you were to design a monument in the cemetery today what would it look like and who would it be a monument to? What would your monument say?

History of the National Cemetery

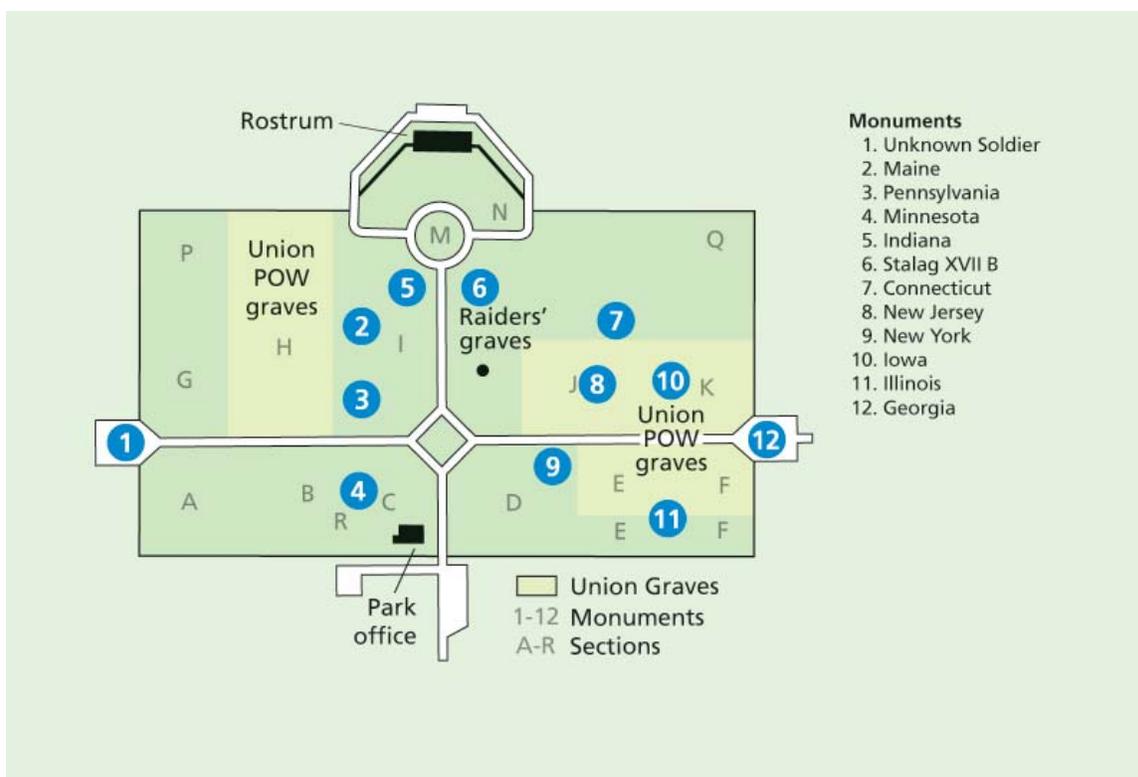
Andersonville National Cemetery was established to provide a permanent place of honor for those who died in military service to our country. The initial interments, beginning in February 1864, were those who died in the nearby prisoner of war camp. Today the cemetery contains over 20,000 interments. Administered by the National Park Service, Andersonville National Cemetery uses the same eligibility criteria as cemeteries administered by the National Cemetery Administration of the Department of Veterans Affairs (VA).

