

## “INTERVIEW A MONUMENT”

**TIME ON-SITE: 45 MINUTES—**

**SETTING: NATIONAL CEMETERY,  
VISITOR CENTER AREA  
OR CORNFIELD AVENUE  
AND DUNKER CHURCH  
ROAD (BEST LOCATION)**

**GROUP SIZE: ANY SIZE**

**SUBJECTS: SCIENCE, SOCIAL STUD-  
IES, CIVIL WAR HISTORY,  
LOCAL/STATE/REGIONAL  
HISTORY, MATH, ART**

**SKILLS: OBSERVING, MEASURING,  
RECORDING, DESCRIBING**

were built mainly from about 1890 to 1920. In most cases, the monuments were built with money raised privately by veterans of the battle. Typically, the monuments are placed to mark the location where those soldiers fought on the field during the battle. The placement of monuments on the field of battle helped soldiers and families affected by the War heal from the tragedy, trauma and loss they experienced.

The monuments were built in a variety of shapes and sizes. The visual differences are especially obvious when considering the newer monuments, which were put up in the last 30 years or so. In some cases, monuments were funded by states to honor all the men from those states who fought at the battle.

You will notice very few monuments to Confederate soldiers on the field. This is attributed to the relative poverty of the South in the years after the Civil War, making it more difficult for Confederate veterans to raise money for monuments. The monuments should not be confused with the black plaques scattered around the field. These plaques, which were installed by the federal government around the turn of the century, were intended to mark troop movements during the battle rather than honor particular regiments.

At Antietam National Battlefield, the monuments are continually being cared for and cleaned. Weathering causes damage to the monuments over time. At some battlefields vandalism of the monuments is a big problem. Please ask your students not to climb on the monuments or damage them in any way. They are historic resources that belong to you, your students and all citizens of the United States.

**METHOD:** Students work in pairs or small groups to observe a monument and answer the questions on a worksheet.

**OBJECTIVES:** At the end of the activity, the students will be able to:

1. Use observation skills to compare and contrast the physical characteristics of two battlefield monuments;
2. Create a Venn diagram based on their observations; and
3. Explain/interpret the symbolic meaning of a battlefield monument.

**MATERIALS:** *Provided by the Teacher*  
Interview A Monument Worksheets  
meter stick and/or trundle wheel for visit.

*Provided by the Park*  
clipboards  
pencils  
tape measure

**BACKGROUND INFORMATION:**  
There are about 100 stone monuments on Antietam National Battlefield. These monuments

### **SUGGESTED PROCEDURE:**

#### **PRE-VISIT ACTIVITIES**

- Familiarize your students with the Battle of Antietam and its context in the Civil War. Refer to background information on page 11 and the videos titled *ANTIETAM VISIT* and *THE HISTORY CHANNEL'S AMERICAN CIVIL WAR*.

## INTERVIEW

- Discuss what monuments are and how their placement on the field of battle is part of the healing process for veterans and families who lost loved ones in the War.
- Divide the students into cooperative groups of approximately four students each.

### ON-SITE ACTIVITIES

- At the battlefield, find a monument for each group to use during the activity. Some suggested monuments are indicated on the attached map. While the activity can be done at virtually any monument in the park, these monuments are recommended for ease of access.
- Have each group do the exercise using the worksheet.

### FOLLOW-UP ACTIVITIES

- Discuss the effects of acid rain on monuments.
- Compare and contrast monument styles represented on the battlefield.
- Criticize or support placement of monuments at the battlefield. Do they detract from the purpose of the park, which is to preserve the landscape as it appeared in 1862?
- Discuss reasons why the first monument was not placed until 1890. Compare Antietam's monuments to the Vietnam Veterans' Memorial on the Mall in Washington, D.C. Discuss why there are so many more Union monuments than Confederate monuments' features.
- Analyze the symbolism of the monuments' features.

### EXTENSIONS:

- Have the cooperative groups design original monuments (clay, ceramics, cardboard). The groups should be able to defend and explain their designs.

- Analyze the materials used to build the monuments. In the classroom do rock testing. (Do not damage or deface the monuments in any way and do not take any pieces of the monuments.)
- Research the origins of Memorial Day. How does the nation heal the wounds of war? *EMBATTLED COURAGE*, listed below, is helpful for this.

