

HISTORIC OAKLAND CEMETERY

FIELD TRIP GUIDE FOR GRADES 9-12

248 Oakland Avenue, SE
 Atlanta, Georgia 30312
www.oaklandcemetery.com
 404. 688. 2017

FIELD TRIP GUIDELINES

Reservations: All field trip requests must be made in advance through Marcy Breffle, Education Manager. Requests can be made by email at mbreffle@oaklandcemetery.com or by phone at 404.688.2107.

Pricing and Chaperones: Student tour tickets are \$6 and adult tour tickets are \$12. One adult chaperone is required for every 10 students. Chaperones should be instructed to help ensure each student's compliance with the rules and instructions given by the tour guide. Please inform all chaperones of the guidelines prior to arriving at Oakland.

Tour Payment: A \$30.00 deposit is required to confirm a school tour and can be paid by check or credit card. The deposit is refundable if the tour is canceled five business days before the scheduled tour date.

Final payment is due at the start of the tour. The deposit will be subtracted from the final total. Payment with a single check or by credit card is preferred, but cash payments are acceptable. There is a \$60.00 minimum fee for a school tour. Tour proceeds support Historic Oakland Foundation's mission to preserve, restore, enhance, and share Oakland Cemetery.

Parking: Parking is available in the lot outside of the front gates at Oakland Avenue and MLK Jr. Drive. School buses are not permitted inside the cemetery gates. Please unload students outside the gates on Oakland Avenue or in the parking lot. Buses can park in the lot or along MLK Jr. Drive.

Visitor Information

- Tours are approximately 75-90 minutes in length. Tour experience options are listed on the following page.
- Please arrive at least ten minutes prior to the start time of your tour.
- Stay on the walkways and roads.
- Stone rubbings are prohibited due to the fragile nature and age of the markers.
- This is an outdoor walking tour. Please plan accordingly for weather conditions and wear comfortable shoes. Students are encouraged to bring water.
- Damage to any aspect of the historic site becomes the liability of the individual (s) responsible. If the individual is a minor, the liability rests with the parent or guardian.

Lunch: School groups are allowed to bring their lunches and eat on the grounds of Oakland Cemetery. Oakland Cemetery does not have any indoor dining facilities or outdoor tables, so lunch must be picnic-style. Historic Oakland Foundation cannot store any lunch bags during the guided tour.

Post-Tour Learning Activities: Onsite post-tour activities are available to visiting school groups at no additional cost. Activity options are listed below.

- Victorian Symbolism Bingo: Students will search for symbols and marker design in a character area of Oakland.
- Cultural Treasure Hunt: Students will answer questions about grave markers, symbolism, and cultural traditions in the African American Grounds.
- Unveiling Victorian Sculpture: Students will choose a sculpture or mausoleum and write a one-page reflection.

TOUR OPTIONS

Symbols, Symbols, and Stories of Oakland

90-minute tour experience (200 students, 20 chaperones max.)

This interactive guided tour engages students on a trip through Atlanta's history, from the city's early pioneers to the Civil Rights Movement and beyond. Students will visit different character areas of Oakland, including the African American Grounds and Jewish burial sections, and learn about the burial traditions of different cultures. This tour experience supports the following GSE standards: SSUSH8, SSUSH9, SSUSH10, SSUSH11, SSUSH13, SSSocC1, SSSocC2, SSSocC3. The Sights, Symbols, and Stories of Oakland tour can address the following topics:

| | |
|--------------------------------------|---|
| Atlanta Pioneers | Funerary Architecture and Grave Symbolism |
| The Civil War and Reconstruction | The Victorians: Art and Culture |
| Segregation and the Rise of Jim Crow | Burial Practices and Beliefs |
| The Trial of Leo Frank | Immigration to Atlanta |
| The Growth of the New South | Atlanta's Role in the Civil Rights Movement |
| Atlanta's African American History | Modern Atlanta |

We Shall Overcome: African American Stories from Civil War to Civil Rights

75-minute tour experience (40 students, 4 chaperones max.)

Explore the lives and accomplishments of outstanding, and ordinary, African Americans who fought to overcome the effects of slavery and racism to help shape the history of Atlanta. This tour experience supports the following GSE standards: SSUSH10, SSUSH11, SSUSH13, SSUSH22.

Art and Architecture of Death

75-minute tour experience (60 students, 6 chaperones max.)

