

The Gate City Under Siege:

Historic Oakland Cemetery and the Battle for Atlanta



Grade 5 Teacher's Guide



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INTRODUCTION

About this Teacher's Guide

Made available by the Historic Oakland Foundation, this educational guide is designed to help teachers engage and inspire their students during a visit to historic Oakland Cemetery. This guide explores the major events and consequences of the 1864 Atlanta Campaign, focusing on the conflict's effects on the soldiers and civilians caught in the crossfire. A pre-visit lesson will orient students to Oakland and introduce Carrie Berry, a cemetery resident who provides a first-hand account of the siege and occupation of Atlanta through her childhood diary. During their visit, students will learn about the Battle of Atlanta during a general tour of Oakland Cemetery. The guide also includes post-visit activities designed to encourage creativity and engage critical thinking skills.

This guide is designed to accompany a guided tour of Oakland Cemetery, but it can be used for off-site study. To provide historical context for educators, the guide includes an overview of the Atlanta Campaign, the occupation and post-war rebuilding of Atlanta, and the effect of war on the development of Oakland Cemetery. The educational activities correspond to Georgia Performance Standards and Common Core State Standards for Grade 5. By participating in educational activities and exploring the historic landscape of Oakland Cemetery, students will be encouraged to forge connections between the past and the present.

Learning Goals

Students will:

1. Understand the relevance, purpose, and process of primary documentation research.
2. Explore how historical research can improve our knowledge and understanding of larger historic occurrences.
3. Investigate how history is connected to our present and future.

Learning Objectives

Students will learn about:

1. The importance of the Battle of Atlanta as a turning point in the American Civil War.
2. The significance of the conflict on the development of Atlanta from 1864 to the present.
3. The impact of the conflict on the soldiers fighting on the front lines and the civilians caught in the crossfire.
4. The impact of the Civil War on race relations, class divisions, and culture, and how those factors influenced the development of the South and the United States from 1865 to the present.

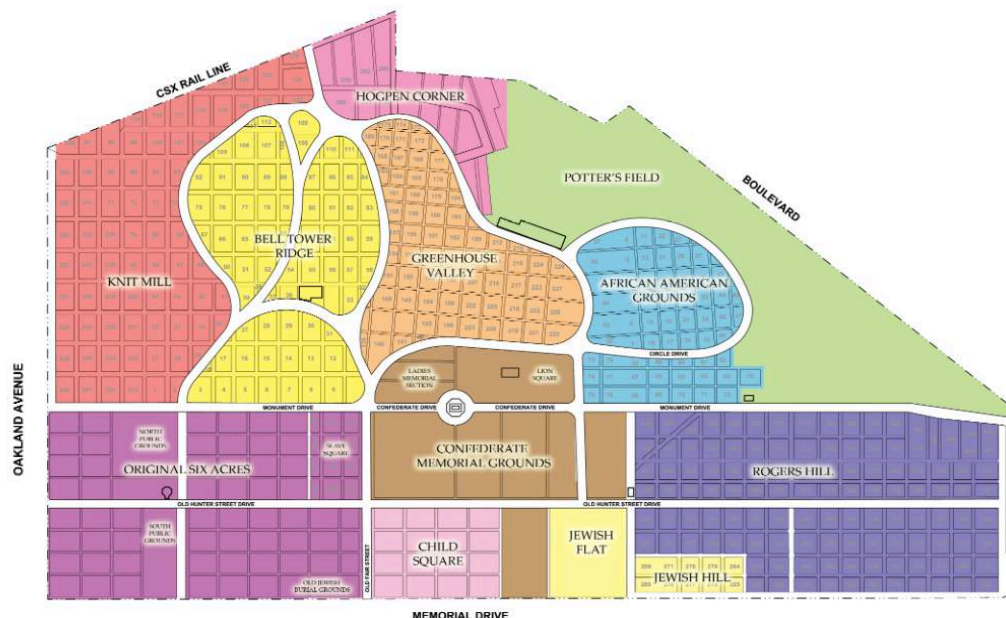
About Historic Oakland Cemetery

Established in 1850 by the City of Atlanta, Historic Oakland Cemetery was founded 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 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.

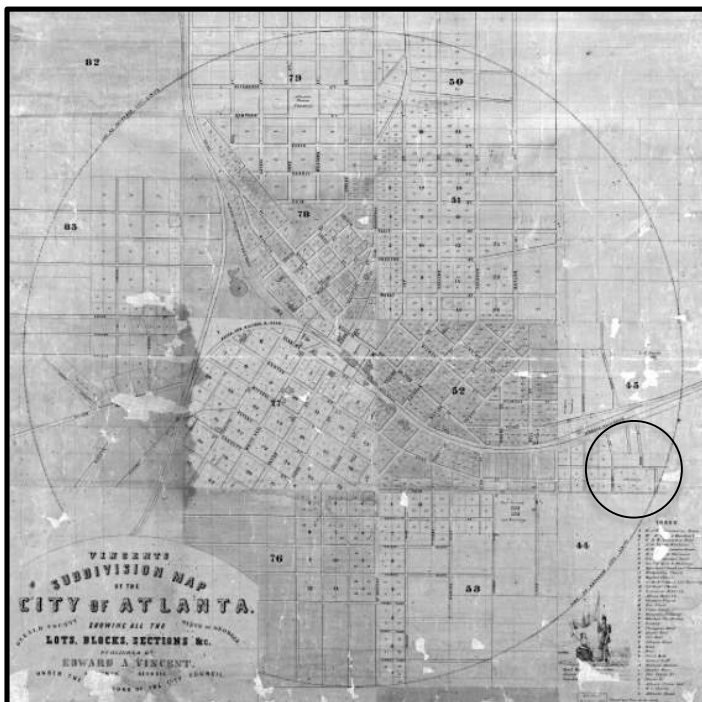


THE BATTLE FOR ATLANTA

Summer 1864: For three years, Confederate forces and Union troops had been fighting for ultimate victory in the American Civil War. Battles were won at a bloody cost, communities were divided and properties were destroyed. Millions of enslaved people gained their freedom only to be faced with an uncertain future. Nearly every family in the country had been touched by war.

It is easy to question why the country was still at war in the summer of 1864. The Northern states had a larger population than the South (approximately 22 million vs. 9 million according to the 1860 census) and Union forces outnumbered Confederate troops roughly two-to-one. The Northern states had a strong industrial economy, more factories to produce weapons, and a large transportation system of railroads and canals. The Southern states were very rural and relied on an agricultural economy that was largely supported by slave labor. Aware that they were outnumbered and outgunned, Confederate troops sought to force a draw by refusing to lose the war. In the spring of 1864, rebel troops settled into defending the Confederate capital of Richmond and Atlanta, the heart of the Confederacy's war machine.

Few people could have predicted the significance of Atlanta when the small railroad junction was incorporated in 1847. Several more railroads arrived over the following decade, connecting the city to markets all over the country and giving Atlanta the claim of being the “**Gate City**” to the South. But when war broke out in April 1861, thousands of civilians and soldiers traveled to the growing regional rail hub and manufacturing center. Georgia farms and factories produced supplies, which then traveled along rail lines through Atlanta to Confederate troops. Thousands of injured soldiers received medical treatment at one of many hospitals located in and around Atlanta. As a center for military operations and located on the supply route for the Confederate army, Atlanta became a critical target for the Union army.



Edward A. Vincent's subdivision map of Atlanta, 1853. Oakland Cemetery is visible within the small circle. *Image courtesy of the Library of Congress.*

“Atlanta is really the heart of the Southern States, and therefore the most vital point in the so-called Confederate States. The towns of Rome and Marietta, which would also fall, manufacture one-third of the horse-shoes, guns and munitions of war made in the South. The machinery for the production of small arms has been taken to Atlanta, which place has several extensive foundries. All the machinery from the foundries at Chattanooga has likewise been shipped to Atlanta. Besides it is a flourishing city, an important railway centre, and extensive depot for Confederate commissary stores, Atlanta to the South, is Chicago to the Northwest, and its occupation by the soldiers of the Union would be virtually snapping the backbone of the rebellion.”

The New York Times
November 15, 1863

The Atlanta Campaign

In the spring of 1864, Union General William T. Sherman and 110,000 troops began moving southward from Chattanooga. Confederate General Joseph E. Johnston and 53,800 rebel soldiers stood between the approaching Federal army and the city of Atlanta. The series of clashes between the two forces that followed was known as the **Atlanta Campaign**. The battles often followed the same pattern. Johnston would take up a defensive position, Sherman's superior force would move to outflank the Confederate army, and Johnston would retreat further south to establish a new defense. This pattern continued from north Georgia all the way to Atlanta.



