HISTORIC CEMETERIES: WHERE STONES TALK

A Lesson Plan for Third and Fourth Grade Elementary Students

City of Medford Parks & Recreation Department
Jackson County Education Service District

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INTRODUCTION

Prepared by Kay Atwood in association with George Kramer, "Historic Cemeteries: Where Stones Talk" is intended for third and fourth grade classes in southern Oregon. The lesson plan uses historic cemeteries to implement current social studies curriculum. As places where history, landscape, the natural world, art, and the community meet, cemeteries make rich resources for classroom study.

Funded by the City of Medford (Jackson County Historic Fund) and by a Preservation Services Fund Grant from the National Trust for Historic Preservation, the lesson plan contains a short video and a curriculum packet.

Using the academic standards set by the Oregon Educational Act (1996), the lesson can be easily integrated into the existing curriculum. It contains study guides and activities that explore the topic through Art, Language, Math/Statistics, Science, and Social Science including Geography, History and Civics. The program not only focuses on local history; it creates links to the larger themes, issues, and events that teachers must cover.

Advised by elementary school teachers, lesson planners have designed the material for use with a site visit, but have made it readily adaptable when field travel is impractical. A cemetery site visit allows students to experience a sense of the place. Much can be gained, however in situations where class travel is impractical. The activities outlined in the lesson plan contain projects for use 1) as a preliminary to a site visit, (or when there is to be no site visit); 2) during a site visit and 3) following the site visit.

The lesson assumes that the teacher(s) will conduct the site visit, if there is to be one, without assistance from a guide or interpreter. The packet includes materials the teachers will need to incorporate the lesson into their instructional plans and is designed for convenient use and duplication.

Authors of this project are indebted to the Teaching With Historic Places lesson plans that are produced by the National Park Service and the National Trust for Historic Preservation. "Historic Cemeteries: "Where Stones Talk" incorporates the basic format of these lesson plans. Some adjustments have been made to facilitate use at the elementary school grade level and to enable the teacher to conduct the lesson when no guide or site interpreter is available.

While the Eastwood/I.O.O.F Cemetery in Medford is the central example for this lesson plan, the material is readily useable for any historic cemetery within Jackson, Josephine and Klamath Counties. Appendix B includes a list of cemeteries in the three-county area that are convenient for public access. Suggestions for cemetery etiquette and safety are listed in Appendix G.

Please credit this project when duplicating for distribution.

Historic Cemeteries: Where Stones Talk

A lesson plan for third and fourth grade elementary students produced by the City of Medford Parks and Recreation Department, with assistance from the National Trust for Historic Preservation, the Jackson Education Service District, and the Jackson County Historic Fund.

PRELUDE

On a hill overlooking the Bear Creek Valley, a gentle breeze rustles through oak trees. Beneath the oaks, grasses wildflowers and old roses shade the graves of people who once lived here. Although their shouts and laughter are stilled, we remember them as we wander among the markers. Marble and granite can tell us their stories.

Here are the names, significant dates and family connections of people who are separated from us by time. For over one hundred years, families and friends have buried loved ones in this beautiful place. We walk now where others, wrapped in grief and memories, walked before.

The hillside resembles the landscape encountered by the first settlers. In imagination, the sounds of wagon teams, cattle, and children playing are borne in on the wind, momentarily quieting the automobile horns, chain saws, and airplanes we hear. Dogs bark now as they did then.

This lesson about historic cemeteries is based on the Eastwood/I.O.O.F. Cemetery in Medford, but is readily adaptable for use in other areas of Southern Oregon. The video, "Where Stones Talk," provides a basic introduction. Student Handouts (Appendix A) address relevant subjects. Visual Materials (Appendix F), and Activities in art, language, science, social sciences, and mathematics complete the packet. Using the landscape, headstones and historic research, students can focus their skills of observation, analysis and interpretation and discover their responsibilities as citizens now and in the future.

OBJECTIVES FOR THE STUDENTS

- To discover the Eastwood/I.O.O.F. Cemetery's role in local history and the community.
- To analyze, through the cemetery, Medford and Southern Oregon's link with the history of the state, nation and the world.
- To describe ways that pioneer life was both different and similar to our own and to see how headstones represent real people's lives.
- To identify their roles as responsible citizens, discover ways to participate in their own community, and respect cemeteries and other historic places that connect us with the past, present and future.

HISTORIC OVERVIEW

The twenty-two acre Eastwood/I.O.O.F. Cemetery was established in 1890 by the International Order of Oddfellows, (I.O.O.F.), on sloping land they bought from Frederick Barneburg. Although founders originally located the cemetery east of Medford, residences gradually encroached as the city expanded.

The cemetery has many of its early landscape features, including large native white oaks and some native grasses. A wide array of types and styles of grave markers provides excellent examples of late 19th and early 20th century monument art. In 1925 officials broke ground for a mausoleum. This building contains individual crypts where people are interred above ground.

Many early citizens of Medford and Jackson County lie buried in the cemetery, including mayors, doctors, county commissioners, farmers, homemakers, children, and others. Veterans of the Civil War, the Spanish American War, World Wars I and II, as well as later conflicts, are interred here. The cemetery reveals historic evidence of the lives of thousands of area residents.
The I.O.O.F operated the Eastwood/I.O.O.F. Cemetery until 1972 when the City of Medford took over management. The cemetery is the sole pioneer burying ground associated with Medford and was entered into the National Register of Historic Places

in 1989. It continues in use as a cemetery and also serves as a focal point for local historians, school groups, genealogists, walkers and those seeking quiet.

Note: Appendix B contains brief historical information for other cemeteries in the Southern Oregon area. Teachers in communities other than Medford can bring students to the Eastwood/I.O.O.F. Cemetery for a site visit or contact their county or community historical society for additional information about other cemeteries.

TEACHING ACTIVITIES

LOCATING THE SITE

With the students, examine a county or community map that indicates the cemetery's location.

- Using the map, locate the cemetery in relation to nearby communities or its position within a community.
- Note the presence of nearby roads, major highways, rivers or streams
- If using a county map, note the locations of any nearby towns.

COLLECTING THE FACTS

Pioneer People

Student Handout No. 1 (Appendix A) provides a short overview of the journey west and settlement in Southern Oregon. It introduces pioneer life and encourages us to see pioneers as real people. Brief descriptions of a few selected people buried in the Eastwood/I.O.O.F. Cemetery are found in Appendix C. Teachers in other communities might select a few names from their local cemetery for research. Have the students read the handout and discuss the following questions:

- What would it be like to journey over a long trail? What would the weather, trails, number of miles walked, streams and food supply be like?
- Why were people willing to travel so far?
- What are some of the ways that pioneers helped found their communities? (i.e., build homes, businesses, attend school).
- What happened to the early settlers?

Geography and Landscape

- Student Handout 2 discusses geography, including landscape, the cemetery's relationship to nearby communities and current development. Have students read the handout and answer the following questions:
    - Describe the cemetery's place in the landscape. What surrounds it now?
    - What did the land look like when it was first settled?
    - Why was this land chosen for a cemetery?
    - How big is the cemetery? Compared to the school yard?
    - Where is the cemetery in relation to the town?
    - How is the cemetery used now?