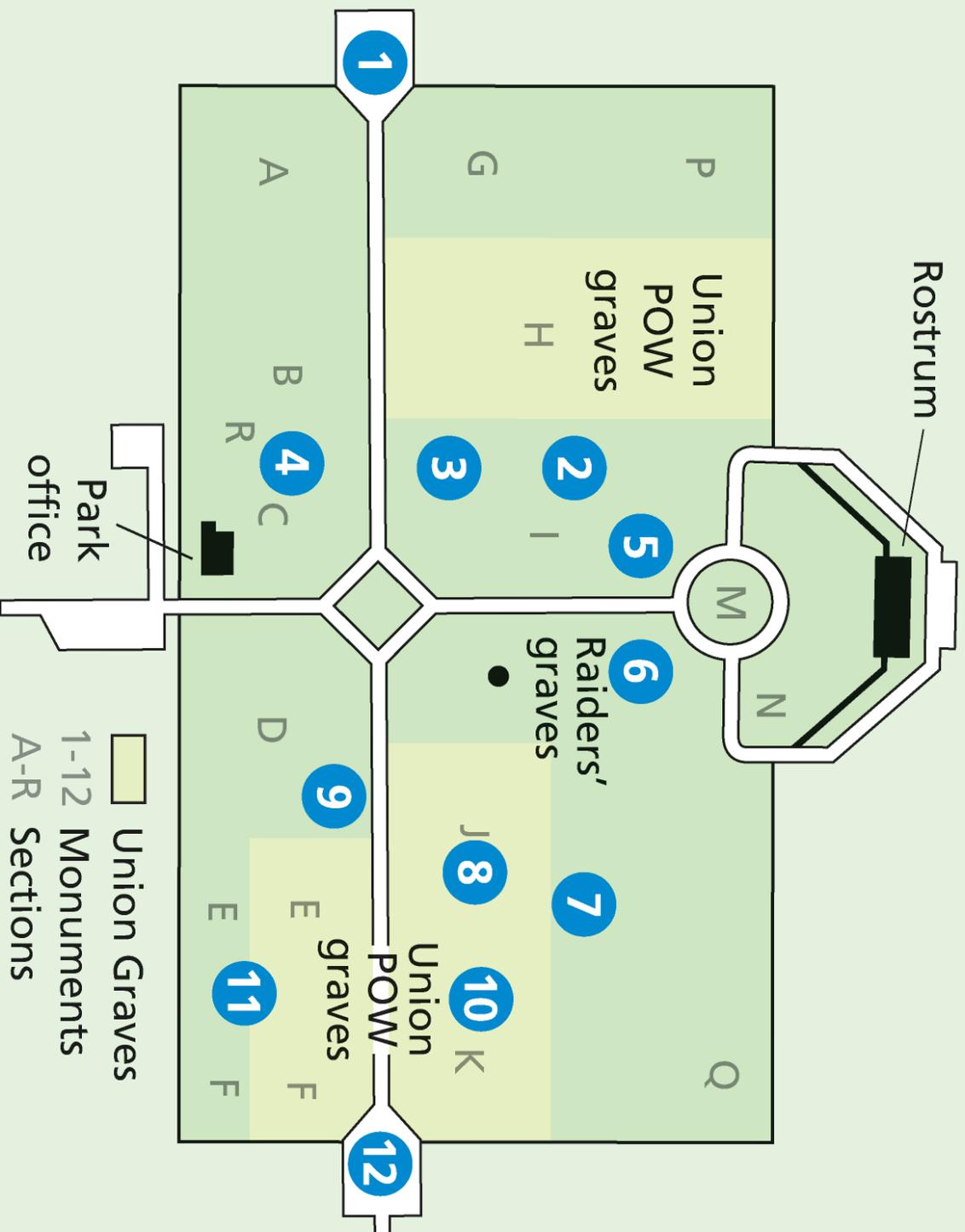
On July 17, 1862, Congress authorized the President to purchase “cemetery grounds” to be used as national cemeteries “for soldiers who shall have died in the service of the country.” Fourteen cemeteries were established that first year, including one in Sharpsburg, Maryland where 4,476 Union soldiers were laid to rest after the one day of terrible slaughter that was the Battle of Antietam.

By 1870, the remains of nearly 300,000 Union dead had been buried in 73 national cemeteries. Most of the cemeteries were located in the Southeast, near the battlefields and campgrounds of the Civil War.

The National Cemetery Administration has evolved slowly since the Civil War. All honorably discharged veterans became eligible for burial in 1873. Cemeteries associated with military posts on the western frontier, such as Fort McPherson, Nebraska, were added to the system in the late 19th century. In the 1930s, new national cemeteries were established to serve veterans living in major metropolitan areas. Several, closely associated with battlefields such as Gettysburg, were transferred to the National Park Service because of their value in interpreting the historical significance of the battles. In 1973, legislation authorized the transfer of 82 national cemeteries from the Department of the Army to the Veterans Administration, now the Department of Veterans Affairs (VA). Joining with 21 VA veterans cemeteries located at hospitals and nursing homes, the National Cemetery System comprised 103 cemeteries after the transfer.