General Sherman's campaign war map. Sherman's troops chased Johnston's army from Chattanooga to Atlanta, attempting in vain to draw the rebel force into a decisive battle. *Image courtesy of the Hargrett Rare Book and Manuscript Library.*

Battles of the the 1864 Atlanta Campaign

May 7-13: Rocky Face Ridge
May 13-15: Resaca
May 17: Adairsville
May 25-26: New Hope Church
May 27: Pickett's Mill
May 28: Dallas
June 22: Kolb's Farm
June 27: Kennesaw Mountain
July 5: Pace's Ferry
July 20: Peachtree Creek
July 22: Atlanta
July 28: Ezra Church
August 14-15: Dalton
August 20: Lovejoy's Station
August 31-September 1: Jonesborough



Union and Confederate forces clash at Peach Tree Creek and the Battle of Atlanta. *Image courtesy of the Library of Congress.*

A City Under Siege

By early July 1864, both armies had reached Fulton County and Johnston retreated across the Chattahoochee River to defend Atlanta. On July 17, Johnston was replaced with John Bell Hood, a Confederate general who was regarded as more aggressive in battle. Hood would later watch the Battle of Atlanta unfold from the second floor window of a house located on the grounds of Oakland Cemetery.

Although many Atlantans trusted the defensive fortifications that circled the city, thousands of civilians fled as Sherman's troops moved closer to the city. Union cannons began shelling the city on July 20 and this bombardment would continue for the next 36 days. Civilians were often forced to take cover in cellars and "bombproof" shelters. As Union troops cut supply lines, civilians also faced food shortages. **Carrie Berry**, a ten-year-old girl living in Atlanta in 1864, described the bombing and siege of the city in her famous diary.

Voices from the Past

"We are in great distress here. It is two weeks tomorrow since they commenced to shell the place. And last night it was furious and was not confined to one portion of the city. They came through the trees, which are only a step or two from the house. They busted all sides and the pieces would hit the house. Oh, we were in great fear."

A letter from Atlanta resident Julia Davidson to her husband Private John Mitchell Davidson,
August 4, 1864

.....
"I go to sleep by hearing shells and bullets and wake in the morning the same, and it is keeping up all day. I am getting so used to the noise I think no more of it than I would of the flies buzzing."

Alonzo Miller, Union soldier
August 11, 1864



The Confederate fortifications that encircled Atlanta are visible above. These defensive works were constructed using the forced labor of thousands of slaves. According to census records, enslaved African Americans totaled more than twenty percent of Atlanta's population before the war. *Image courtesy of the Library of Congress.*

Over the next several weeks, General Hood launched several attacks to push the Union troops back. But as Union forces laid siege to the city and attempted to starve rebel troops and civilians out, a Confederate surrender seemed inevitable. When the final Confederate supply line into Atlanta was cut on September 1, Hood ordered a retreat to the south. Rather than allow military resources to fall into enemy hands, Hood ordered Confederate troops to destroy train cars filled with munitions. The following day, Mayor James M. Calhoun formally surrendered the city and the flag of the United States flew over Atlanta for the first time in three years.



As Confederate soldiers retreated from Atlanta on the night of September 1, 1864, they burned munition cars and supply trains. The explosions were so great that they could be heard from miles away. The force of the munitions exploding demolished the adjoining Atlanta Rolling Mill (shown above), which was located on the current site of the Fulton Bag and Cotton Mill Lofts. Oakland Cemetery is located to the right of where this photograph was taken. *Image courtesy of the Library of Congress.*

“Until we can repopulate Georgia it is useless to occupy it, but utter destruction of its roads, houses, and people will cripple their military resources. By attempting to hold the roads we will lose a thousand men monthly and will gain no result. I can make the march and make Georgia howl. We have over 8,000 cattle and 3,000,000 pounds of bread but no corn, but we can forage the interior of the state.”



Telegram from General William T. Sherman to General Ulysses S. Grant
October 9, 1864

The surrender of Atlanta was a devastating blow to white Confederates, but not all of those living in the Southern states mourned. Thousands of enslaved African Americans celebrated the Union occupation of Atlanta and proclaimed Sherman as a great liberator. Many African American communities were named in honor of the Union general, including the neighborhood of Shermantown in Stone Mountain. Legally freed by the Emancipation Proclamation of 1863, many former slaves made their way towards the fallen city of Atlanta or followed the Union army to Savannah.

On September 7, Sherman ordered all remaining civilians out of Atlanta, which was now a U.S. military outpost. Those loyal to the Confederacy would be escorted south, while pro-Union civilians would be allowed to travel north to Federal territory. After the evacuation, only 50 families and a few freed slaves remained in Atlanta.

The Aftermath

In mid-November, Sherman gave orders to burn many of the factories, railroads, mills, and warehouses in Atlanta. Sherman believed that by destroying the buildings and factories that supplied rebel troops, the Confederacy would be crippled and rebel morale broken beyond repair. Fires were set over the course of several nights and many private homes were burned to the ground. Numerous structures were lost, but several Atlanta churches did survive the fires.



Photographer George N. Barnard traveled with Sherman's troops and captured many images of the siege, occupation, and burning of Atlanta. Left: The Massachusetts 2nd Infantry set up camp in front of the Atlanta City Hall. Right: Atlanta's first Union Station after its destruction. Designed by Edward A. Vincent, Union Station was the original rail depot of Atlanta and stood in the middle of State Square. *Images courtesy of the Library of Congress.*

On November 15, Sherman and his Yankee troops left Atlanta to embark on their infamous March to the Sea. Union troops marched towards the Atlantic Ocean, burning farmland and destroying crops. By the time troops reached Savannah on December 21, an area more than 50 miles wide and 300 miles long had been destroyed. The war in Georgia was essentially over and the end of the Civil War was in sight.

The fall of Atlanta crushed southern morale and made it nearly impossible to supply the Confederate army. At the same time, the Union victory invigorated millions of people living in the North and renewed their faith in the war leadership. Abraham Lincoln, who had months before faced criticism and opposition from all sides, won the 1864 election and was the first president to be re-elected in 32 years.

Sherman occupied Savannah until the end of January 1865, and then continued his scorched earth campaign into the Carolinas. On April 9, 1865, Confederate General Robert E. Lee surrendered to Ulysses S. Grant, general-in-chief of all United State forces, at Appomattox Court House in Virginia. After four long years of fighting, the Civil War was finally over. Now it was time to rebuild.

Rebuilding the Phoenix City

Atlanta residents who had fled Sherman's advancing troops slowly returned back to a burned and broken city. Many were shocked to find their possessions gone, homes in ruins, and the railroads – the backbone of Atlanta's economy – destroyed. These returning citizens were angry with the Union troops for burning the city, but many also blamed those who stayed behind for failing to stop the destruction. After the Confederate surrender and end of the Civil War, Georgia was required to adhere to Reconstruction (1865-1871) policies in order to rejoin the Union and a U.S. military presence remained in Atlanta. Despite the wreckage and poor conditions, the citizens of Atlanta rallied to rebuild.

Instrumental in the founding and early growth of Atlanta, the railroads drove the city's physical and economic development after the war. The railroads connected Atlanta to distant markets and stimulated trade. With the return of many key industries, thousands migrated to Atlanta to look for work. Between 1860 and 1870, Atlanta's population increased nearly 130 percent (9,554 people in 1860 vs. 21,789 people in 1870). In 1868, Atlanta replaced Milledgeville as the state capital and it soon claimed the status of Georgia's largest city.

Atlanta's growing population included a large number of African Americans, most of who were newly freed slaves migrating from plantations to the city in search of employment and education. Several organizations, such as the American Missionary Association and the Freedmen's Bureau, sought to provide many of the former slaves with clothing, food, and other necessities. Many of these new residents settled into neighborhoods on the edge of the city, which grew into clustered African American communities. Auburn Avenue in Fourth Ward and Summerhill in downtown Atlanta were predominantly black neighborhoods. Often denied access to education under the system of slavery, the black community established several institutions for higher education in the years following the Civil War. The founding of Atlanta University, Clarke University, Atlanta Baptist Female Seminary (now known as Spelman College), and Morris Brown College marked Atlanta as a new center for black education.