Discover the magnificent mausoleums and Victorian sculptures that make Oakland an outdoor art gallery within a city of the dead. Students will learn about the variety of grave markers at Oakland and how to analyze monuments to infer details about the resident buried below. This tour experience supports the following GSE standards: VAHSAH.RE.1, VAHSAH.RE.2, VAHSAH.RE.3, VAHSAH.CN.1 VAHSAH.CN.3, VAHSSC.RE.1, VAHSSC.RE.2, VAHSSC.CN.1, VAHSSC.CN.3, VAHSVA.RE.1, VAHSVA.RE.2, VAHSVA.CN.1, VAHSVA.CN3.

Other special topic tours are available upon request. Please note that these tour options are subject to guide availability. Tour descriptions can be found at www.oaklandcemetery.com/plan-your-visit/special-topic-tours.

- Dying in the 19th Century
- Epitaphs: The Immortality of Words
- Fear and Accusation: The Leo Frank Story
- The Jewish Grounds of Oakland
- Margaret Mitchell and *Gone with the Wind*
- Oakland and the Civil War
- The Pioneers of Atlanta
- Victorian Symbolism at Oakland
- The Women of Oakland
- Black Magnolias

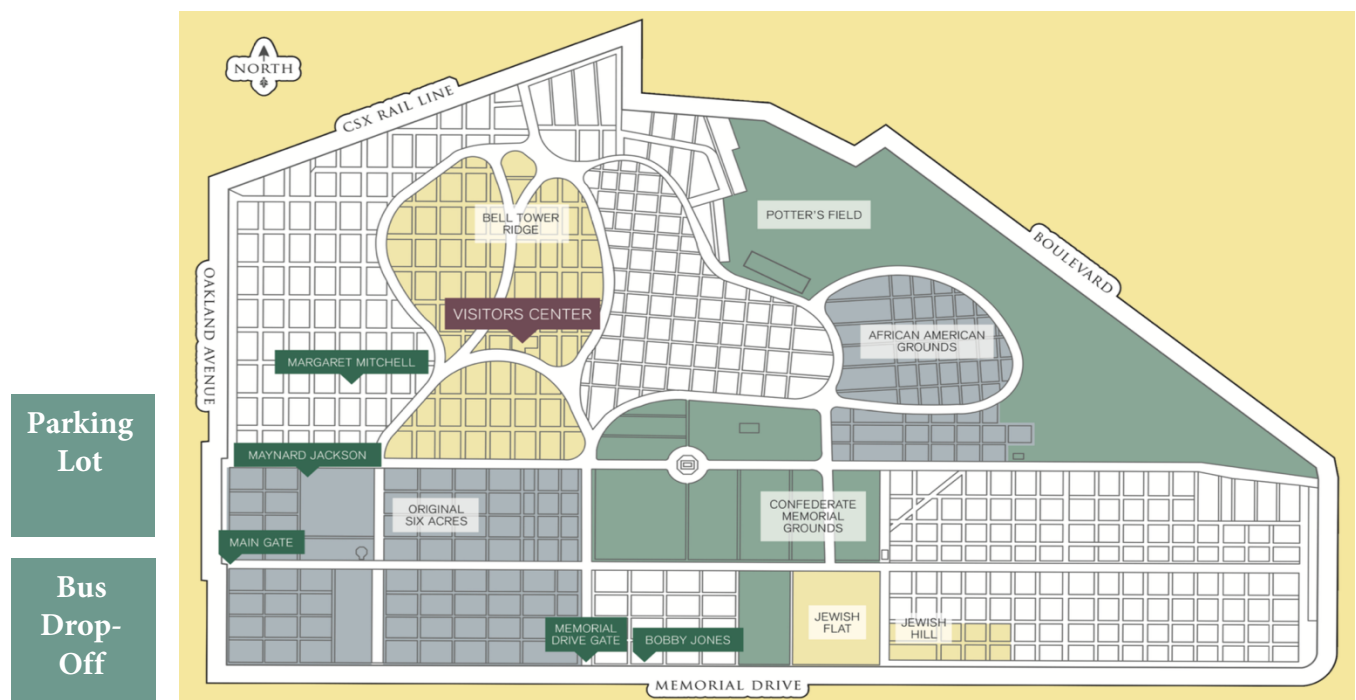
ABOUT HISTORIC OAKLAND CEMETERY

Founded in 1850 by the City of Atlanta, Historic Oakland Cemetery was established when a small downtown graveyard proved to be insufficient for the city's growing population. Originally known as "Atlanta Cemetery," the six-acre green space eventually grew to approximately 48 acres. The cemetery reflects the diverse historical development of Atlanta; noted Georgians are buried next to ordinary citizens, former slaves have been laid to rest across from Confederate soldiers, and men and women transcend the social barriers of life to coexist in death.