Today, there are 141 national cemeteries. VA, through its National Cemetery Administration, administers 125 of them. Two national cemeteries—Arlington and Soldiers Home—are still administered by the Army. The American Battle Monuments Commission administers, operates, and maintains 24 permanent American burial grounds on foreign soil. Fourteen national cemeteries are maintained by the Department of the Interior, National Park Service, including the Andersonville National Cemetery.





Rostrum

Monuments

- 1. Unknown Soldier
- 2. Maine
- 3. Pennsylvania
- 4. Minnesota
- 5. Indiana
- 6. Stalag XVII B
- 7. Connecticut
- 8. New Jersey
- 9. New York
- 10. Iowa
- 11. Illinois
- 12. Georgia

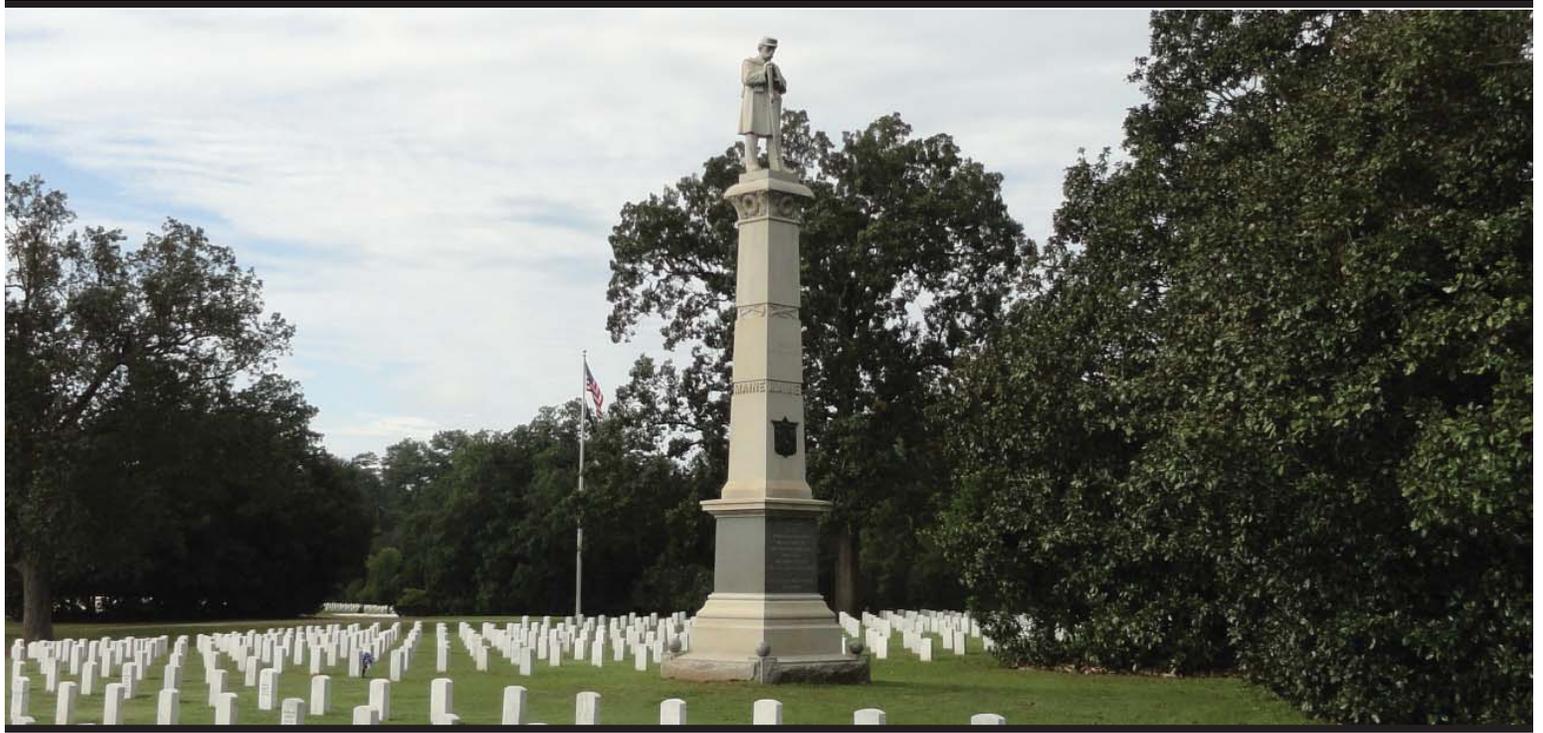
- Union Graves
- 1-12 Monuments
- A-R Sections