Cemetery Plants and Animals

Student Handout 3 discusses the plants and animals that are part of the cemetery in the past and in the present. Cemeteries that are relatively undisturbed are often good places to view native plants and to see the animals and birds that find shelter there. Have students read the handout and answer the following questions:

- What trees and plants may have been on the cemetery land at the time of settlement?
- What animals may have lived there?
- Are any trees or plants still in the cemetery that might have been there at the time of settlement?
- What animals might we find now?

Cemetery Design and Information

Student Handout 4 describes cemetery design and examines the information found on headstones. These headstones are a primary resource for historic research. Have students read the handout and answer the following questions.

- Why are cemeteries laid out as they are?
- How do people obtain space in a cemetery?
- What can headstones tell us about people's lives?
- How can we find out when the cemetery first opened?
- What local, national or world events could headstones tell us about?

Making the Headstone

Student Handout 5 reviews the way gravemarkers are created, including design, size, materials, craftsmanship and symbolic carvings. Common headstone shapes are

outlined in Appendix D. Common symbols employed in late nineteenth and early twentieth century cemeteries are listed in Appendix E. Have students read the handout and supplementary pages and answer the following questions:

- Why are headstones made to be so heavy?
- Why do they come in different sizes and styles?
- What do headstone sizes and styles tell us about the people they represent?
- Why would families select particular symbols for a headstone?

Caring for the Cemetery

Student Handout 6 examines the cemetery's role in the community in both the past and the present. It reviews some of the ways cemeteries need care and how that care can be provided. The handout encourages students to examine the responsibilities of citizens in caring for their community.

- Why is a cemetery important in a community?
- What do you think will happen to the cemetery as time goes by?
- Who should take care of cemeteries?
- How can we care for cemeteries, now and as adults?

VISUAL MATERIAL

Visual materials for cemeteries may include maps, diagrams of the cemetery, early landscape views, current landscape views, photographs of headstones or decorated burial plots and cemetery records. Examples of some of these are included for the Eastwood/I.O.O.F. Cemetery in Appendix F. Teachers introducing students to other cemeteries can use these as examples or obtain materials from their own city officials and local or county historical societies. In addition teachers can take slides – both views and details -- of their community cemetery for use in the classroom. Have students examine the visual evidence and discuss the following topics:

- What does the map/diagram reveal about the cemetery's landscape, size and design?
- Why is the cemetery arranged as it is?
- What can photographs and historic records add to what we learn by visiting the cemetery? (i.e. reveal earlier burial customs, tell us about burials that may not be marked with a headstone, give us more information.)

PULLING IT ALL TOGETHER

The four objectives in this lesson plan are (1) to discover the cemetery's role in local history and the community, (2) to analyze the cemetery's link with events in our state, nation and world, (3) to examine pioneers as real people, and (4) to identify students' roles as responsible citizens. The handouts give students basic information to familiarize them with historic cemeteries. The following activities strengthen students' skills of observation, inquiry, analysis, comparison and interpretation. The activities guide them in assimilating the four major objectives and are integrated into the curriculum in art, language, social studies, science, statistics and geography.

Several activities are included in each subject area in order that teachers may select those most workable for their class and circumstances. At least some of the activities selected should focus on the cemetery's role in the community, on participatory citizenship, and encourage working in a group. Teachers can ascertain student comprehension of the unit by asking for activity results in verbal, written, or exhibit form.

While a site visit is necessary for students to experience a cemetery first hand, most the activities can be used when a cemetery visit is impractical. Others require a cemetery site visit. Still others can be implemented after the site visit has taken place. Suggestions for cemetery safety and etiquette are included in Appendix G.

ACTIVITIES

ART

Cemeteries can help us discover how works of art reflect earlier time periods and cultures. Projects involving cemeteries and art can focus on studying historical contexts and carving and artisan skills, or they can encourage students to create, present or perform artistic work.

✖ IF YOU ARE NOT GOING, OR BEFORE YOU VISIT THE CEMETERY

Sculpt gravemarkers from clay, soap, plaster of Paris; create an exhibit for the classroom.

Write a script and perform a play in which a pioneer settler gives a tour of a cemetery and answers the group's questions about it. What might the tour guide show the group?

Create an exhibit with labels that shows some everyday pioneer objects and some comparable current ones. Examples might include handkerchiefs/paper tissues; dishes/paper goods; brushes/hairdryers; hats/caps etc.

Learn and perform a pioneer folk song. What do they tell us about settler lives, settler culture?

With other students, investigate the art of stone carving. Who were the stone carvers? What tools did they use? How is it done? Report your findings to the class.

WHILE YOU VISIT THE CEMETERY

Draw shapes of different headstones or draw the design or emblem you found on a headstone (See Appendix D).

Photograph selected markers. Use black and white or color film. Stand near the headstone and shoot straight on, not pointing down. Label each photo with the date, the cemetery name, name of deceased and date of death.

Do rubbings (with supervision) (See Appendix H)

Paint the view from the cemetery, wildflowers, a headstone, or trees. With other students, exhibit your work in the classroom

AFTER YOU VISIT THE CEMETERY

Draw or paint your remembered view of the cemetery, of trees, headstones, or the view. With other students, exhibit the work in the classroom

Create a gallery of drawings, sculptures and paintings of headstones and the cemetery

Perform script in which a pioneer gives a tour of a cemetery to a group today.

Study and compare the different artistic symbols and carving techniques on the headstones (Appendix E).

Design an entrance and gate for the cemetery

LANGUAGE

Language uses stories, poems, drama and expository writing to express ideas. Reading practice encourages basic reading skills.

✖ IF YOU ARE NOT GOING, OR BEFORE YOU VISIT THE CEMETERY

Write a short story or poem about someone in your family

Write and illustrate a story about the wagon trip west or about life as a settler.

Interview someone about earlier times in your community and share what you learned with the class.

Write a story that takes place in a cemetery

Write a letter to the editor describing why cemeteries are important.

WHILE YOU VISIT THE CEMETERY

Write notes describing the cemetery

Photograph or draw a headstone

Take note about how it feels to be in the cemetery

Write notes for a story about a family whose plot you select in the cemetery.

Write notes for a story about an individual using only their headstone for information.

AFTER YOU VISIT THE CEMETERY

Write a letter as if you were an early settler describing a new cemetery to someone who lives far away.

Photograph or draw a headstone and give a report on the person buried there and the artwork, style and materials used for the marker.

Write about what it feels like to be in a cemetery. What kind of place is it?

How do feel when you are there? How is it different that other places you spend time?

Write a story about a person or family whose plot you selected in the cemetery.

Using only the headstone, imagine a person's life and write a story, article or play about that person.

Math/Statistics:

Cemeteries suggest projects in math and statistics that help the student discover information about people's lives, the physical world, and community historic events as they survey, collect, organize, and display simple data

WHILE YOU VISIT THE CEMETERY

Measure the height, width, and depth of the stones to determine area, perimeter or volume. (Form examples are included in Appendix I.

Measure the distance between the headstone and footstone on several gravesites and average the length of the plots.

Use information on headstones to obtain average ages of death and figure people's ages at time of death (See Appendix I).

Conduct a research hunt in a defined area, in a defined length of time collecting the following information:

How many different shapes of gravemarkers can you find?

How many different materials for gravemarkers can you find?

What is the earliest birth date you can find?

Who is the oldest person? The youngest?

What plot contains the most burials in it?

How many children's headstones can you find?

How many different marker shapes can you find in a survey area?