Oakland may be the city's oldest public park and a local historic site, but it is also nationally significant as a garden cemetery. Made popular in the nineteenth century, the garden cemetery developed to meet the demands for both urban recreation areas and burial space. With naturalistic views and a landscape full of Victorian art and architecture, Oakland Cemetery is a unique cultural resource.

Oakland Cemetery is divided into several distinct character areas. Each character area provides insight into the social customs of past cultures and the daily distinctions of life that have been maintained in death. These character areas include the cemetery's original six acres, the Confederate Memorial Grounds, the African American Grounds, Potter's Field, the Jewish Flat and Hill sections, and other burial areas.

Once considered to be a rural outpost, Oakland Cemetery is now located in the heart of Atlanta. The City maintains the cemetery through a partnership with the Historic Oakland Foundation, a non-profit "friends of Oakland" organization founded in 1976. The Historic Oakland Foundation works to preserve, restore, enhance, and share the cemetery with Atlantans and visitors alike. Thousands of visitors come to Oakland Cemetery every year for recreation, research, and to learn more about Atlanta's rich history. Both a vibrant public park and a treasured historic resource, Oakland Cemetery is a unique site where visitors can honor Atlanta's past and celebrate its future.



REFLECTION QUESTIONS

Pre-Visit Discussion Questions

- What is a historic site? How do historic sites help us understand the past?
- What can Oakland Cemetery tell us about the past?
- Is Oakland Cemetery a primary or secondary source? Both? Explain your reasoning.
- How do different cultures honor the dead? What are some cultural rituals for coping with death or commemorating life?

During your field trip, an experienced docent will lead you and your students through the cemetery's original six acres, the African American Grounds, Jewish sections, Confederate Memorial Grounds, and other burial areas. The following questions might be posed to students during their tour.

- How do grave markers, burial location, or burial styles reveal the customs or culture of the deceased? Provide examples.
- Can grave markers provide clues about socioeconomic status, ethnicity, or gender? Provide examples.
- How did the Victorians convey messages about the dead?
- Oakland Cemetery is split into several distinct character areas. How do these character areas provide insight into the development of Atlanta, the state, or the American South?

Post-Visit Discussion Questions

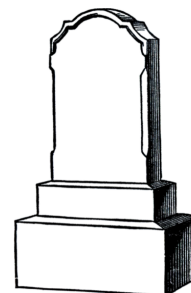
- Why is Oakland Cemetery a historic site? What makes Oakland Cemetery a historic site worth preserving?
- What can Oakland Cemetery teach us about the history of Atlanta?
- Franklin Garrett (1906-2000) was the only official historian of Atlanta and a founding member of the Historic Oakland Foundation. He wrote "Old Oakland is Atlanta's most tangible link between the past and the present." Do you agree or disagree with this statement? Why?

POST-VISIT ACTIVITIES

Epitaphs: A Dialogue with the Dead

Often inscribed on gravestones or memorial plaques, an epitaph is a short text that honors a deceased person. Epitaphs establish a continuing dialogue between the dead and the living. An epitaph can include biographical information, historical references, warnings, testimonies, words of comfort and hope, or prayers. A good epitaph can capture the essence of a personality. It can give insight into the life of an individual or convey the feelings of those who knew them best. Cryptic epitaphs leave more to the imagination. Several examples of Oakland epitaphs are below:

- Mayor Maynard Holbrook Jackson, Jr. (1938-2003)
“His honor, courage, and vision created a new Atlanta.”
- Dorothy Louise Copeland Connally (1896-1977)
“Her strength flowed from her beauty, intellect, and faith.”
- Captain A.H. Benning (1840-1904)
“The sailor has returned home, from over life’s sea, and entered his last port, heaven.”



For this activity, students will write their own epitaph. Students should consider how they would want to be remembered a hundred years from now. If a student is uncomfortable with writing their own epitaph, they can choose another historical figure or literary character to memorialize.

Resident Research


Oakland Cemetery is the final resting place for more than 70,000 people, including many Atlanta pioneers, noted Georgians, and city residents. For this activity, students will pick a resident of Oakland to research. Using primary and secondary sources, students will create a project that will tell the story of their resident. Students should draw from a variety of sources and provide citations. A few example projects are listed below.