New Jersey Monument
Dedicated in 1899

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

1. Describe this monument.
2. What slogan is on this monument?
3. Why do you think this slogan was included on this monument?
4. What does this monument say that it commemorates?
5. How many soldiers from New Jersey are buried here at Andersonville?
6. How does the soldier on top compare to the figure behind him on the Connecticut monument? Without approaching the Connecticut monument look at a distance and compare their clothing and expressions.



Maine Monument
Dedicated in 1904

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

1. Describe this monument.
2. What is the soldier doing?
3. What two groups of people does this monument memorialize?
4. What slogan is written on this monument?
5. What do you think this slogan means and why do you think the former prisoners chose to put it on the monument?



Pennsylvania Monument

Dedicated in 1905

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

1. Describe what the Pennsylvania monument looks like.
2. Who or what is on top of the monument?
3. Walk inside the monument. What does this monument say that it commemorates?
4. When was this monument built?
5. How many Pennsylvania soldiers died at Andersonville?
6. In the sculpted picture, what are the soldiers doing? What event in Andersonville’s history does this represent?
7. What slogan is written above this picture? What do you think this slogan means and why would former prisoners chose to put it on this monument?



Iowa Monument
Dedicated in 1906

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

1. Describe what this monument looks like
2. When was this monument erected?
3. What is the woman doing and why?
4. What Bible verse is on this monument and why do you think they chose this verse?
5. What is this list of names on the back?
6. What slogan is written above the list of names?



Connecticut Monument
Dedicated in 1907

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

1. Describe this monument.
2. Look at the soldier. Does he look young or old? Why do you think the sculptor designed him this way?
3. What is the soldier looking at? Describe the look on his face.
4. Who is this monument erected in memory of?
5. Why do you think that they included a sitting area on this monument?
6. This monument has an exact copy at the Connecticut State Capitol. Why do you think the State of Connecticut wanted one monument here and one monument there?