How many different carving designs can you find in a survey area?

SCIENCE (LIFE SCIENCE)

Cemeteries provide an environment that may be relatively undisturbed. They often shelter native plants, animals and birds. A cemetery visit offers an effective way to study habitat and environmental conditions.

IF YOU ARE NOT GOING OR BEFORE YOU VISIT THE CEMETERY

What are some of the native trees and plants that are common to your area?

What wild animals and birds are commonly found in your area? (See puzzle in Appendix J)

WHILE YOU VISIT THE CEMETERY

With a group, list trees, plants, animals and birds that you observe in the cemetery. Report your findings to the class.

Write notes for a nature journal in the cemetery (See example in Appendix J)

AFTER YOU VISIT THE CEMETERY

Write a description of the cemetery habitat and the organisms that live there

Write and illustrate a nature journal recording your trip to the cemetery. (See Appendix J)

SOCIAL SCIENCES

History, geography and civics prepare students for responsible citizenship. Study in these fields enable students to evaluate historical events, discover historical relationships and make connections between the past, present and future.

Geography

Geography helps us discover reasons for the cemetery's location and the ways in which the community developed in relation to the cemetery. In these activities we explore how the landscape may have originally appeared and how it now appears. Cemeteries are useful places for students to identify characteristics of the native landscape and analyze changes that have occurred.

IF YOU ARE NOT GOING OR BEFORE YOU VISIT THE CEMETERY

Locate the cemetery on a city or county map

Study a plan of the cemetery if one exists

Discuss the landscape of the community/county, and identify significant characteristics. Where does the cemetery fit into the landscape?

WHILE YOU VISIT THE CEMETERY

With other students, list landscape and vegetation features you observe in the cemetery. Include hills, trees, streams, trails, roads, fences, etc.

With other students map a portion of the cemetery, recording plot and grave locations, roads, and fencing (See example of map form in Appendix K).

Develop a historic trail through the cemetery that highlights selected headstones, trees, or other features.

AFTER YOU VISIT THE CEMETERY

Describe for the class how the landscape might have appeared in the past. Consider how each of the landscape features you listed might have been similar or different when land first settled.

Construct a model or diorama of the cemetery, or a portion of the cemetery, that shows features in three dimensions.

Complete the map outlined during the cemetery visit in finished form for classroom exhibit.

Prepare a map of cemetery historic trail for classroom exhibit.

HISTORY

At the elementary school level, history enables students to make connections between the past, present and future. The study of state and local history allows them to interpret events and developments in their family, local community and culture.

IF YOU ARE NOT GOING, OR BEFORE YOU VISITH THE CEMETERY

Report on some aspect of community history that happened before you were born.

Report on what was happening in your community at the time the cemetery was developed.

Examine the Oregon Trail and Applegate Trail, or California Oregon Trail and their role, if any, in your area.

Report on things early settlers would have brought with them and what they did after they arrived.

With the class, conduct an oral history interview of an older community resident.

* *Formulate questions*
* *Contact person to be interviewed*
* *Decide who will ask questions and who will record the answers.*

* *Conduct interview*
* *Discuss what you have learned.*
* *Write thank you notes*

WHILE YOU VISIT THE CEMETERY

Locate headstones of soldiers. Can you find any headstones where people in one family died on the same day or very close together?

Alone or with a small group, choose an interesting headstone. As you are looking at the headstone discuss what the person's life might have been like.

Record information from headstones on survey forms (See Appendix L).

Conduct a research hunt for historical information answering questions like the following:

Who served in the military? (Spanish American War, Civil War, World War I and II)?
Who has a (street, road, park, school, library, etc.) named after them)?
Who came from another country, state, etc.)?
Who has the tallest or biggest monument?
What family has the most members buried here?
Who has non-English words written on their headstone, (if any)
Who has cavings of angels,gates, animals, trees, on their headstone?
Who has an iron fence surrounding their grave?
Who has the most recent grave?

AFTER YOU VISIT THE CEMETERY

Report on any headstones that reflect events such as the civil war, accidents, epidemics or world wars. How may these events have affected your community?

Research the meanings of some of the symbols you find on headstones. (See Appendix E) What do they tell us about 19th/early 20th century beliefs?

Discuss customs associated with death in our culture such as obituaries, funeral and memorial services, wakes, and visitations.

Can you find out anything about memorial customs of other cultures? How are they similar or different from your own?

Civics

Cemeteries help students identify ways to participate in their community. They encourage students to remember the past and to discover their own place in society. Cemeteries highlight the values of past cultures. They encourage respect for the beliefs and feelings of others. Teachers may wish to guide students in a discussion of voting responsibilities, care of historic places, and community service.

✖ IF YOU ARE NOT GOING, OR BEFORE YOU VISIT THE CEMETERY

How can we be responsible citizens in our community?

How do we show respect for the beliefs and feelings of others?

With a small group, plan a community of your own. What institutions would you most like it to have (library, church, restaurant, cemetery, school etc.)?

Do other groups in your class agree with yours?

WHILE YOU VISIT THE CEMETERY

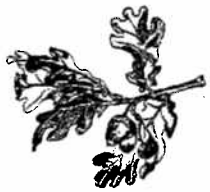
Adopt a plot (with approval) and place flowers there occasionally. (Don't go to the cemetery unless accompanied by an adult). Once a year trim or pull weeds in the plot.

Participate in an organized clean-up project with adult supervision

AFTER YOU VISIT THE CEMETERY

Write a letter to the editor explaining why cemeteries are important.

Write an article for your school paper about the importance of the cemetery



GLOSSARY/VOCABULARY*

CASKET	Rectangular burial receptacle, usually made of wood or metal and lined with fabric.
BLOCK/PLOT	A specifically defined area containing space for graves.
CEMETERY	A term used beginning in the 19th century to describe a planned burial place; from the Greek, meaning dormitory or sleeping place for the dead.
CRYPT	A vault wholly or partially below ground, for burial.
CURBING	Stone, concrete or brick edging enclosing a block or plot.
ENGRAVING	Shallow ornamentation made by incising stone.
EPITAPH	A brief inscription on a grave marker commemorating a deceased person.
FOOTSTONE	A small stone, opposite the headstone, marking the foot of a grave.
FRATERNAL ORDER	Fraternal order; a brotherhood of men or women with similar beliefs; fraternal symbols often appear on gravemarkers. Examples include the G.A.R., Grand Armyof the Republic (Union Army in Civil War); I.O.O.F , International Order of Oddfellows); V.F.W. (Veterans of Foreign Wars); W.O.W.(Woodmen of the World).
GRANITE	A coarse grained hard igneous rock made up mainly of quartz
HEADSTONE	An upright stone to mark the head of a burial usually inscribed with information.
INTERMENT	The act of burying the deceased.
MARBLE	A hard, smooth metamorphic rock made up of calcite or dolomite.
MAUSOLEUM	A substantial above ground structure with places for entombment of the dead.
MEMORIAL PARK	Cemetery of the 20th century cared for in perpetuity by a business or nonprofit corporation. Grounds consist of ample open green spaces and graves are marked with markers that are flush to the ground.
MONUMENT	A structure erected as a memorial at the place of burial.