- Write a one-page essay about the resident and how they are historically significant.
- Write a song or rap about the resident.
- Create a comic book about the resident.
- Imagine that social media existed during the life of the resident. As your resident, complete an *Oakbook* profile page or post on *Oakstagram* (templates in Appendix).
 - *Oakbook*: Make sure to include a profile picture, biography, status updates, and posts about what’s happening in “your” life.
 - *Oakstagram*: Draw an image and post a caption about a significant event in the “your” life. Have other students comment on your post.

The Great Debate: Oakland Edition


Look through the burial records of Oakland Cemetery and you might notice more than a few familiar names. Oakland is the final resting place for thousands of men and women who played pivotal roles in the development of Atlanta, the state, and the American South. Entrepreneurs, artists, politicians, pioneers, and cultural icons – they are all here.

In this activity, students will pick a famous resident to research and develop an argument on why their resident is the most significant person buried at Oakland. Students will create a thesis statement and write a five-paragraph essay that presents their claim. Essays should be persuasive and should address opposing positions. Students will use their persuasive essay to develop an argument based on cited evidence to support their claim. They should prepare for potential rebuttals. Students may participate in the debate as individuals or as part of a team.



Example Debate Format

Resident A Argument: 2 minutes
Resident B Argument: 2 minutes
Resident C Argument: 2 minutes
Timeout to prepare rebuttals: 1 minute
Resident A Rebuttal: 1 minute
Resident B Rebuttal: 1 minute
Resident C Rebuttal: 1 minute
End of Debate/Audience votes on round winner



Round Suggestions

- Politicians: Maynard Jackson, Ivan Allen Jr., John M. Slaton
- Famous Females: Margaret Mitchell, Carrie Steele Logan, Julia Collier Harris
- Tycoons and Entrepreneurs: Joel Hurt, Morris and Emanuel Rich, Jacob Elsas, Alfred Austell, Samuel Inman
- Educators: Bishop Wesley Gaines, Selena Sloan Butler, Dr. Daniel O'Keefe, and Reverend Frank Quarles

The Power of Flowers

Oakland Cemetery is often viewed as a green oasis located in the heart of downtown Atlanta. Timeless gardens, flowering shrubs, and dozens of different tree species occupy the historic landscape of this rural garden cemetery. Many of the plants found on the grounds are based on historic records and plants inventories from centuries past.

In memorializing their dead, the Victorians would often decorate gravestones with images and symbols to convey their feelings about the recently departed. This use of symbolism extended to plants and flowers. Rosemary would be planted for remembrance, cedar trees to represent a long life, weeping willows for sorrow, and ivy to indicate eternal friendship.

While visiting Oakland Cemetery, ask students to take note of the different plants, flowers, and trees they find. Students can then research the plants and create a brochure to highlight Oakland Cemetery's botanical life. The brochure should include drawn images, facts, and information about the symbolism of the identified plants.

APPENDIX

Corresponding Common Core Standards addressed in *Resident Research* activity:

- L9-10RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- L9-12RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- L9-10RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- L9-10RH7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- L9-10RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.
- L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
- L11-12RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- L11-12RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- L11-12RH5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- L11-12RH6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- L11-12RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- L11-12RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Corresponding Common Core Standards addressed in the *Great Debate* activity:

- L9-10WHST1: Write arguments focused on discipline-specific content.
- L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- L11-12WHST1: Write arguments focused on discipline-specific content.
- L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.



Wall

Info

Photos



Update Status



Write Note



Add Photos



Video

What are you doing?

Post

Post:

All Posts

Wall Posts

Post:

Post:

About Me



Birthday:

Family:

Hometown:

Current City:


Bio






Interests




Oakstagram













Oakstagram









Oakstagram






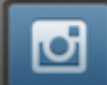






Oakstagram







Oakland Cemetery Field Trip Guides are designed and developed by
Marcy Breffle, Education Manager, Historic Oakland Foundation.

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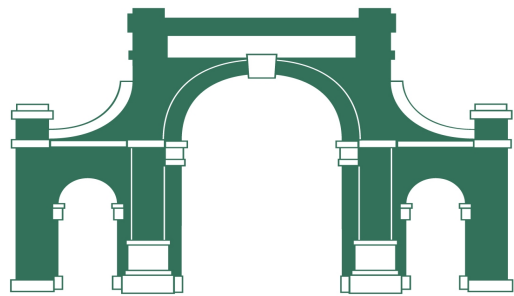
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