### SUGGESTED ASSESSMENT TOOLS:

- completed worksheets
- follow-up discussions
- exit slips
- use of a Venn diagram to compare and contrast different monuments

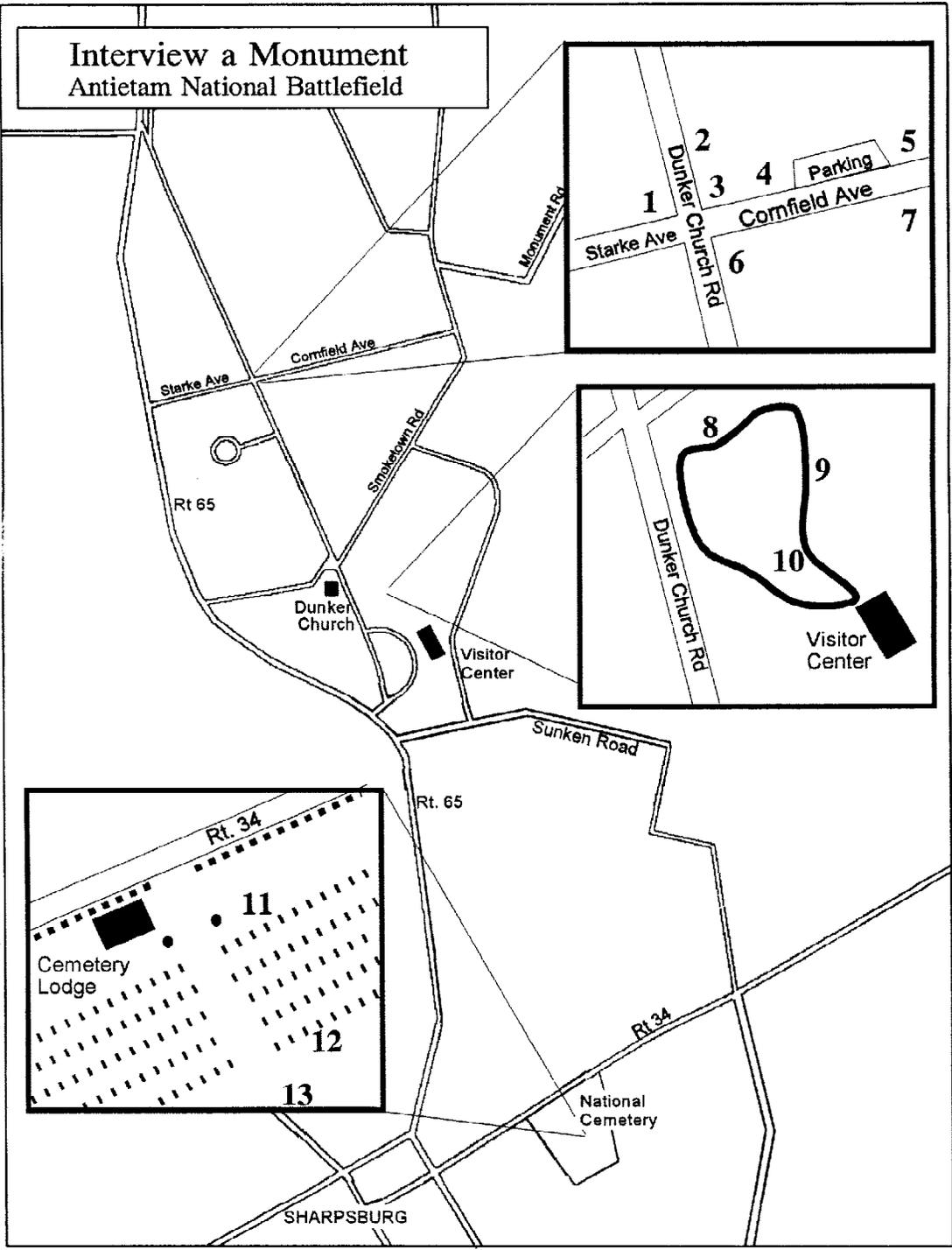
### FOR MORE INFORMATION:

Linderman, G., 1987. *EMBATTLED COURAGE: THE EXPERIENCE OF COMBAT IN THE AMERICAN CIVIL WAR*. New York, NY: Free Press, epilogue.

Schildt, J.W., 1991. *MONUMENTS AT ANTIETAM*. Frederick, Maryland: Great Southern Press.