OBITUARY	A public notice of death, sometimes with a brief biography of the deceased.
OBELISK	An upright, four sided pillar, gradually tapering as it rises to a pyramidal point.
PRESERVATION	Act of saving, protecting, and maintaining historic buildings, structures and sites
PILLAR/COLUMN	A vertical architectural support, usually circular; sometimes presented as a broken column when used as a grave marker
TABLET	A rectangular gravemarker set at a right angle to the ground, with inscriptions or carved decoration.
TOMB	Excavation for burial of a corpse; a structure or vault, below or above ground, for interment

*Source: Olde Burying Ground Restoration Project Teacher Training Notebook, 1998.

FURTHER READING

These books on settlers and adventurers of the West are available for readers at the third, fourth and fifth grade levels. Most can be found at county libraries.

Fiction

Author	Title	Copyright
Ackerman, Karen	*Araminta's Paint Box*	1990
DeClements, Barthe	*The Bite of the Gold bug*	1992
Frazier, Neta	*Stout-hearted Seven: The True Adventure of the Sager Children Orphaned on the Oregon Trail in 1884*	1973
Fritz, Jean	*The Cabin Faced West*	1958
Gerrard, Roy	*Wagons West*	1996
Gregory, Kristiana	*Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell*	1997
Gutman, Bill	*Over the Rugged Mountain*	1994
	Across the Wild River	1993
Hoobler, Dorothy	*Julie Meyer: The Story of a Wagon Train Girl*	1997
Kudlinski, Kathleen	*Facing West*	1994
	Shannon: the Schoolmarm Mysteries	1997
Lampman, Evelyn	*The Year of Small Shadow*	1971
	Tree Wagon	1953
Liles, Maurine	*Kitty of Blossom Prairie*	1992
MacLachlan, Patricia	*Sarah, Plain and Tall*	1985
Nixon, Joan Lowery	*Lucia's Wish*	1998
Shaw, Janet	*Changes for Kirsten*	1988
	Kirsten learns a Lesson	1986
Tolliver, Ruby C	*Boomer's Kids*	1992
Watling, James	*Bound for Oregon*	1994
Wilder, Laura Ingalls	*Little House Books*	1932-1943
Woodruff, Elmira	*Dear Levi*	1994

Nonfiction

Erickson, Paul	*Daily Life in a Covered Wagon*	1994
Levine, Ellen	*If You Traveled West in a Covered Wagon*	1986
Morley, Jacqueline	*How Would You Survive in the American West?*	1995
Patent, Dorothy	*West By Covered Wagon*	1995
Steedman, Scott	*Frontier Fort on the Oregon Trail*	1993

Appendix A

Student Handouts

STUDENT HANDOUT NO. 1 PIONEER PEOPLE

A pioneer is someone who goes ahead to open the way for others. In Southern Oregon pioneers came looking for a new life and free land. Some settled on donation land claims. These were large pieces of land given by the United States government to people who built homes and farmed the land. Other settlers bought land to start their farms or cattle ranches.

There were many trails to Oregon. Most people came west over the Oregon Trail that led from Independence, Missouri to the Willamette Valley. Some pioneers took a cut-off from the Oregon Trail to reach Southern Oregon. This cut-off was called the Applegate Trail and it led through Klamath, Jackson and Josephine Counties.

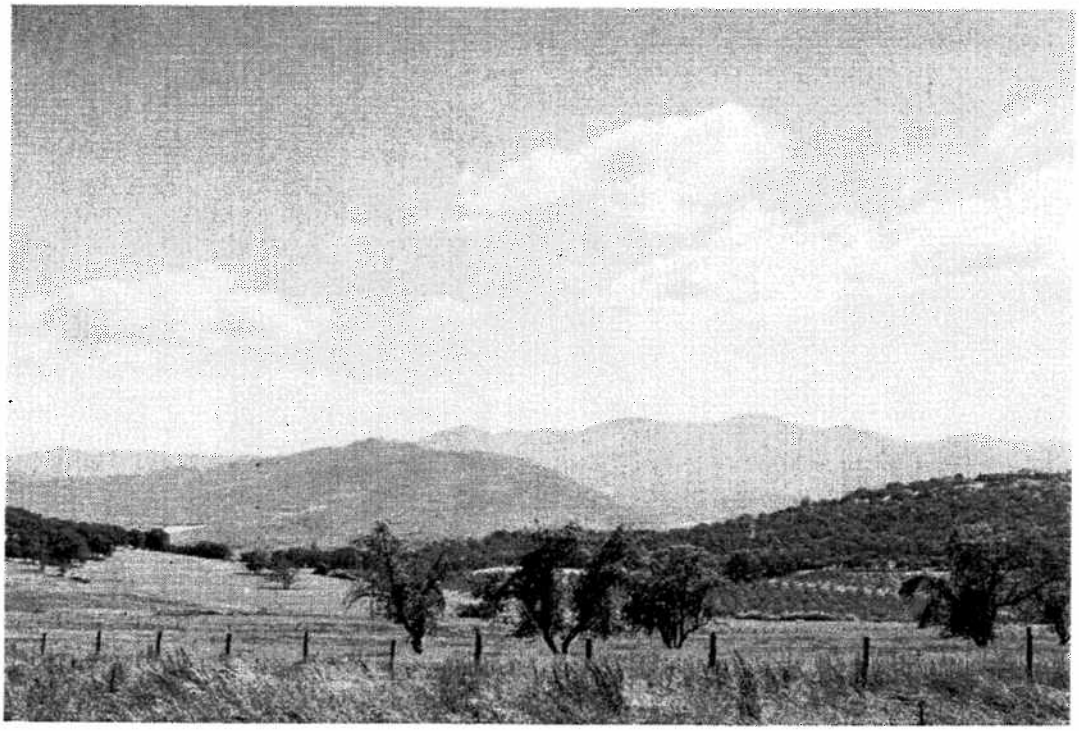
The trip west took at least six months and by the time pioneers reached the end they were hungry thirsty and tired. They went to work right away building homes, barns and fences and planting crops. Many people preferred to live in a town. Here they built stores, churches and schools, and set up the local government.

STUDENT HANDOUT NO. 2 CEMETERY: GEOGRAPHY AND LANDSCAPE

When the first settlers arrived, one of the first things they did was choose land for a farm. This land often had both flat ground and hills, and open fields as well as woodlands. The fields were good for planting and the woods had timber for building homes, barns and fences. Having a stream nearby was important in order to water crops.

When someone in the family died, people often chose a hill on part of their farm as the place for burial. Hills had beautiful views and were places where families could know that their loved one's grave would remain undisturbed by life's activities. The graves were close by so that people could visit them. Families sometimes allowed neighbors and friends in the area to bury some one there.

People who lived in towns often planned a special area for a town cemetery. They usually bought land on the edge of town. The place chosen was usually on a low hill or sloping ground and enclosed with a fence.



STUDENT HANDOUT NO. 3 CEMETERY PLANTS AND ANIMALS

Plants are an important part of every cemetery. Trees add beauty to an area and shade it in hot summers. In our area, white and black oaks and madrones are commonly found in cemeteries. Native grasses and wildflowers survive in places where irrigation water is unavailable. Many cemeteries have roses, peonies, bulbs, and lilacs that were planted in years past by mourners and caretakers. These plants survive year after year.

Deer, raccoons, foxes, squirrels and other animals find shelter in some old cemeteries. Here they can rest undisturbed. Birds common to our area such as blue jays, woodpeckers, flickers, nest and feed in cemetery trees and bushes. During quiet walks in a cemetery, the sound of birds is usually present.