Origins of the Phoenix City

With origins rooted in the ancient world, the phoenix is a mythical bird that obtains new life when it emerges from the ashes of its predecessor. Just like the phoenix is reborn, so did the city of Atlanta rebuild following its destruction in the Civil War. In 1888, Atlanta adopted the phoenix as its official symbol. The phoenix is featured on the city's seal and the official motto of Atlanta is *Resurgens*, which is Latin for "rising again."

Look closely and you will find the image of the phoenix all over the city of Atlanta.

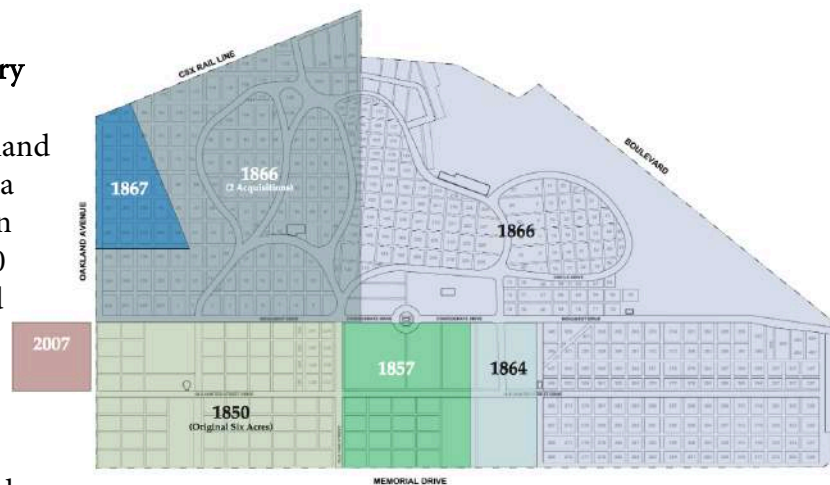


As Reconstruction came to an end, business and civic leaders sought to promote Atlanta to investors as a leading city of the "New South." The vision for the New South required a regional move away from agriculture towards industry, reconciliation with the North, and more educational opportunities. Showcases, such as the International Cotton Exposition of 1881 and the 1895 Cotton States and International Exposition, proclaimed Atlanta as a modern city. As the dawn of a new century approached, the Phoenix City was experiencing unprecedented physical and economic growth. Social change, however, would take several more decades to take root.

The Atlanta Campaign and Oakland Cemetery

Founded by the City of Atlanta in 1850, Oakland Cemetery was originally known as the Atlanta City Cemetery. Thousands were laid to rest in the six-acre green space, including nearly 900 enslaved African Americans that were buried in a segregated section known as “Slave Square.” The cemetery expanded in 1857 with the purchase of four additional acres.

The high death toll of the Atlanta Campaign would create the need for more cemetery land.



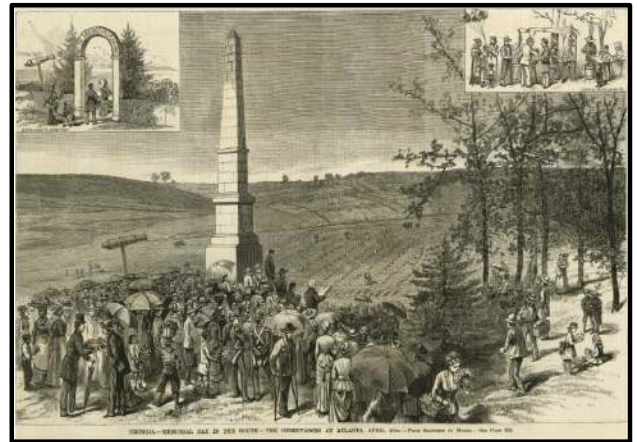
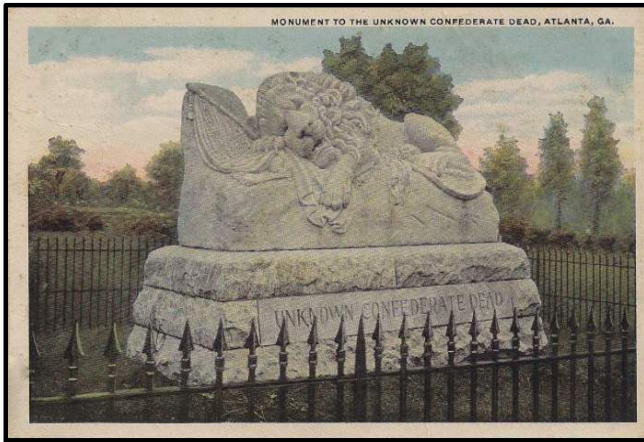
Map of Oakland Cemetery's historical development.

Atlanta was a major Confederate medical center during the Civil War. Soldiers, injured in battle or dying of disease, were sent by wagon or train to receive treatment at one of the many hospitals located in and around Atlanta. Atlanta citizens walking past State Square, the open park outside Union Station, could hear the cries of the wounded and sick as they were unloaded from incoming trains. Many of these men and boys were close to death by the time they arrived in Atlanta. Approximately 3,900 soldiers, including 16 Union soldiers, were buried at Oakland in the expanded 1857 section. Additional land was purchased in 1864 to inter the dead.

Thousands more were killed or died of disease during the Atlanta Campaign. Many of the fallen soldiers were unidentified and initially buried in shallow mass graves. Bodies were later moved to existing cemeteries or new cemeteries founded after the fighting. Approximately 3,000 of these unknown Confederate dead are buried at Oakland without grave markers.

Oakland Cemetery was not spared from destruction during the fall of Atlanta. Union soldiers broke into graves to steal silver coffin plates and placed Union corpses in the mausoleums. Federal horses grazed on the grass in burial lots. After Union troops left Atlanta, local families came to Oakland to repair the damage to the graves.

Before the Civil War, death was an intimate family affair and filled with structured mourning customs. Many people died in the same communities where they had been born and spent their lives. But with thousands of boys and men dying hundreds of miles from home and family, the Civil War forced the nation to change their mourning traditions. Confederate cemeteries became the principal sites to mourn and memorialize the dead. The Atlanta Ladies Memorial Association (ALMA) formed on April 15, 1866 to honor living and deceased Confederate veterans. ALMA promoted Confederate Memorial Day, an annual event to memorialize the dead. At Oakland, ALMA raised funds to erect a large stone obelisk in honor of the Confederate army. The cornerstone was laid in 1870 and the granite structure was completed in 1874. In 1895, ALMA placed the *Lion of Atlanta* monument at Oakland Cemetery. Designed to honor the unknown Confederate dead, the statue depicts a dying lion (a symbol for courage) resting on a Confederate flag. Both monuments commemorate the lives lost during this national conflict. Yet, their existence also inspires conversation about the act of memorialization and how we remember the past.