### APPENDIX:

- Interview a Monument Map
- Background on the Monuments
- Interview A Monument Worksheet



## BACKGROUND ON THE MONUMENTS

### 1. 124TH PENNSYLVANIA INFANTRY

The men of this regiment saw combat for the first time here at Antietam. They marched from the East Woods in a westerly direction across the Cornfield. The statue on top of the monument is that of a typical soldier. He is pictured here in a long frock coat, which was winter garb and probably not worn during the Battle of Antietam. Colonel Joseph W. Hawley commanded the regiment and was wounded during the battle. Most soldiers enlisted in the army for three years, but with a pressing need for more troops in the summer of 1862, the government tried to attract more volunteers by limiting their term of service to nine months. Pennsylvania provided many of the so-called "nine months" regiments, which included the 124th Pennsylvania. This monument was erected in 1904.

### 2. INDIANA STATE MONUMENT

Made of granite, this monument honors all the regiments from Indiana that fought at Antietam. Three Indiana regiments—the 7th, the 19th and the 27th—fought in this general area around the Cornfield. The obelisk derives from an ancient Egyptian form of memorializing great men. It was a popular form of monumentation in the late 19th and early 20th centuries. The base of the monument is ringed with large models of a Civil War bullet, known as a minie ball. Erected in 1910, the monument is 50 feet tall.

### 3. NEW JERSEY STATE MONUMENT

This monument honors all the New Jersey troops that fought at Antietam. Each of the six sides at the base of the column represents one of the New Jersey regiments at the battle. The bronze statue atop the monument is Captain Hugh Irish, who led Company K of the 13th New Jersey regiment into battle at Antietam (10 companies per regiment). While leading these men from the East Woods across the Cornfield and the Hagerstown Pike (now Dunker Church Road), Capt. Irish was mortally wounded by Confederate rifle fire. The granite monument was dedicated in 1903 in the presence of President Theodore Roosevelt.

### 4. 2ND U.S. SHARPSHOOTERS

The sharpshooters were different from most soldiers. They wore different uniforms, had different weapons and used different tactics than the rest of the army. The sharpshooters were equipped with

breech-loading rifles, which were loaded like modern rifles (near the trigger) rather than at the muzzle (at the end of the barrel). As a result, the weapons could be loaded and fired much more quickly than muzzle-loading rifles. With faster-loading weapons, the sharpshooters adopted a different fighting style. Instead of forming a line of battle, the sharpshooters employed a skirmish drill in which they would fan out individually, using rocks, trees and bushes for cover. They wore green uniforms for camouflage instead of the traditional blue. Some of the men in this unit came from Vermont.

### 5. 84TH NEW YORK INFANTRY

Known also as the 14th Brooklyn, this regiment was made up of men from Brooklyn, N.Y. The number 1 on top of the monument indicates that the regiment was part of the First Corps in the Army of the Potomac. The First Corps made the initial attack against the Confederates at the Battle of Antietam. The monument is made of granite and was built in 1915.

### 6. MASSACHUSETTS STATE MONUMENT

The monument, made of granite, was dedicated in 1898. On the back is a highly unusual feature—a bronze map of the battlefield that shows the location of the various Massachusetts regiments during the Battle of Antietam.

### 7. TEXAS STATE MONUMENT

One of the few Confederate monuments on the field. Erected in 1962, the Texas monument is newer than the other monuments in this immediate area, and its more simple sculpture reflects the changing artistic styles in monumentation. The Texans made one of the most famous charges at Antietam, dashing out of the woods from behind the Dunker Church and racing past the site of today's monument to assault the Yankees in the Cornfield.

### 8. MARYLAND STATE MONUMENT

This is the only monument on the field dedicated to the North and South. Maryland supplied troops to both sides. The divided citizens of Maryland provided 20-25 thousand men to Confederate armies and 55-60 thousand men to Union armies. The monument was dedicated in 1900 in the presence of President William

## BACKGROUND ON THE MONUMENTS

McKinley (who served in the Union Army at the Battle of Antietam). The monument is eight-sided; there were eight Maryland units at the battle. The columns, with the elaborate design at the top, reflect the artistic influence of Ancient Greece. The Latin motto at each of the corners, "Fatti Maschi, Parole Femine," means "manly deeds, womanly words," and is the state motto of Maryland.

There are four bas-reliefs on the outside of the monument, depicting four of the Maryland units fighting at Antietam. The Second Maryland Infantry (Union) attacked at the Burnside Bridge. Brockenbrough's Battery (also known as Baltimore Light Artillery—Confederate) helped defend the Confederate position in the West Woods. The Fifth Maryland Infantry (Union) passed through the Roulette farm on its way to attack at the Sunken Road. Some of the men in this regiment were from Frederick County. Walcott's Battery (also known as Battery A, First Maryland Light Artillery—Union) helped defend their battle line near the Cornfield.