Indiana Monument

Dedicated in 1908

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

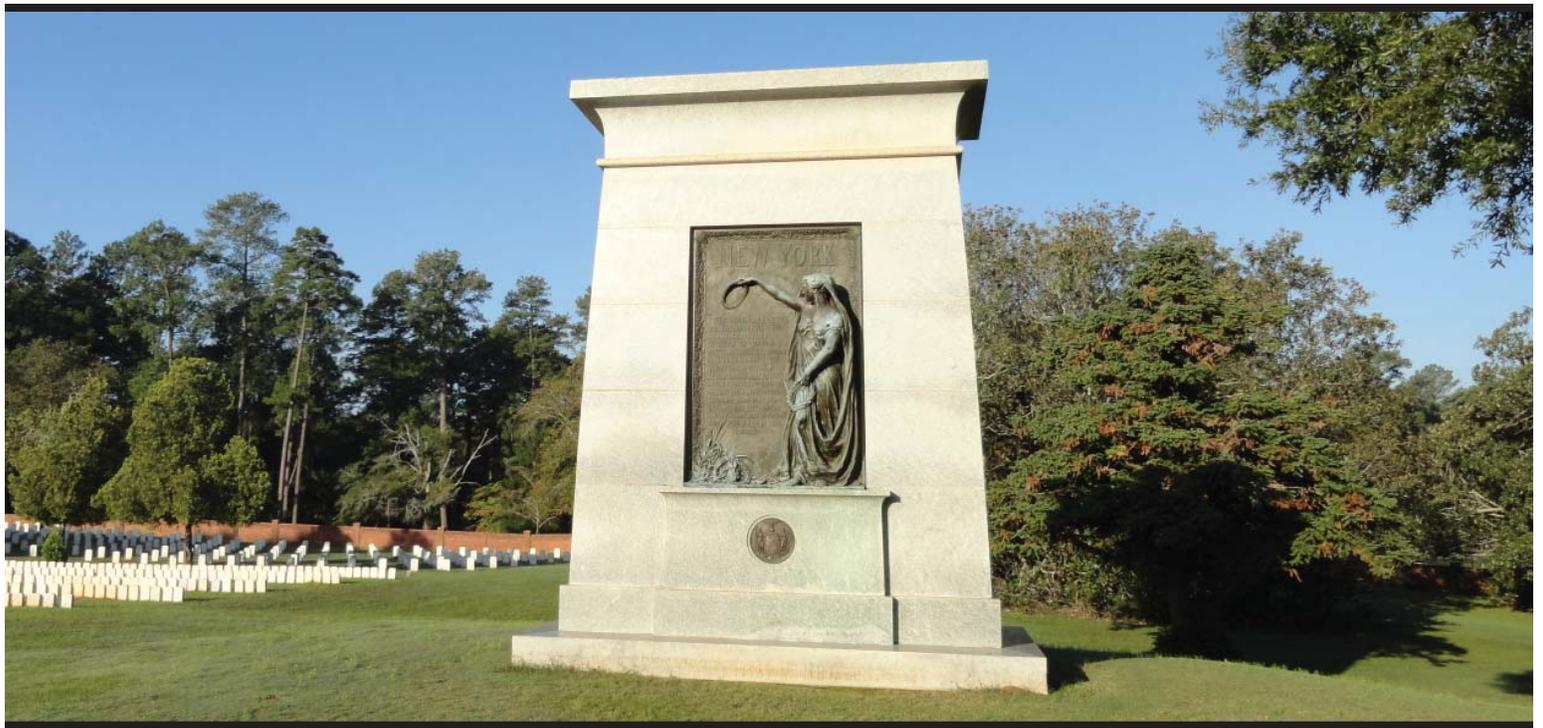
1. Describe this monument.
2. How many soldiers from Indiana died here at Andersonville?
3. How many soldiers from Indiana died at Andersonville?
4. Explain the quote on both the front and back of the monument.
5. What is a martyr? Why would the people from Indiana choose to call prisoners of war martyrs?