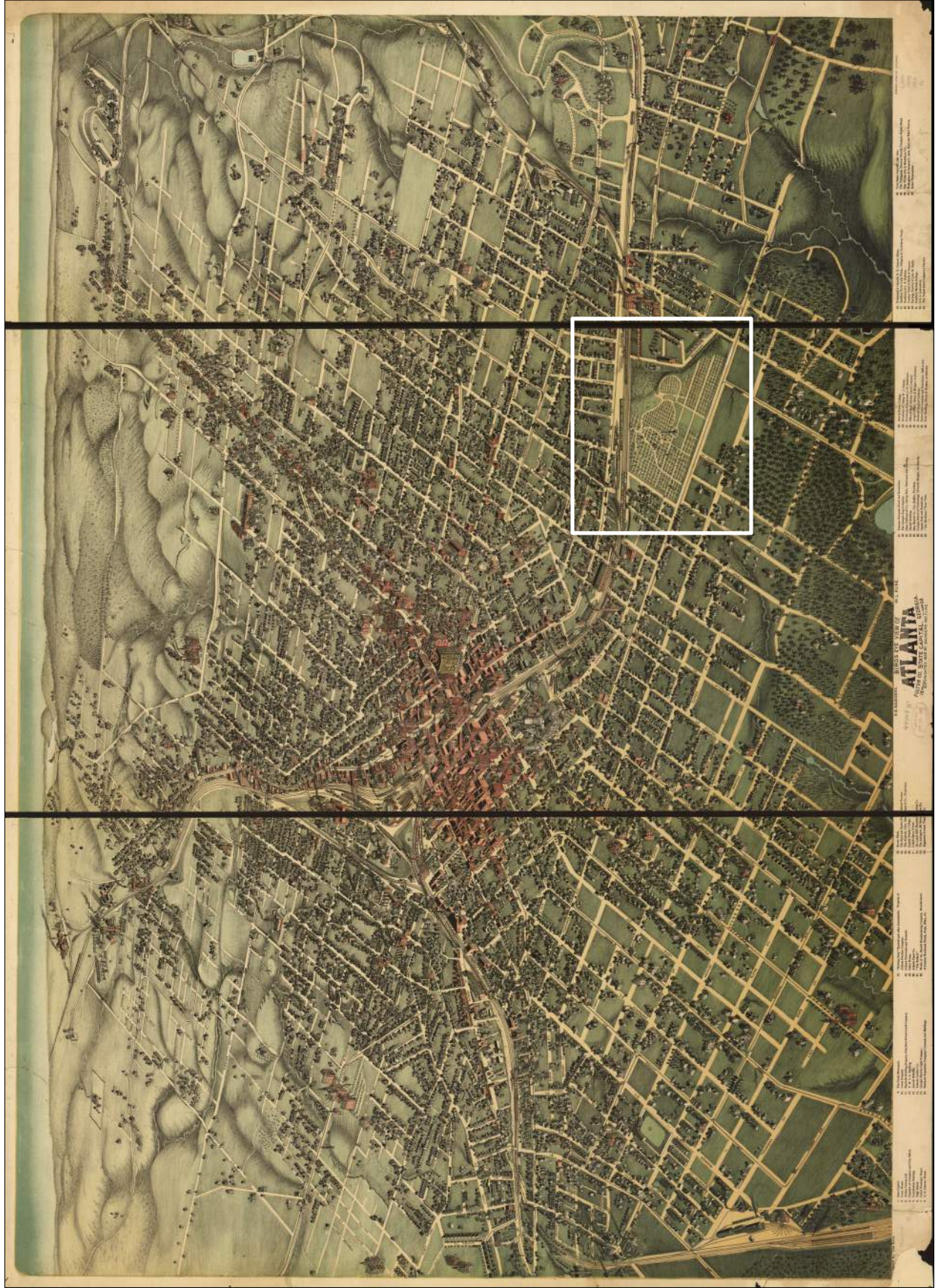


Left: A postcard depicts the *Lion of Atlanta* monument. The statue was created by sculptor T.M. Brady and is made of marble from Tate, Georgia. *Image courtesy of the Atlanta Time Machine.*

Right: *Frank Leslie's Illustrated Newspaper*, a weekly news magazine, published a sketch of the Confederate Memorial Day commemorations that took place at Oakland Cemetery on April 26, 1881. Participants are shown buying flowers and paying tribute to both fallen soldiers and veterans. *Image courtesy of Frank Leslie's Illustrated Newspaper.*



This image is an 1892 bird's eye view depiction of Oakland Cemetery. Note the Confederate Obelisk and the rows of graves in the Confederate section. This image is a part of a map of Atlanta, which was created by cartographer Augustus Koch and is shown on page 11 of this guide. Compare the 1892 bird's eye view of Atlanta with Vincent's 1853 subdivision of Atlanta (on page 3). Note how these drawings depict the development of Atlanta. *Image courtesy of the Library of Congress.*



Drawn by Augustus Koch, this bird's eye view map depicts Atlanta in 1892. Oakland Cemetery is shown within the smaller box.
Image courtesy of the Library of Congress

ORIENTATION ACTIVITY: THE DIARY OF CARRIE BERRY

Introduction

Have you ever wondered what it would have been like to live in Atlanta during the Civil War? Carrie Berry, a ten-year-old girl living with her family in Atlanta, can give you a first-hand account of the siege, occupation, and burning of the city in 1864. From 1864 until 1866, Carrie kept a diary and recorded her experiences of life in a city threatened by conflict. Through Carrie's account, readers will learn about the daily shelling of the city, food shortages, and other difficulties that civilians faced as Union troops sought to capture Atlanta. Carrie also provides insight into the day-to-day activities that filled the life of a child living in the 19th century. Chores, school lessons, and family dinners are described alongside the evacuation and burning of Atlanta. The diary of Carrie Berry is not only compelling as a recollection of war through the eyes of a child, but also as a significant primary source that recounts the decisive Atlanta Campaign.

Reconstructing the Past

How do we learn about the past? We can read a textbook or watch a historical film, but history can truly come alive by listening to the voices of those who participated in or witnessed the events of the past. **Primary sources** are original documents and records produced by people who lived during a particular historical period. These sources contain rich details and insightful perspectives. Primary sources are also subjective, as they reflect the author's personal interpretation of the past. There are many different kinds of primary sources, some of which are listed below.

Text: Letters, diaries, original documents, maps, advertisements, laws, and inventories

Audio: Music, interviews, oral histories, and memoirs

Images: Photographs, drawings, paintings, videos, and films

Objects: Clothing, tools, weapons, gravestones, and structures

A **secondary source** interprets and analyzes a primary source. Secondary sources are often a step or more removed from a historical event and benefit from hindsight. Examples of these sources include textbooks, magazine articles published after an event, encyclopedias, and commentaries. Like primary sources, secondary sources come in different forms.

By analyzing primary and secondary sources, we can better understand how people lived before our own time. It is important to remember that sources are interpretations and can reflect different, sometimes conflicting, views of the past. Sources are filled with fact and opinion, and are therefore both objective and subjective.

Who was Carrie Berry?

Carrie Mabry Berry was born in Atlanta on August 3, 1854 to Harriet Key Berry and Maxwell Rufus Berry. She had four other siblings, Frannie, Zuie, Maggie and Maxwell. Carrie had just celebrated her tenth birthday when General William T. Sherman and his Federal forces laid siege to Atlanta in 1864.

In her diary kept from 1864 through 1866, Carrie gives a first-hand account of the siege, occupation, and burning of Atlanta. She describes her experience of war, such as the dangers of constant shelling and food shortages. Carrie also recounts the daily household activities that occupied her time, which included chores and preparing for holiday celebrations.



Carrie married William Macon Crumley in February 1875. She spent the rest of her life in Atlanta raising her three children and died on May 22, 1921. Carrie Berry Crumley is buried at Oakland Cemetery.

Procedure

1. Provide a copy of the translated diary (available in the **Appendix**) to each student. Each student should read the diary prior to completing the orientation activity.
2. Class discussion
 1. Who is telling this story and what is the point of view? What are the differences between first, second, and third-person points of view? How do different perspectives influence how events are described?
 2. Is this diary a primary or secondary source? What are some examples of primary and secondary sources? Explain why we need sources to understand the past and why it is important to understand author bias.
 3. What is the difference between fact and opinion? Give examples of three facts and three opinions in Carrie's diary.
 4. Make an educated conclusion about Carrie Berry's life before the Battle of Atlanta. What kind of chores did she do? Describe her family and daily life.
 5. How did the war change Carrie's life? Use specific examples from the diary to support your argument.
 6. What are some of the challenges Carrie faced and how did she respond?
 7. Carrie Berry's diary gives us one perspective on life during the Battle of Atlanta. How would the story change if a Union soldier, Confederate soldier, or slave wrote the diary?
3. For further study, break the class up into three groups. Each group will answer questions about a specific set of diary entries.

Group One

1. Using the text, define the following words: shell, Yankee, and cellar.
2. What was happening in Atlanta in August and September 1864? Cite specific examples of how this conflict had an impact on the daily lives of Carrie and her family.
3. On September 8, Carrie reports that General Sherman ordered the evacuation of Atlanta. How would you feel if you were forced to leave your home? What would you take with you?

Group Two

1. Using the text, define the following words: commence and Rebels.
2. Carrie talks about the chores she does every day, which included cleaning, sewing, and ironing. In the 1800s, children usually worked alongside their parents. Chores came first, before school and before playtime. Do you think Carrie's daily life is different than yours? Use specific examples from Carrie's diary and your life to support your argument.
3. On November 9, 1864, Carrie wrote, "We lost our last hog this morning early. Soldiers took him out of the pen. Me and Buddie went around to hunt for him and everywhere that we inquired they would say that they saw two soldiers driving him off to kill him. We will have to live on bread." Discuss this quote. Why did the soldiers take Carrie's hog and what does this mean for her family?