STUDENT HANDOUT NO. 4 DESIGN AND INFORMATION

Most cemeteries are planned in a square or rectangular shape with blocks separated with paths or roads. (A block is a small area of land that contains several grave spaces within it.) Many smaller cemeteries have individual grave spaces laid out in rows. In town cemeteries, people bought a block or plot from city officials and got a deed to the land just as they did for other property.

As families buried people, they usually erected a headstone to mark the grave location. Included on the headstone was the person's name, birth date and death date. Sometimes the headstone would mention the name of the person's wife, husband or parents. Families often selected a design or symbol to for a headstone. These might include flowers, birds, praying hands, or symbols of an organization to which the deceased person belonged.

When we study the information on headstones we can often discover the cause of death by looking for clues regarding fires and epidemics. Many headstones mark the graves of people who fought in wars. By finding the headstone with the oldest death date, we can estimate the date of the cemetery's founding. By looking a little farther we can discover if the cemetery is still used for burials.

STUDENT HANDOUT NO. 5 MAKING THE HEADSTONE

People skilled at marble carving opened businesses to make headstones in many styles. They obtained granite from several locations throughout Southern Oregon. Marble either came from a local quarry or was ordered from back east.

First the craftsperson cut the marble or granite from top quality stone into workable size. After polishing, final cutting and sandblasting the stone was ready for the skilled carver who, working with chisels, mallets and other tools, carved the letters, numbers and symbols for an individual headstone.

Well-known local carvers included James Russell and his wife, Ann Hill Russell, and J.C. Whipp of the Jacksonville Marble Works. They worked long hours over the heavy stones to make each inscription perfect. The carver worked to create the design chosen by a family.

Families had to pay for the headstones so those who could afford it often selected large, markers. Smaller headstones were often chosen for children or by people of more modest means.

STUDENT HANDOUT NO. 6 CARING FOR HISTORIC CEMETERIES

Cemeteries are important places that tell us about the people who lived here before us. Cemeteries are part of the place we call home. And just like our house, our town, state, country and world, need our care.

In years past, families visited the cemetery regularly to care for graves, to walk and to remember. As time went by and people moved away, there are fewer people who have family members buried in local cemeteries. In some cemeteries brush and weeds have taken over the landscape. In others, people behaving carelessly or recklessly have damaged headstones.

We need to ask local government officials to care for cemeteries. We can join projects to clean up neglected places. As adults we can vote for programs that will protect historic cemeteries and join organizations that support care of historic places.

Appendix B

Cemeteries in Jackson, Josephine and Klamath Counties

The following cemeteries, suggested for site visits, are chosen for their historic associations and relative accessibility. Brief information regarding each cemetery is included for teacher reference.

Jackson County

Applegate Valley — Missouri Flats Cemetery
Kubli and North Applegate Roads

The two-acre Missouri Flat Cemetery contains a range of sizes and types of monuments including small markers and larger headstones. Marble for many of the headstones came from local quarries near Williams. Established in the 1850s, the Missouri Flats Cemetery has strong historic associations with the early period of settlement in the Applegate Valley. Members of the Wooldridge Herriott, Lindsay and Cook families are among those buried here.

Butte Falls — Butte Falls Cemetery
1.5. miles southwest of Butte Falls, Oregon

The Butte Falls Cemetery is a five-acre, fenced burial ground on the east side of Obenchain Road, one and one-half miles southwest of Butte Falls, Oregon. This simple, rural cemetery has several fine examples of marble, granite and wood headstones. The earliest recorded burials occurred in the 1860s. Those buried here include members of the Arnold, Edmunson, Gepper and Parker families.

Ashland — Ashland Cemetery
East Main and Morton Streets
Ashland Oregon

Ashland Cemetery, with burials as early as 1860, was developed by the City of Ashland as a public cemetery in 1880. The 4.64-acre cemetery contains an intact stand of native black and white oaks, trees that once graced the landscape throughout much of the Bear Creek Valley. Largely filled by 1900, Ashland Cemetery is the final resting-place of many Ashland settlers including the Abel Helman, Michael Mickleson and Thomas Smith families.

Central Point — I.O.O.F. Cemetery
East Side of Hamrick Road
One mile north of Central Point, Oregon

The Central Point/I.O.O.F. cemetery, a seven-acre, late nineteenth century burial ground, is located on an oak and pine covered knoll, northeast of Central Point, Oregon. The cemetery, with marked graves dating from the 1870s, has many fine examples of marble headstones and ornate iron fences. There is an excellent view of Mt. McLoughlin to the east from the cemetery.

Eagle Point — Brownsboro Cemetery
Off Obenchain Road
Brownsboro Vicinity

The Brownsboro Cemetery is located on a hillside to the north of the old townsite of Brownboro, Oregon. Brownsboro was named for its founder, Henry R. Brown in 1853 and the post office was established in 1873. The burial grounds have numerous late nineteenth century marble, granite and wood markers. The earliest marked graves date from the 1860s. Graves of the Wright, Marshall and Thompson and Brown families are here.

Gold Hill — Rock Point and I.O.O.F. Cemetery
North River Road
1.5 miles west of Gold Hill, Oregon

The Rock Point and I.O.O.F. (Gold Hill Lodge #129) Cemeteries are connecting burial grounds of approximately twenty-two acres. Situated in a grove of large madrone and oak trees, the cemetery is the final resting place for several prominent Rogue Valley citizens including D.N. Birdseye, settler of 1851 and William Colvig, Jackson County Judge. Others interred here include members of the Dusenbury, Dugey, Carr and Ritter families. The earliest marked graves date from the late 1860s. This cemetery contains several excellent marble monuments and iron fences.

Jacksonville — Jacksonville Cemetery
North Oregon Street
Jacksonville, Oregon

The first burial in the twenty-four acre Jacksonville Cemetery occurred in 1859. Earlier headstones may be found since graves were moved from an earlier cemetery in the 1860s. The Jacksonville Cemetery contains several areas for various religious denominations, nationalities, and fraternal orders. Among the headstones found here are those of the families of banker C.C. Beekman and photographer Peter Britt.

Medford — Eastwood/ I.O.O.F. Cemetery
Siskiyou and Highland
Medford, Oregon

Please see description in this packet.

Phoenix Phoenix Cemetery

The Phoenix Cemetery is located on Church Street. In October 1874, a committee formed to secure land for a cemetery and in a short time Lewellyn Colver and his wife, Jemima Dollarhide Colver, donated land for its development. Several graves were moved here from an earlier graveyard on a hill south of Phoenix. Those interred in Phoenix Cemetery include members of the Calhoun, Colver, Furry and Mathes families.

Rogue River Woodville Cemetery

The Woodville Cemetery, also known as the Rogue River Cemetery, is located on Ward Creek Road, a short distance out of the city of Rogue River. The earliest marked grave is that of Bessie J. Schmidtlein, buried in 1886. Formally organized in 1890, the Woodville Cemetery Association has continued through the years. Among those buried in the cemetery are members of the Breeding, Neathammers, Wakeman and Maegerle, Moore, Hatch and Milton families.