Illinois Monument
Dedicated in 1912

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

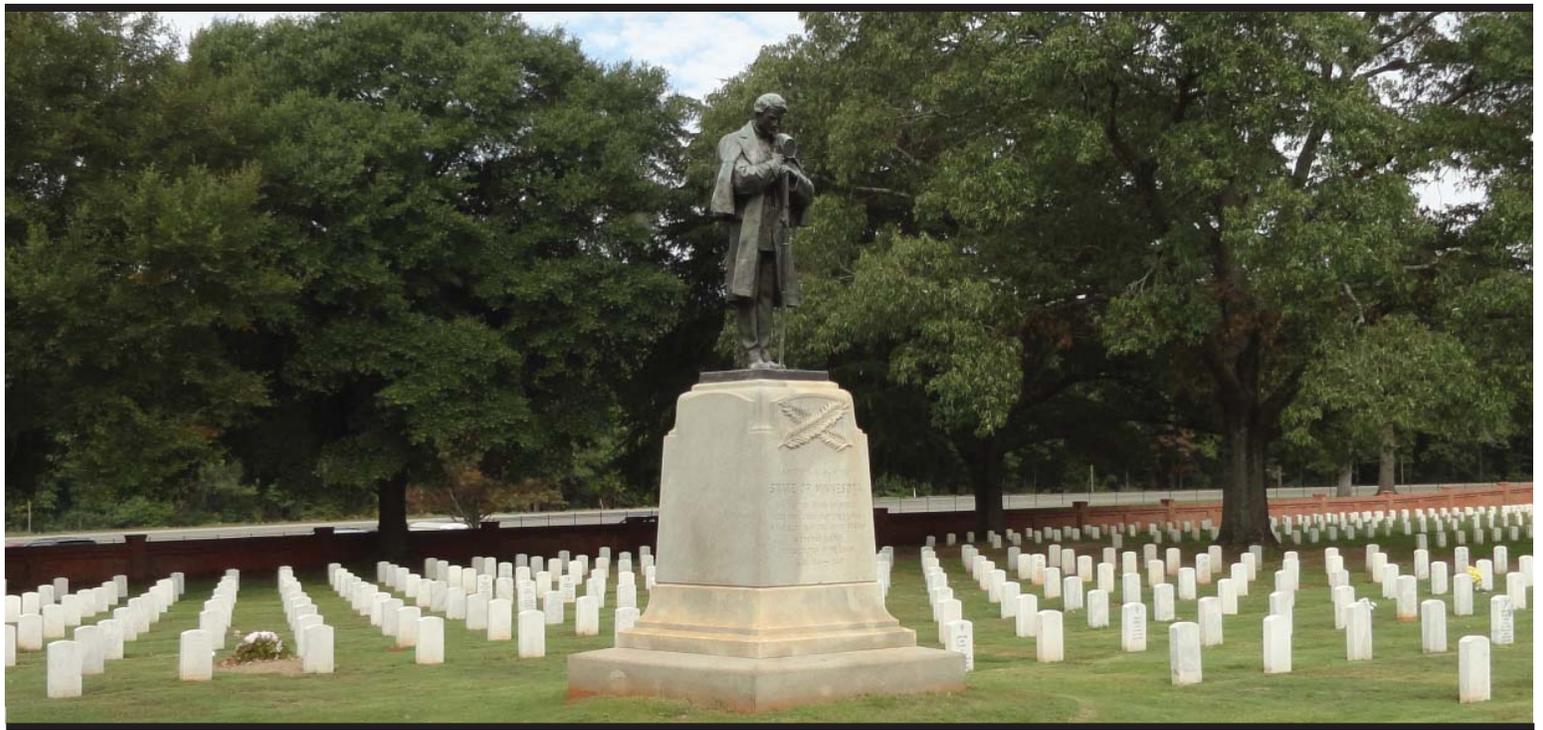
1. Describe what this monument looks like.
2. What famous person is quoted on this monument and why did they chose to quote him?
3. *Step up to the top of the steps, look out where the woman is pointing. The graves in this section represent just one month at Andersonville – August 1864. There are around 3,000 graves right here representing about 30 days of prison operation. That means during August of 1864 around 100 prisoners a day were dying. Who do you think the woman represents? You might get ideas from her clothing.*
4. What is the woman pointing at?
5. If the woman was talking, what do you think she would be telling the children? And who do you think the children represent?
6. Describe the soldiers standing on the sides of the monument.



New York Monument
Dedicated in 1914

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

1. Describe this monument.
2. How many soldiers from New York were prisoners at Andersonville?
3. How many soldiers from New York died at Andersonville?
4. *Walk to the back of the monument.* Describe the appearance and differences between the two men.
5. What do you think the woman represents?
6. If these men were real, which one do you think would survive? How can you tell?
7. What clues do you have that this scene is taking place at Andersonville?



Minnesota Monument

Dedicated in 1916

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

1. Describe this monument.
2. Describe the soldier on top of this monument.
3. When was this monument dedicated?
4. Who is this monument built in memory of?
5. What does the monument call the Civil War?
6. Why do you think they used this wording instead of simply saying “Civil War?”