Group Three

1. After the Union soldiers left Atlanta, many of the city's citizens returned to find their homes burned and possessions stolen. Carrie argues that many returning citizens were angry with the Southerners who did not evacuate during the battle. On December 26, 1864, she writes, "Papa left us this morning. He has gone to Macon to be tried for staying here with the Yankees. We are afraid they will put him in the army. We all feel very sad." Do you think the returning citizens were right or wrong for blaming those who stayed behind?
2. Carrie believes that the railroad to Macon will be fixed as soon as more people return to Atlanta. Why did Union troops destroy the railroad?
3. Carrie describes the time she spends studying spelling, geography, and math for school. Do you think Carrie's school experience is similar or different to your school experience?

REFLECTION QUESTIONS

Atlanta and the Civil War

How did Atlanta's location affect the city's economy, culture, and development?

How does conflict lead to change within societies? How did conflict between the North and South create change?

Why was Atlanta considered important to the Confederate war effort?

Why were the Atlanta Campaign and Sherman's March to the Sea considered turning points in the Civil War?

How did Atlanta change after the Civil War?

How did the Battle of Atlanta impact Oakland Cemetery?

Oakland Cemetery

What is the role of a cemetery?

How do different cultures honor the dead? Provide examples.

What makes Oakland Cemetery a historic site?

What can Oakland Cemetery teach us about the history of Atlanta?

How did the Victorians convey messages about the dead?

What are some of the separate sections of Oakland Cemetery? Why would people be buried in different parts of the cemetery?

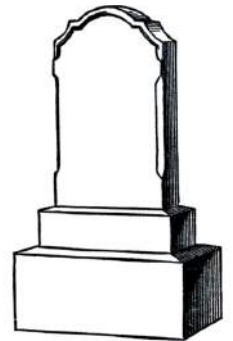
What was your favorite part about visiting Oakland Cemetery? What did you learn?

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:

- ❖ James Calhoun (1811-1875)
“Mayor of Atlanta. Surrendered City to Union forces.
An able and faithful lawyer. A true and noble public servant. An upright and courteous citizen. A generous and warm-hearted friend. An affectionate husband and father. His life taken altogether was an imminent success and he left the world with friends, relations, and [a] City to mourn his loss.”
- ❖ 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.”
- ❖ Maynard Holbrook Jackson, Jr. (1938-2003)
“Mayor of Atlanta, 1990-1994 and 1974-1982
Vice Mayor, 1970-1974
A servant devoted to his family and friends and to the politics of inclusion for *all* Atlantans.”



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 students are uncomfortable with writing their own epitaph, they can choose another historical figure or resident of Oakland 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. A few example projects are listed below.

- ❖ Write a one-page essay about the resident and how they are historically significant.
- ❖ Write a song, rap, or create a comic book about the resident.
- ❖ Complete the *Resident Review* activity.
 - ❖ Students will choose a resident of Oakland Cemetery to research using primary and secondary sources. Students should formulate questions and identify keywords to guide their research. They should consider the following questions:
 - ❖ Who is this person?
 - ❖ When/where was this person born and die?
 - ❖ Why is this person significant or what were his/her major contributions?
 - ❖ What facts did you find interesting about this person?
 - ❖ Students will pick a significant moment of their resident's life to describe. For example, a student who is researching Margaret Mitchell might choose the night of the *Gone with the Wind* premiere in Atlanta. Other examples include Mayor Maynard Jackson at the moment Atlanta was announced as the host of the 1996 Summer Olympics, Joel Hurt building Atlanta's first skyscraper, or a Civil War soldier going into battle.
 - ❖ Students will use the blank body template to draw their interpretation of their resident. They should consider their resident's physical features and clothing style.
 - ❖ Students will imagine that they are the resident character during this moment of significance and complete the following questions:
 - ❖ What am I thinking?
 - ❖ What am I feeling?
 - ❖ Where am I going?
 - ❖ What am I doing?

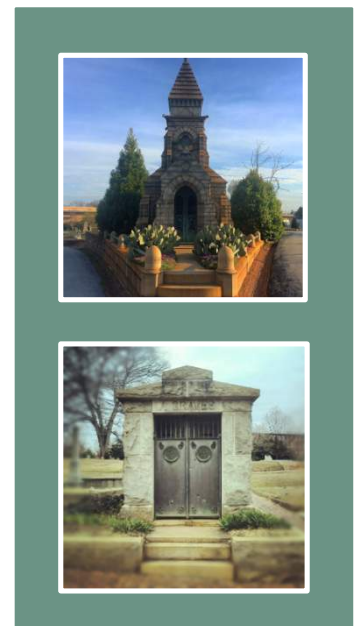
*The *Resident Review* template can be found in the **Appendix**.

Design-A-Mausoleum

With fifty-five mausoleums located on its grounds, Oakland Cemetery is considered an outdoor gallery of Victorian architecture. A mausoleum is a free-standing building constructed as a tomb or burial chamber. The tradition of mausoleums dates back to ancient times. Mausoleums often serve as monuments and can reflect the social status, wealth, or power of the departed. These above-ground buildings can be simple or covered in decoration. Many mausoleums illustrate the trends of American architecture, including Classical Revival, Gothic Revival, Eclectic, and Romanesque Revival styles.

In this activity, students will become Oakland architects and design a mausoleum. The mausoleum can be for a family member, a celebrity, a historical figure, or a literary character.

* The *Design-A-Mausoleum* template can be found in the **Appendix**.



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

Additional Resources

- ❖ Beatty, Patricia. *Turn Homeward, Hannalee*. New York: Morrow Junior Books, 1984.
- ❖ Damon, Duane. *Growing Up in the Civil War 1861 to 1865*. Minneapolis: Learner Publishing Group, 2002.
- ❖ Herbert, Janie. *The Civil War for Kids: A History with 21 Activities*. Chicago: Chicago Review Press, 1999.
- ❖ McPherson, James M. *Fields of Fury: The American Civil War*. New York: Atheneum Books for Young Readers, 2002.

Georgia Performance Standards for Grade 5

While participating in a school tour of Oakland Cemetery, students will gain a sense of the development of Atlanta, the state, and the American South. The following performance standards might be addressed:

- ❖ SS5H1: The student will explain the causes, major events, and consequences of the Civil War.
 - b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.
 - c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.
 - d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson.
 - e. Describe the effects of war on the North and South.
- ❖ SS5H2 The student will analyze the effects of Reconstruction on American life.
 - a. Describe the purpose of the 13th, 14th, and 15th Amendments.
 - b. Explain the work of the Freedmen's Bureau.
 - c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.
- ❖ SS5G2 The student will explain the reasons for the spatial patterns of economic activities.
 - a. Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900.

Common Core Standards for Grade 5

Orientation Activity: The Diary of Carrie Berry

- ❖ ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- ❖ ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- ❖ ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.
- ❖ ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- ❖ ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- ❖ ELACC5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- ❖ ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- ❖ ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
- ❖ ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.
- ❖ ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- ❖ ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ❖ ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- ❖ ELACC5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Post-Visit Activities

- ❖ ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
- ❖ ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas
- ❖ ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- ❖ ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- ❖ ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- ❖ ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ❖ ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- ❖ ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ❖ ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- ❖ ELACC5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

The Diary of Carrie Berry (Group One)

Aug. 3. Wednesday - this was my birthday. I was ten years old, But I did not have a cake times were too hard so I celebrated with ironing. I hope by my next birthday we will have peace in our land so that I can have a nice dinner.

Aug. 4. Thurs. - The shells have ben flying all day and we have stayed in the cellar. Mama put me on some stockings this morning and I will try to finish them before school commences.

Aug. 5. Friday - I knit all the morning. In the evening we had to run to Auntie's and get in the cellar. We did not feel safe in our cellar, they fell so thick and fast.

Aug. 6. Sat. - We have ben in the cellar all day. Cousin Henry Beatty came this evening and brought some Yankee coffee for me to grind for him. some he had captured yesterday in a skirmish.

Aug. 7. Sun. - We have had a quiet day it all most seems like Sunday of old. Papa and I went to Trinity Church. Mr. Haygood preached. It is the first time I have been to Church in a month.

Aug. 9. Tues. - We have had to stay in the cellar all day the shells have ben falling so thick around the house. Two have fallen in the garden, but none of us were hurt. Cousin Henry Beatty came in and wanted us to move, he thought that we were in danger, but we will try it a little longer.

Aug. 11. Thurs. - Mama has ben very buisy [busy] to day and I have ben trying to help her all I could. We had to go in the cellar often out of the shells. How I wish the federals would quit shelling us so that we could get our and get some fresh air.

Aug. 12. Fri. - Mary came home yesterday and we have not had so much wirk [work] to do so I have ben knitting on my stocking. We had a present to day of a bag of nice pears fro our friend Mrs. Green. We enjoyed them very much. We do not get any nice fruit since the army has been here.