Talent Stearns Cemetery
Anderson Creek Road

Known historically as the Wagner Creek Cemetery, this approximately three-acre burial ground is located about one-half mile south of Talent on the David Stearns Donation Land Claim. Burials date from the 1860s to the present. Several prominent Bear Creek Valley citizens are interred here including John Barneburg, early settler and pioneer orchardist, and John Beeson, supporters of Indian rights during the Rogue Valley Indian Wars. Others include members of the Coleman, Robison and Stearns families. The Wagner Creek Cemetery Association formally organized in 1893 and established one acre of land as a cemetery on the Stearns property.

Josephine County

Grants Pass Granite Hill

Granite Hill Cemetery is located at 2551 Upper River Road, east of Pinecrest Drive. The cemetery was established in 1881 on land originally owned by Benjamin Dimmick, a prominent early farmer and dairyman in Josephine County, and Almina (Bumgartner) Dimmick. The Josephine County Parks Department oversees care of the cemetery.

Grants Pass I.O.O.F. Cemetery

The I.O.O.F. Cemetery is located at 2131 Foothill Boulevard near the intersection of N.E. F Street. The Grants Pass I.O.O.F. Lodge formed in 1884 and purchased ten acres for this cemetery in 1891. It has expanded in size since that time. The Lodge has

maintained the cemetery since its beginning, taking responsibility for platting, maintaining graves, mowing and watering

Klamath County

Klamath Falls Linkville Cemetery

Linkville Cemetery, located at Upham and East Streets, is owned and operated by the City of Klamath Falls. The parks department oversees its care. Land for the Cemetery was acquired in 1885 when B.F. Crouch deeded land to the Linkville Cemetery Association. Interments include members of pioneer families from Klamath Falls and throughout the Klamath County. Several of the headstones, which date from the late 1860's, mark graves that were removed from an older cemetery and relocated here.

Appendix C

Some Pioneer People Buried in Eastwood/I.O.O.F. Cemetery

There are thousands of people – men, women and children -- buried in the Eastwood/I.O.O.F. Cemetery. They are the heart of the settlement and later development of Medford and southern Oregon. A few prominent citizens are listed below. Much more information can be gained from libraries and historical societies on these and other citizens buried in the cemetery.

Frederick and Electa Barneburg

Frederick Barneburg came to the Rogue Valley in 1855. He planted the first Bartlett pear trees in the valley and eventually owned over 1600 acres of land. The Eastwood/I.O.O.F. Cemetery is located on part of his property. On a visit to his old home in Missouri, Frederick Barneburg married Electa Norton. The couple returned to Oregon where Mr. Barneburg operated a freight wagon business between Medford, Oregon and Yreka, California. He drowned in the Rogue River in 1907 while fishing.

John and Sarah E. Weeks
Eugene M. and Edith A. Orr

Mr. Weeks and Mr. Orr were partners first in the orchard business and later in a lumber mill and furniture store. They supplied the lumber for many early buildings in Medford. Mr. Weeks worked also as an undertaker and made caskets.

Joseph H. and Elizabeth H. Stewart

A native of Missouri, Joseph Stewart came to the Rogue Valley in 1885. He planted a large orchard of apples, pears, prunes and almonds a few miles southwest of Medford. His trees became a commercial pear orchard in 1890 when the first carload of fruit was shipped to outside markets.

I.J. Phipps

Iradell Judson Phipps was born in 1826 in Indiana. In 1865 he came to Jackson County and settled land on which the city of Medford now stands. With others he donated a land to the Oregon and California Railroad. As a result, a large portion of the new townsite of Medford was situated on his land. He died in Medford on August 22, 1913.

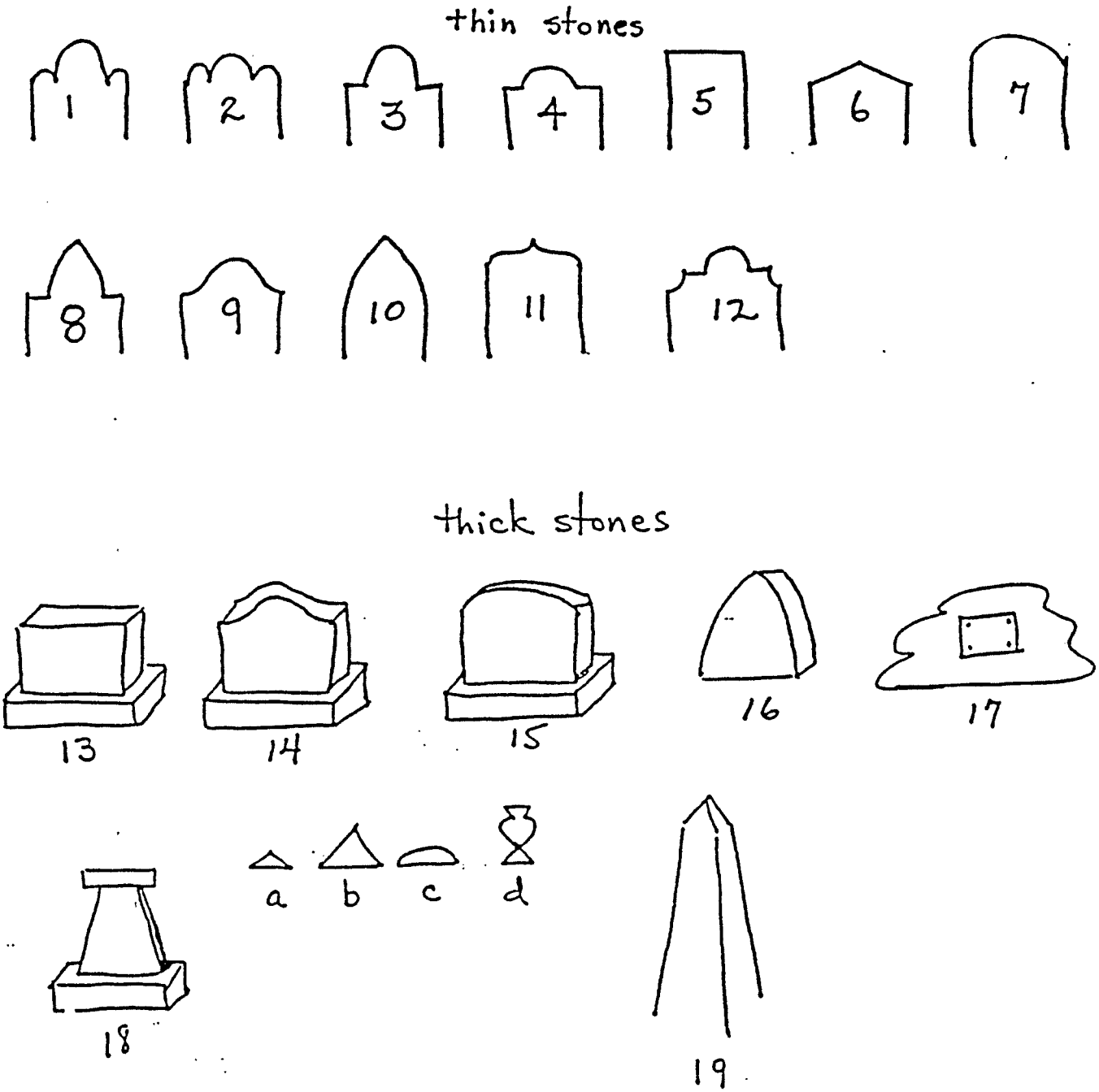
J.S. Howard

Born in New Hampshire in 1832, James Howard came to Oregon in 1859. He and his family settled at Jacksonville where he worked as a carpenter. He helped design the original plan of Medford by surveying the first plat of the town in 1883. He opened one of the town's first stores and served as its first mayor. Mr. Howard also served as a Wells Fargo agent and as a longtime postmaster.