Georgia Monument

Dedicated in 1976

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

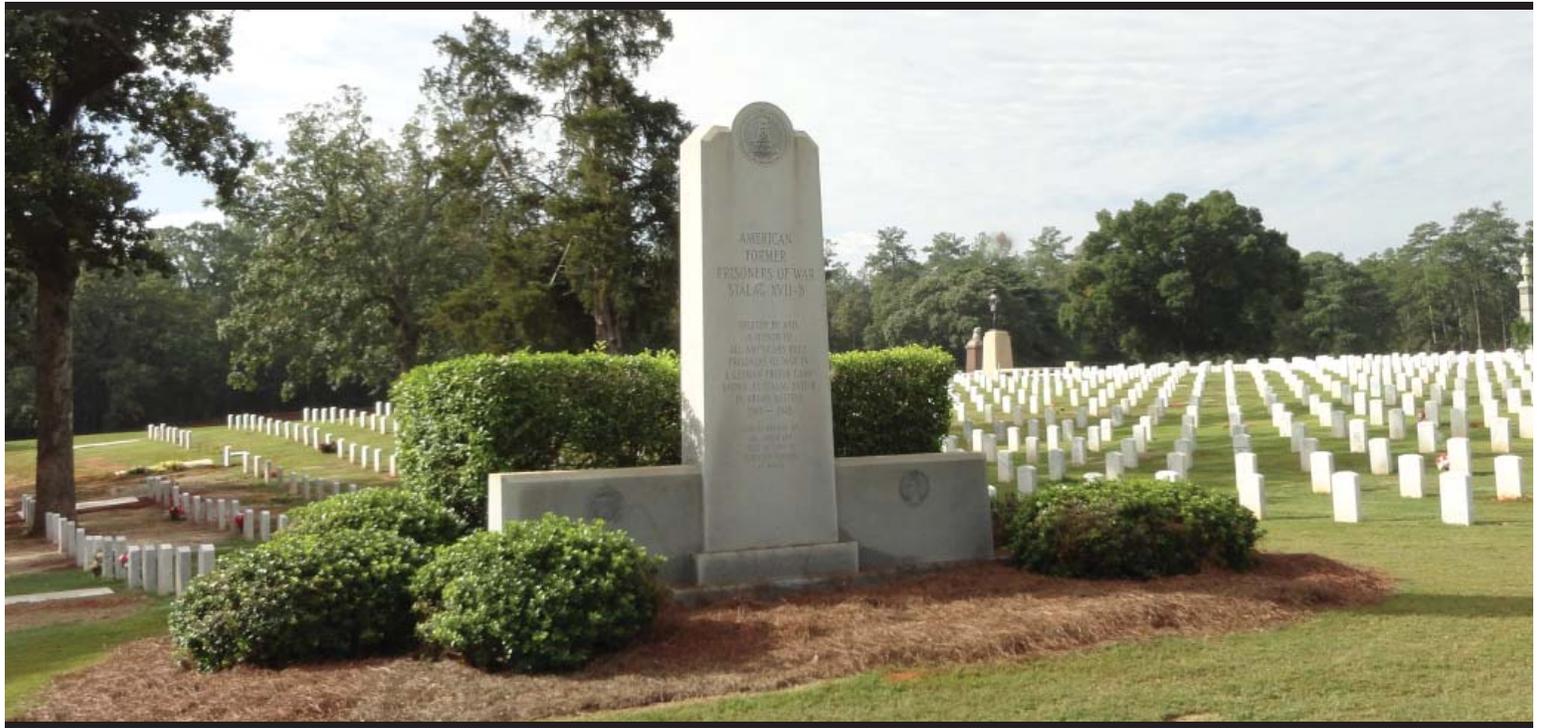
1. Describe what the Georgia monument looks like.
2. Can you tell what time period the figures are from? If not, do you think this is intentional?
3. What are the figures doing? Describe their actions.
4. What Bible verse is written on this monument?
5. Why do you think they chose this verse?
6. Why do you think Georgia might have waited over 100 years after the Civil War ended to put up this monument?



Oddfellows Monument
Dedicated in 1984

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

1. Describe this monument.
2. Who is this monument dedicated to?
3. What organization put this monument here?
4. Why do you think this monument is important?
5. This monument is not big or tall. Do you agree with the decision to keep this monument small? Why or why not?
6. Does this monument specify a certain war or time period? Do you think that was on purpose?



Stalag XVIIIB Monument
Dedicated in 1989

Use this sheet to help you find out as much as you can about your monument. Even though you can not really “interview” your monument by asking it questions, try to learn as much as you can about it. Look, touch and observe as closely as you can. **PLEASE DO NOT CLIMB ON YOUR MONUMENT.** We want to honor the people who put the monuments here and help them last as long as possible.

1. Describe this monument.
2. How is this monument different from the other monuments in the cemetery that you’ve seen?
3. What war or time period does this monument memorialize?
4. Who is this monument dedicated to?
5. What organization erected this monument?
6. What images are engraved on this monument? Why do you think these are important images?