Aug. 14. Sun. - Sure enough we had shells in abundance last night. We averaged one every moment during the night. We expected every one would come through and hurt some of us but to our joy nothing on the lot was hurt. They have ben throwing them at us all day to day but they have not ben dangerous. Papa has ben at work all day making the cellar safe. Now we feel like we could stay at home in safety. I dislike to stay in the cellar so close but our soldiers have to stay in ditches.

Aug. 15. Mon. - We had no shells this morning when we got up and we thought that we would not have any to day (but, my, when will they stop) but soon after breakfast Zuie and I were standing on the platform between the house and the dining room. It made a very large hole in the garden and threw the dirt all over the yard. I never was so frightened in my life. Zuie was as pale as a corpse and I expect I was too. It did not take us long to fly to the cellar. We stayed out till

night though we had them all day but they did not come so near us again.

Aug. 16. Tues. - We had shells all night. There was a large piece came through Mama's room directly after we went to bed and fell on the little bed and I expect if we had been sleeping there some of us would have ben hurt. Cousin Henry and Cousin Eddy came to see us to day. They told us that they did not think the Federals would be here much longer to torment us and I hope that it may be so for we are getting very tired of living so.

Aug. 18. Thurs. - When I woke this morning I thought the hole town would be torn up. The cannons were so near and so loud but we soon found out that it was our guns so we have ben very well content all day. We have had less shells to day tan we have had in a week.

Aug 20. Sat. - We have had shells all day. They have not ben hitting very close to us but they have been giving them to Uncle Markham. He like to had his house burnt up by one passing through the house and set some cotton on fire which they had layed [laid] on the flore [floor]. I expect if they had ben at home some of them would have ben hurt.

Aug. 21. Sun. - This was a dark rainy morning and we thought we would have a quiet Sunday but we were disappointed. Papa says that we will have to move down town somewhere. Our cellar is not safe.

Aug 22. Mon. - I got up this morning and helped Mama pact up to move. We were glad to get out of our small cellar. We have a nice large cellar here where we can run as much as we please and enjoy it. Mama says that we make so much noise that she can't here the shells. (Cellar of house on Alabama street between Pryor and Central Avenue).

Aug. 23. Tues. - We feel very comfortable since we have moved but Mama is fretted to death all the time for fear of fire. There is a fire in town nearly every day. I get so tired of being housed up all the time. The shells get worse and worse every day. O that something would stop them.

Aug. 26. Fri. - Cousin Henry came in this morning and told us we need not fear the shells any more. The Yankees left there brest works and he hoped they were on the way back to Tennessee. We have had such a delightful day. We all wanted to move to day but we will wait til to morrow and see if the Yankees have gone.

Aug. 27. Sat. - We moved home this morning and we have ben buisy trying to get things regulated. I feel so glad to get home and have no shells around us.

Aug. 28. Sun. - Everything seemed so quiet this morning. I wish the people would come back so we could have Church and Sunday School. Mr. came in this morning and brought some shells which Cousin Henry sent us. He got them from the Yankees. Cousin Eddy came in this morning to tell us goodbye. We feel sorry he was going to move so far. We all ways love to see him and Cousin Henry.

Aug. 30. Tues. - Miss Fannie Homes came around this morning to see about her school. I was so glad to see my old teacher once more. I hope she will commence her school. I am tired of staying at home.

Sept. 1. Thurs. - We did not get home until twelve o'clock. We had a very pleasant time and every thing seemed quiet. Directly after dinner Cousin Emma came down and told us that Atlanta would be evacuated this evening and we might look for the federals in the morning. It was not long till the hole town found it out and such excitement there was. We have ben looking for them all the evening but they have not come yet. Mr. came in to tell us that dear Cousin Henry was wounded and he thought he would not get well. We are so sorry to here it. We loved him so much. I finished my stockings to day.

Sept. 2. Fri. - We all woke up this morning without sleeping much last night. The Confederates had four engenes [engines] and a long train of box cars filled with ammution [ammunition] and set it on fire last night which caused a grate explosion which kept us all awake. It reminded us of the shells - of all the days of excitement we have had it to day. Every one has been trying to get all they could before the Federals come in the morning. They have ben running with saques [sacks] of meal, salt and tobacco. They did act rediculous [ridiculous] breaking open stores and robbing them. About twelve o'clock there were a few federals came in. They were all frightened. We were afraid they were going to treat us badly. It was not long till the Infantry came in. They were orderely [orderly] and behaved very well. I think I shall like the Yankees very well.

Sept. 3. Sat. 1864. - The soldiers have ben coming in all day. I went up to Aunties this morning and she said that she had a yankee officer to spend the night with her. We have not seen much of them. Only two of them have ben here to beg some thing to eat. We have had a rainy day and we all feel gloomy.

Sun. Sept 4. - Another long and lonesome Sunday. How I wish we could have Church and Sunday School. We have ben looking at the soldiers all day. They have come in by the thousand. They were playing bands and they seemed to be rejoiced. It has not seemed like Sunday.

Wed. Sept. 7. - The times get a little worse every day. Mary went of this evening and I don't expect that she will come back any more but we can do very well without her. I will have to go to work to help Mama.

Thurs. Sept. 8. - We all went to wirk in glad spirits this morning. Me and Tilo went to ironing. Mama was buisy regulating things when Papa came and told us that Gen. Sherman had ordered us to move. It broke all into our rangements [arrangements].

The Diary of Carrie Berry (Group Two)

Fri. Sept. 9. - We all commenced this morning to prepare for moving. We don't know how long we will get to stay here. We are all in so much trouble.

Sat. Sept. 10. - Every one I see seems sad. The citizens all think that it is the most cruel thing to drive us from our home but I think it would be so funny to move. Mama seems so troubled and she can't do any thing. Papa says he don't know where on earth to go.

Mon. Sept. 12. - We commenced packing up to move. We did not do much. Papa herd up town there was a chance for us to stay if he could get into business.

Tues. Sept. 13. - Papa got into business to day and the rest of us went to wirk in good earnest thinking that we will get to stay. I hope that we will get to stay. Mama dislikes to move so much.

Wed. Sept. 14. - I helpt to wash till dinner time and then I got dinner by myself. It made me very warm and tired but I suppose I will have to learn to wirk. I have ben resting all the evening and I think I will sleep right sound to night if the musquitoes dont bite me too much.

Fri. Sept. 16. - I ironed till dinner and got through and I had a hollowday [holiday] the rest of the evening. We have had a nice time playing and I think I will sleep sound to night.

Mon. Sept. 19. - I went over to Aunt Healy this morning. She is packing up to move and I feel sorry that she is going away. We will miss her so much.

Wed. Sept. 21. - It is still raining. I have ben making Mama an apron. We are feeling so sad. We have received a letter from Aunt Maggie Shaw that dear Cousin Maggie was dead. She died the 8th of the month. I am so sorry. I loved her so much.

Mon. Sept. 26. - I have not done much to day. I have be up to Aunties several times to day to see Cousin Emma and Willie for the last time. They are going off to night for the north. Wee all feel so sorry to see her leave for we will feel so lonesome.

Tues. Sept. 27. - This has been wash day. I went up to Aunties this evening and she gave me some quilt peaces [pieces] and some doll clothes.

Fri. Sept. 30. - I have ben sewing some to day on my apron. There are so many soldiers pacing backward and forward.

Sat. Oct. 1. - It is very warm for the first day of October but we will look out for a frost before long. I have been making my doll a frock for Sunday.

Sun. Oct. 2. - This has ben a very pretty day. I went around to Mrs. Lesters. Ella and I took a walk to see how the soldiers had torn down the fine houses. It is a shame to see the fine houses torn

down.

Mon. Oct 3. - We herd that General Hood had go away around towards Chattanooga tearing up the railroad. The federals seemed very much trouble about it. I commenced Sister a little worsted dress. I love to sew for her because she loves me.

Tues. Oct. 4. - I finished Sister's little dress to day and I have be up to Aunties once or twice. I feel so lonesome I cant stay at home. I wish it was so that I could go to school.

Wed. Oct. 5. - We and Tilo have ben washing. Mama cut her hand so that she could not wash. After I got done I went up to Aunties and she was selling out to go north. She is afraid that Gen. Hood will get back and commence shelling as the federals did. I dont blame her for I never would stay and be shelled again if I could get away, though we will be very sorry when she leaves.