Source: *Southern Oregon Historical Society*, Medford Oregon

Appendix D

Common Headstone Shapes



Source: *Oregon Historic Cemetery Association, Inc.* GATE Program

Appendix E

Common Symbols in Historic Cemeteries

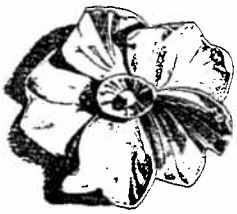
Late nineteenth and early twentieth century headstones contain a wide variety of carved figures and designs that reflect people's beliefs about death. The symbols used on American gravestones are gathered from many sources including the Bible, Greek and Egyptian civilization, European cultural history since pre-Christian Rome, and from the Masons, who influenced many fraternal organizations that sprang up during the 19th century. The meanings of the various symbols are wide varied and shifting through time. A few of the more common designs found in area cemeteries and their possible interpretations follow:

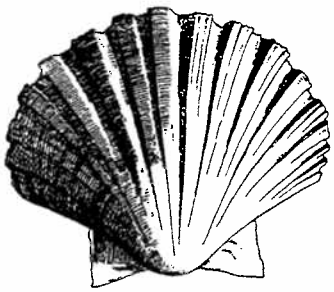
Angel flying	Rebirth; Trumpeting: Call to the Resurrection
Bible	Faith in God
Bird	Eternal life. Birds in flight: Flight of the soul
Flower	Frailty of life. Severed blossom: mortality
Candle, flame	Life
Crown	Glory of life after death
Dove	Purity, devotion
Garland	Victory
Gates/Doors	Heavenly entrance
Hand Pointing	Heavenly reward
Heart	Love, Mortality, and triumph of the soul over death
Hourglass	Time's inevitable passing
Lamb	Innocence
Shell	Resurrection, life everlasting
Tree	Life. Severed branch: Mortality
Wheat Sheaf	The divine harvest
Wreath	Victory

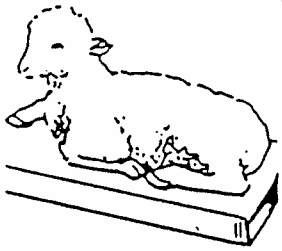
Source: *Olde Burying Ground Restoration Project: Teacher Training Notebook*

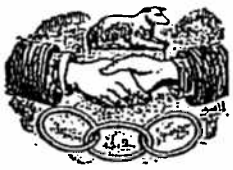
Appendix E

Common Symbols in Historic Cemeteries









Appendix F

Visual Materials for Eastwood/I.O.O.F. Cemetery

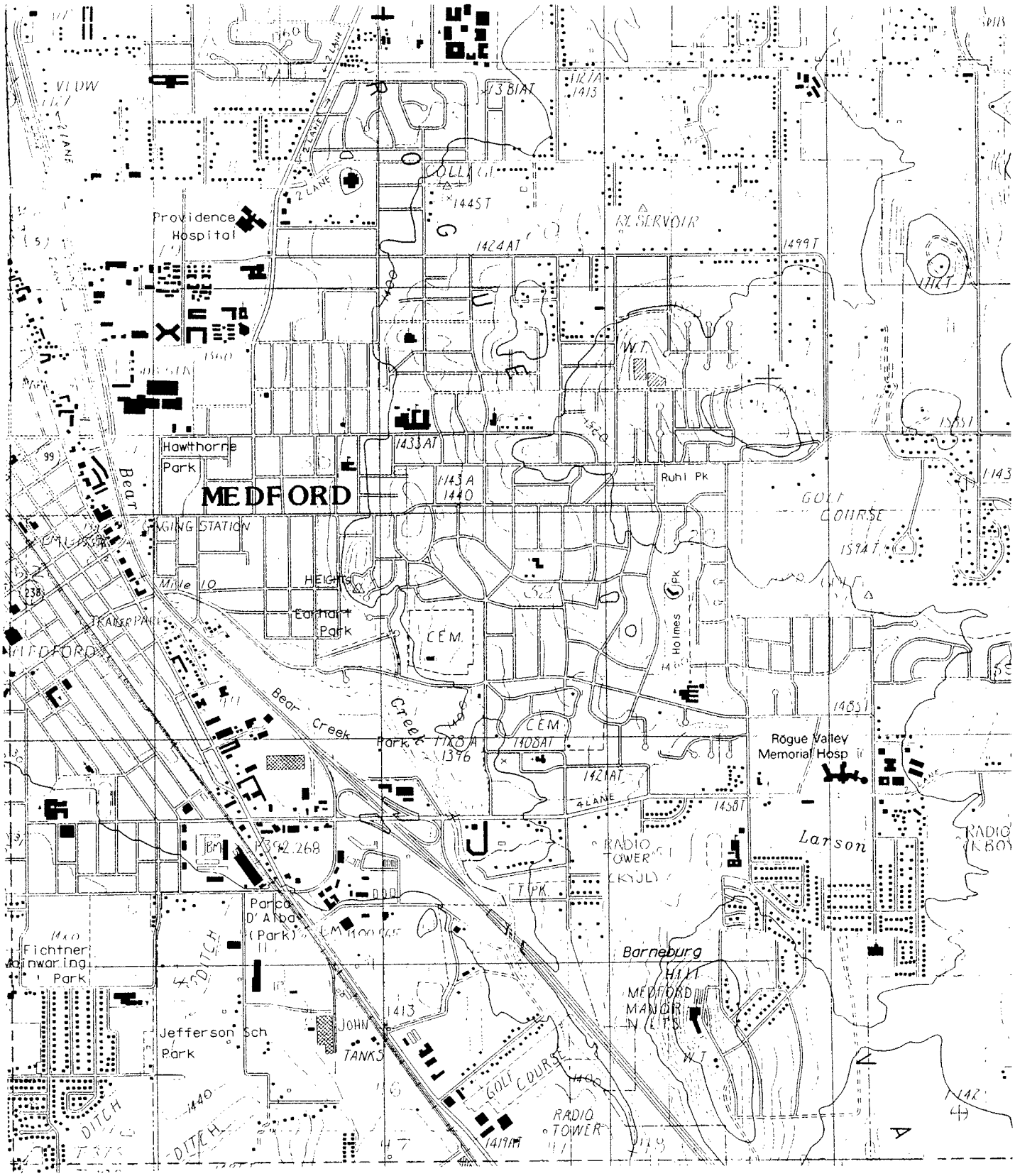
Eastwood/I.O.O.F. Cemetery Burial Record