Inside the monument, there are plaques commemorating each of the eight Maryland units that fought at Antietam. In addition to the four listed above, they include: 1) Battery B (also known as Snow's Battery—Union); 2) Purnell Legion Infantry (Union), who charged out of the East Woods and advanced to the area of this monument near the Dunker Church; 3) First Maryland (Dement's) Battery (Confederate); and 4) Third Maryland Infantry (Union). This unit included men from Washington County and "refugees" from Berkeley and Jefferson Counties. This regiment charged out of the East Woods and advanced to the area of this monument near the Dunker Church.

### 9. NEW YORK STATE MONUMENT

Dedicated in 1920, this monument honors all the men from New York who fought at Antietam. New York provided 27,000 men to the Union army at Antietam, more than any other state. The classical column of the monument is a throwback to Greek architecture and the eagle atop the monument is, of course, the symbol of the United States. At 58 feet, this is the tallest monument on the field.

### 10. 20TH NEW YORK INFANTRY

This regiment was also known as the Turner Rifles, Turner being short for Turnverein. The men of this regiment, mainly from New York City, were German immigrants. In Germany, a Turnverein was a gymnastics club. Beyond promoting physical fitness, the Turnverein also functioned as a social club. German immigrants brought this tradition of their homeland with them to America. One way the army promoted the morale of its troops was to assemble regiments of men who came from the same county or shared common interests. The men in the regiment knew one another from the Turnverein. By the time of the Civil War, the United States had already begun to acquire its reputation as a melting pot. Immigrants made up about 25% of all Union troops. Of those immigrants, about 35% were Germans. The sculpture of the draped flag atop the monument signifies memorialization.

### 11. FOURTH NEW YORK INFANTRY

Also known as the First Scott Lifeguard, this regiment was recruited in New York City. The clover is the corps badge for the Second Corps of the Army of the Potomac, to which the Fourth New York belonged. Corps badges were developed by the army for each corps in 1863 (after the Battle of Antietam) as a way to promote the morale of the soldiers and pride in their unit. The horn in the bas relief on the monument is the symbol used in the army to denote infantry. (Cavalry was marked by sabres and artillery by cannons.) The Fourth New York fought in the Union attack at Bloody Lane, so this is one of the few monuments that does not mark the regiment's location during the battle.

### 12. 20TH NEW YORK INFANTRY

For background on this regiment, see monument #10. The 20th New York is the only regiment that erected two monuments at Antietam. The owl symbolizes wisdom, the wreath—athletic glory and the sword—military prowess. The German inscription reads: "Erected in memory of our fallen comrades by the survivors of the regiment."

### 13. OLD SIMON

The formal name for this monument is the Private Soldier, but it is known affectionately as

## **BACKGROUND ON THE MONUMENTS**

“Old Simon.” This monument is dedicated to all the common soldiers who fought at Antietam. The stature is of a typical soldier. This is the biggest monument at the battlefield. It is made of 27 pieces of granite, weighing a total of 200 to 230 tons. It was erected in 1880. The monument is 44 1/2 feet high. On the right side of Simon’s belt is his capbox and on the left is his bayonet.

**INTERVIEW A MONUMENT**

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.** If lots of people climbed on the monuments over several years, they could get damaged. We want to honor the people who put the monuments here and help them to last as long as possible.

What kind of habitat or surroundings does your monument have?

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Stand back from your monument so that you can see how big it is. About how tall is the monument? Can you fit your arms around it? If it is too big for one person, how many people does it take to make a circle around your monument?

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What does the monument feel like?

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Can you see any evidence that weather has affected the stone?

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Is there any evidence of vandalism or acid rain damage?

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## INTERVIEW

*photo-copy page*

Does the base of this monument have any geometric shape? If so, what is it?

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What color is the stone in this monument?

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Do you think this monument is made from local stone? Have you seen this stone used in buildings in this area or where you live?

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Does this monument represent a state? If so, where is this state located, the north or the south?

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Who or what does this monument honor?

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Why do you think the monument was placed in this particular spot?

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Imagine the fog is lifting off the battlefield at dawn. You are walking alone and you see the monument for the first time. What do you think it represents to the people who put it here?

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