Fri. Oct. 7. - I have ben sick all day. I have not ben doing much of anything. It has cleared off but it is windy and we expect that it will turn cold and we may look out for frost.

Sun. Oct. 9. - It has ben cold allmost like winter time. We herd that the federals had whipped Gen. Hood and driven him back.

Mon. Oct. 10. - Mama hired a black woman to work for her to day. I hemmed a towel and Ella came to see me. It is not so cold to day but we had a white frost last night.

Thurs. Oct. 13. - We had quite a here last night. Some body trying to steel our hogs. They did not get them though. They will be right smart if they do. I have hemmed a foot towel and that is all I have done to day.

Sun. Oct. 16. - We had some nice brains for breakfast and some stewed dumplings for dinner. I have ben at home all day.

Mon. Oct 17. - I got up this morning and washed the dishes and cleaned up the house and nursed Sister while mama was washing. Sister was sick.

Sun. Oct 23. - This has ben a beautiful day since the sun has come out. Mama and Papa took a walk this evening and they say that they never saw a place torn up like Atlanta is. Half of the houses are torn down.

Wednesday. Oct. 26. - I have ben ironing nearly all day to day. I ran up to Aunties a little while this evening and she told me that she was going away and I want to go too. I have ben begging Papa all of the evening.

Sun. Oct. 30. - I have ben over to Julia Lowry this evening. They are all ready to move and it looks like every body is going to leave here from the way the soldiers are moving about. Our sargent [sergeant] left us this morning. We all were sorry to part with him. He has ben a very good friend

to us.

Mon. Oct. 31. - All of the soldiers have left from behind the garden and all, but every thing seems so quiet. Ella came up this evening and spent the evening with me.

Fri. Nov. 4. - Nothing of interest has happened to day. It is the repote that the federals are going to have to leave Atlanta and we are afraid that we will have to leave too.

Mon Nov. 7. - Every boddie seems to be in confusion. The black wimmen [women] are running around trying to get up north for fear that the Rebels will come in and take them.

Tues. Nov. 8. - This is Zuie's birthday and she has be very smart. We lost our last hog this morning early. Soldiers took him out of the pen. Me and Buddie went around to hunt for him and every where that we inquired they would say that they saw two soldiers driving off to kill him. We will have to live on bread.

Fri. Nov. 11. - This is the last day that cars are going out to Chattanooga. We are erbliged [obliged] to stay here now. Aunt Marthy went down to the car shed and I expect that she got off as she has not ben back.

Sat. Nov. 12. - We were fritened [frightened] almost to death last night. Some mean soldiers set several houses on fire in different parts of the town. I could not go to sleep for fear that they would set our house on fire. We all dred [dread] the next few days to come for they said that they would set the last house on fire if they had to leave this place.

Sun. Nov. 13. - The federal soldiers have ben coming to day and burning houses and I have ben looking at them come in nearly all day.

Mon. Nov. 14. - They came burning Atlanta to day. We all dread it because they say that they will burn the last house before they stop. We will dread it.

Tues. Nov. 15. - This has ben a dreadful day. Things have ben burning all around us. We dread to night because we do not know what moment that they will set our house on fire. We have had a gard [guard] a little while after dinner and we feel a little more protected.

Wed. Nov. 16. - Oh what a night we had. They came burning the store house and about night it looked like the whole town was on fire. We all set up all night. If we had not set up our house would have ben burnt up for the fire was very near and the soldiers were going around setting houses on fire where they were not watched. They behaved very badly. They all left the town about one o'clock this evening and we were glad when they left for no body know what we have suffered since they came in.

The Diary of Carrie Berry (Group Three)

Thurs. Nov. 17 - Everything was so quiet we were afraid that the yankees will come back and finish burning the houses but they did not. They have left. Some Confederates came in here to day and the town is full of country people seeing what they can find. We have ben picking up some things.

Fri. Nov. 18. - We children have ben plundering about to day seeing what we could find. Mama has been trying to straiten up for the house was torn up so bad. **Sat. Nov. 19.** Mama and me have ben ironing all day. We have begun to feel at home but it does not look like Atlanta. The Citizens all met at the City Hall and. There are eighty men in town.

Sun. Nov 20. - This has ben a cold and rainy day but the country people have ben in town plundering. **Mon. Nov. 21.** This has ben such a bad day raining and snowing and we have stayed close by the fire.

Tues. Nov. 22. - It is just a week to day since the federals were burning. Papa and Mama say that they feel very poor. We have not got anything but our little house. It is still very cold.

Wed. Nov. 30. - We have ben resting to day. The cittizens are still coming in and it wont be very long untill they get the railroad fixed up from here to Macon and then I hope I can see Grandma.

Sat. Dec. 3. - I have ben buisy mending my pettacoats [petticoats]. Mama has be making Buddie a pair of pants.

Mon. Dec. 5. - I was up by times this morning getting ready for school and about half past eight went to Miss Mat Lester. I like her very much and I think she is a very nice teacher..

Wed. Dec. 7. - This has been an election day for Mayor and council men but the election was broken up. I had a little sister this morning at eight o'clock and Mama gave her to me. I think its very pretty. I had to cook breakfast and dinner and supper.

Fri. Dec. 9. - I made up some buiskets [biscuits] last night and Mama says that they were nice. Every moment I can get I am making things to do on the tree. Ella and I are going to have one together. This has ben a cold sleaty day.

Tues. Dec. 13. - I have made Papa some buesket and pies to take with him to Macon. He is going to try to get in business.

Wed. Dec. 14. - Papa started to Macon this morning. Mama and me have ben buisy making Fannie and Zuie a rag doll. We feel very lonesome with Papa so far away and the weather is so bad we cant get out.

Tues. Dec. 20. - I have ben buisy making presents all day. I went down to Mrs. Lesters to make Mamas. Miss Matt helped me. I think it is so pretty. I fear we will not get through with our

presents Christmas is getting so near.

Wed. Dec. 21. - Papa has to go back to Macon next week and we fear he will be put in servis. He has ben buisy all day making me a pair of shoes. I do hope he will get off. the people are treating the citizens so mean that stayed here with the yankees.

Thurs. Dec. 22. - We went to get our Christmas tree this evening. It was very cold but we did not feel it we were so excited about it.

Sun. Dec. 25, 1864. - We all went down last night to see the tree and how pretty it looked. The room was full of ladies and children and Cap. gave us music on the piano and tried to do all he could to make us enjoy our selves and we did have a merry time. All came home perfectly satisfied. This has ben a cold dark day but we all went down to see how the tree looked in the day time but it was not as pretty as at night.

Mon. Dec. 26. - Papa left us this morning. He has gone to Macon to be tried for staying here with the yankees. We are afraid they will put him in the army. We all feel very sad.

Thurs. Dec. 29. - I have ben studding the six line of the multiplication table and I think I will no it very well. We made some candy and wound up the Christmas. I went to take Miss Mary Come some and they thought it was very nice.

Sunday. Jan. 1. 1865. - This is New Year day. I woke up this morning and cant Mama New Years gift but did not get anything the times is too hard. I stayed at home untill evening and then I went down to Mrs. Lesters and I found there and we played around there and then we came around home and we sat down and wrote a little letter and then Ella and Anna went home.

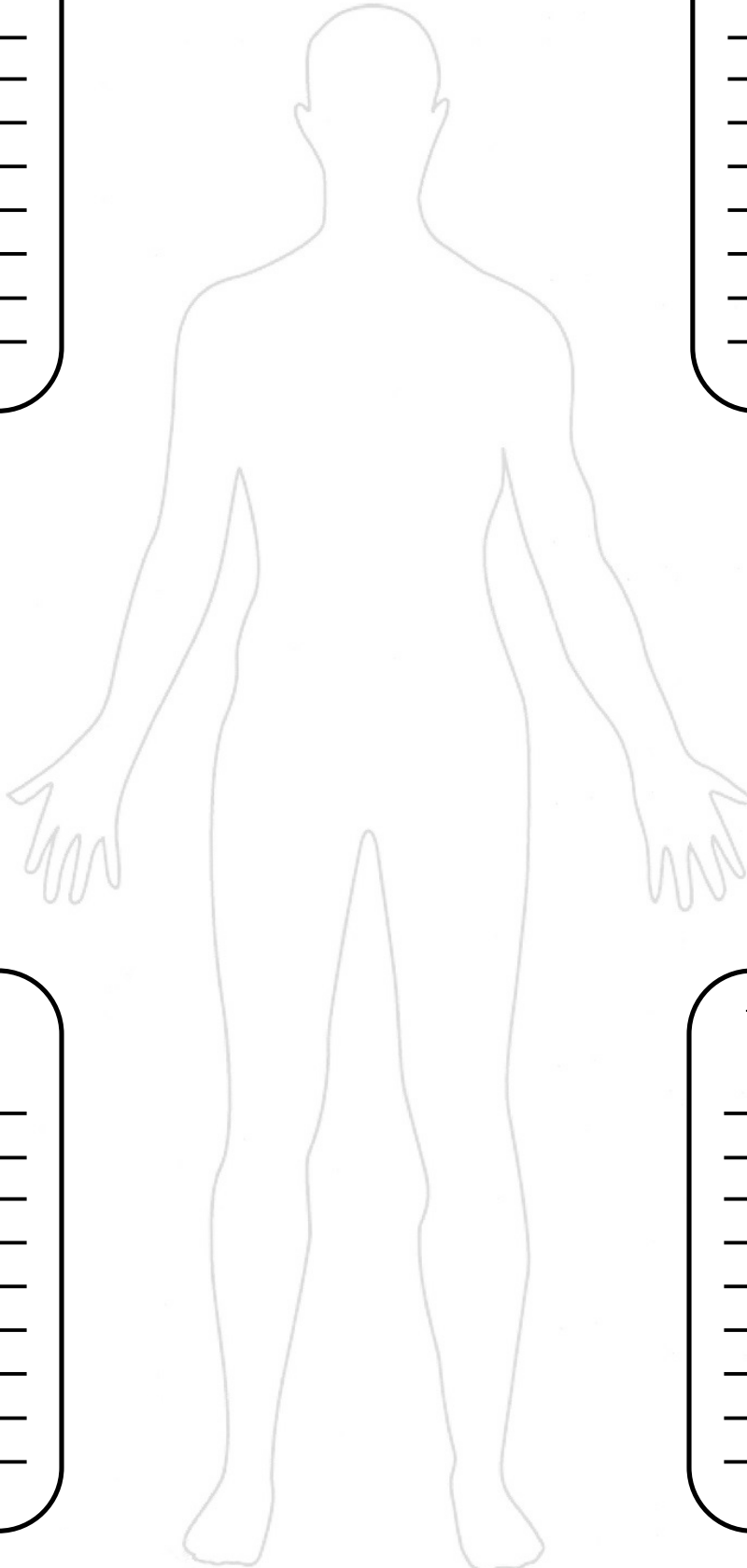
Mon. Jan. 2. - We all started to school this morning to Miss Mattie. Ella, me and Buddie are studying arithmetic, spelling, reading and geography. We are all trying to see which will learn the most.

Tues. Jan. 3. - I had a hard geography lesson and Ella came home with me and we studied the geography untill we knowed it perfect. We have to study very hard and we dont get time to do much of anything but we have ben playing long enough to spend our time on our books.

Wed. Jan. 4. - Miss Mattie reviewed us in the multiplication table and she said that we knowed the multiplication table very well. I had all of my lessons purfect.

What am I thinking?

How am I feeling?



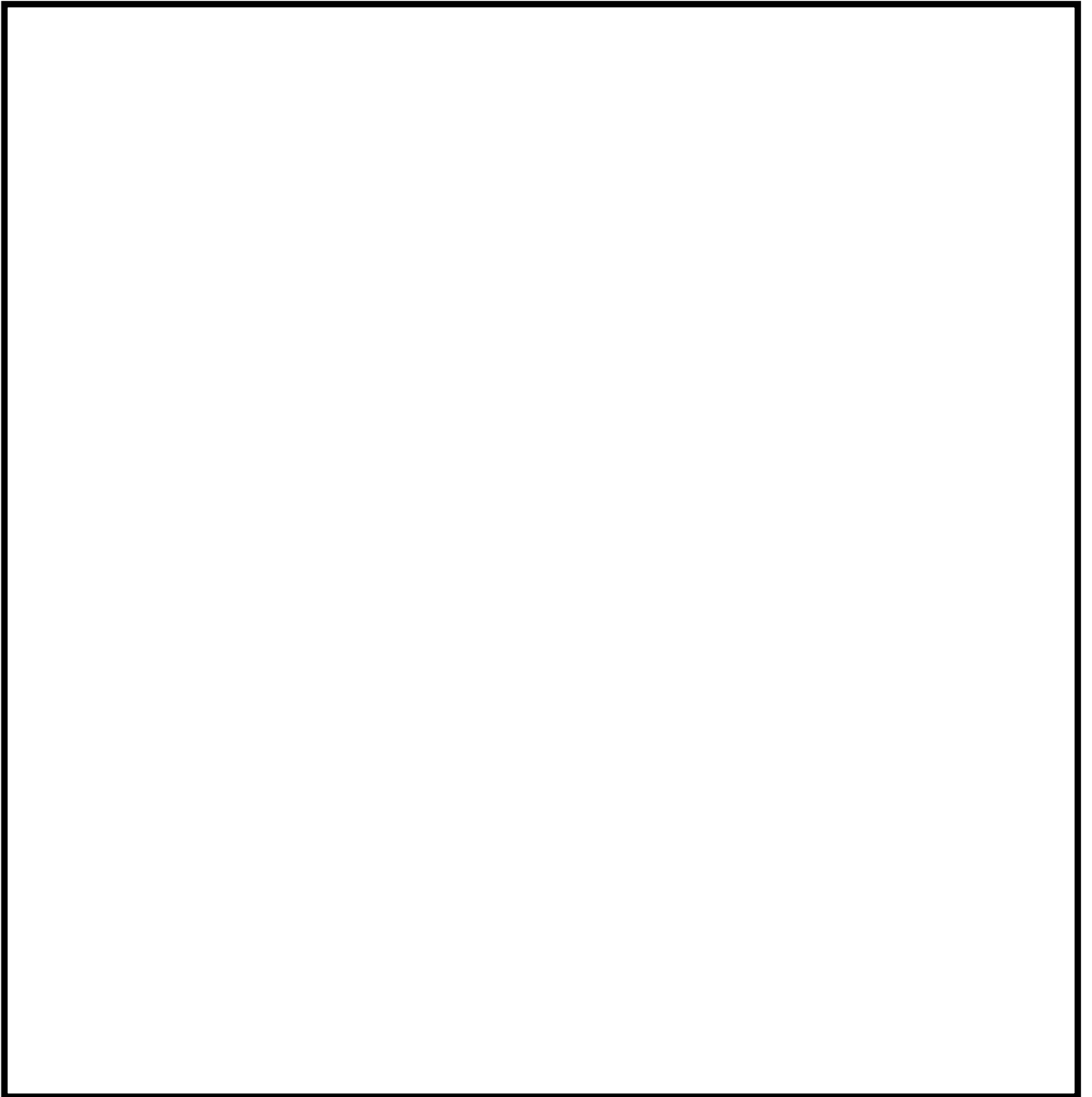
What am I doing?

Where am I going?

Resident Name:
Date of Birth and Death:
Significance:

Design-A-Mausoleum

Become an Oakland Architect and design a mausoleum.
Consider the shape, materials, and style of the building. Be creative!



Sources and Citations

Front Cover: Images courtesy of the Historic Oakland Foundation (Oakland Cemetery Front Gate), the Library of Congress, (General William T. Sherman), and the Atlanta History Center (Carrie Berry).

Page 3: "Atlanta, GA." *New York Times*. November 15, 1863.

Source: <http://www.nytimes.com/1863/11/15/news/atlanta-ga.html>

Page 5: Davidson letter

Source: Davidson Family Papers, MSS 78, James G. Kenan Research Center.

Page 5: Miller letter

Source: Miller, Alonzo. Letters of Corporal Alonzo Miller, Company A. August 11, 1864.

<http://www.russcott.com/~rscott/12thwis/ltalomil.htm>

Page 6: Sherman quote

Source: Sherman, William T. Telegram of William T. Sherman to Ulysses S. Grant.

October 9, 1864. *Civil War Era NC*. Accessed August 6, 2015.

<http://history.ncsu.edu/projects/cwnc/items/show/143>.

Page 21: The Diary of Carrie Berry

Source: Carrie Berry Papers, MSS 29F, James G. Kenan Research Center.



The Gate City Under Siege teacher's guide was designed and developed by Marcy Breffle, Education Coordinator, Historic Oakland Foundation. A special thanks to the Historic Oakland Foundation staff and education committee members for their guidance and encouragement.

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