I.O.O.F Circle

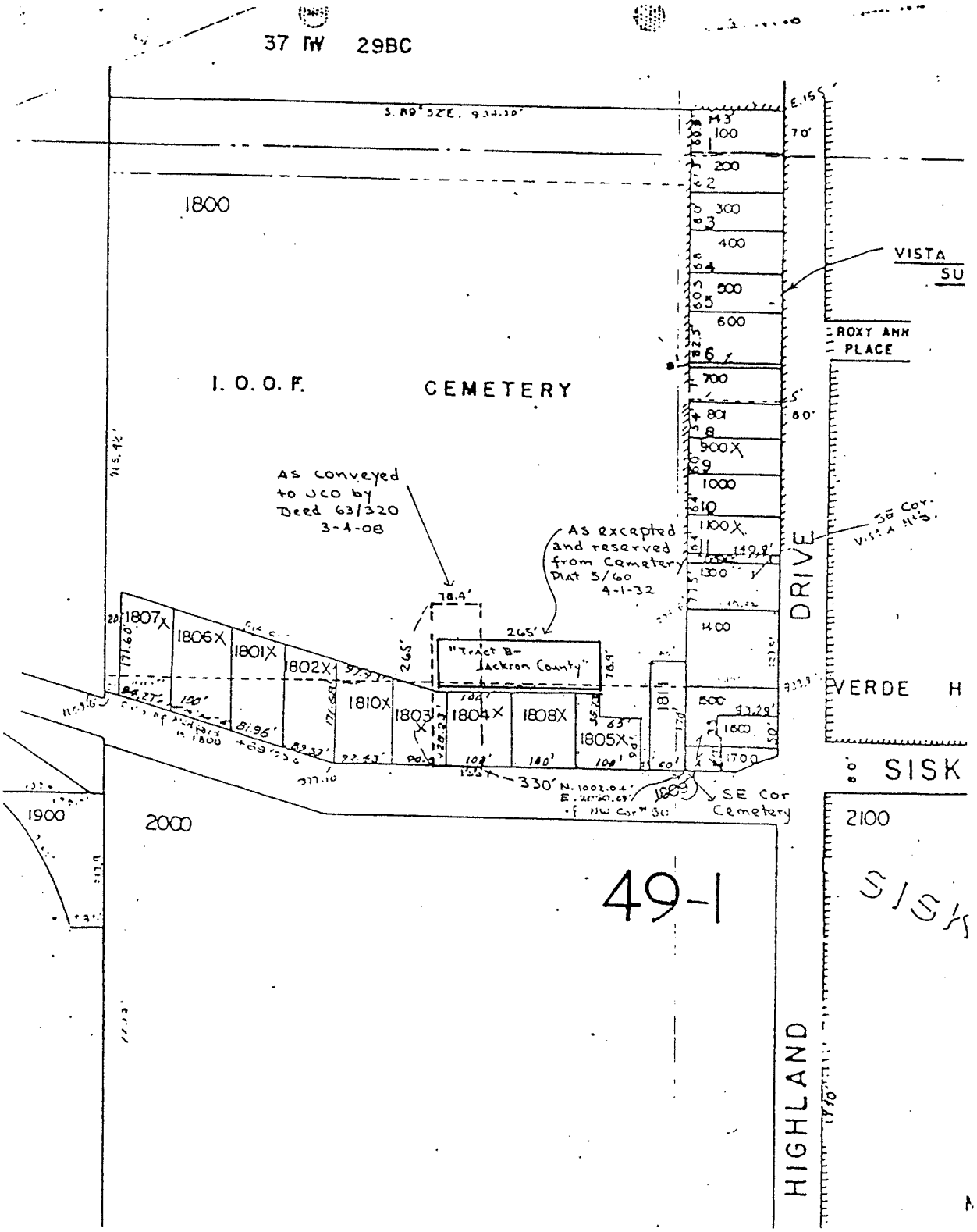
Lot # NW ¼	Birth	Death	Stone	Mortuary
32 Cyrus Valisco Hamilton	9 Oct 1846	27 Aug 1914	S	Weeks
32 Cyrus T. Hamilton	4 Dec 1876	27 Apr 1963	S	Perl
32 Ida Rachel Hamilton	27 Feb 1877	13 May 1963	S	
33 Teressa McKee Hubbard	1874	7 May 1912	S	
33 Fortuas Hubbard	1866	30 Sep 1945	S	Perl
33 Fredie A. Hubbard	1900	1956	S	
34 Eliza A. Woodford	5 Mar 1857	2 Jun 1911	S	
34 Alonzo W. Woodford	25 Oct 1844	14 Dec 1920	S	Weeks
Lot # NE ¼				
1 Evelyn Lane Walker	ae 38 - 10 - 20	22 Sep 1918	-	Perl
1 Anna Katherine McNelly	1 Jan 1878	24 Aug 1926	S	Cong
1 Walter R. York	1901	4 Nov 1926	S	
2 Benjamin Franklin Adkins	10 Jan 1841	25 May 1919	S	Weeks
2 Matilda J. Adkins	11 Feb 1851	24 Oct 1936	S	Perl
2 Ada Adkins	10 Apr 1881	10 May 1893	S	
3 Jay Bradley	11 Jan 1857	25 Oct 1893	S	
3 Lawson Coderey Bradley	5 May 1879	27 Jul 1943	S	
3 Laura Bradley	ae 81	24 Nov 1938	-	
4 John Arnold Richardson	3 Aug 1889	10 Sep 1903	S	
4 Mary Teressa Richardson	1836	21 Jun 1950	S	Cong
4 Edmund B. Richardson	ae 43 - 3 - 17	27 Feb 1936	-	Cong
4 John Wesley Richardson	1853	24 Apr 1939	S	Cong
5 Joseph Edgar Daniels	16 Aug 1871	17 Jan 1933	S	Cong
5 Katherine Carrie Daniels O'Shea	26 Dec 1875	2 Apr 1965	S	Cong
5 Nelson J. Wiley	1862	27 Oct 1945	S	Cong
5 Mary M. Wiley	1865	bu 30 Dec 1953	S	Cong
6 William Lional Howard	26 Feb 1887	7 Jun 1911	S	
6 Mary Howard	ae 31	28 Dec 1888	S	
Transferred from Jacksonville				
6 William M. Howard	15 Apr 1860	13 Apr 1945	S	Cong
6 Jennie Floretta Howard	28 Dec 1865	18 Oct 1945	S	Cong
7 Leath Crowder	24 Sep 1916	2 Nov 1917	-	Perl
8 J. O. Johnson (Mrs M)	10 May 1844	19 Oct 1896	S	
9 Sarah Childers		5 Apr 1901	-	
9 Agnes Childers Phipps	ae 28 - 9 - 1	2 May 1894	S	
9 Arnold Childers		6 Mar 1903	-	
9 Arnold Childers Jr		18 Nov 1897	-	
9 Adelbert Childers		Jul 1898	-	
9 Everett Phipps of E.E. and Agnes		17 Apr 1894	S	
10 Nancy Overmire		bu 5 Sep 1893	-	
10 Spence Childers	16 Sep 1849	5 Jul 1940	-	
10 J. Childers of Spence			-	
10 Agnes Childers (marked out)		bu 5 Sep 1893	-	
11 Francis Marion Plymale	17 Mar 1833	1900	S	
11 Norah Plymale Johnson	1867	1891	S	
11 Deloris Plymale	1897	1897	S	
11 Jane Elizabeth Plymale	2 Jan 1845	12 Jan 1922	S	
11 John Sebastion Plymale	ae 74	5 Aug 1950	-	
12 Laura Loder	1883	bu 28 Feb 1963	S	Salem
12 Dorris Loder	6 Jan 1913	16 Feb 1916	S	Perl
12 Frances Elizabeth Loder	28 Feb 1908	7 Aug 1918	S	Perl
12 Frank Loder	1884	bu 29 Sep 1972	S	

I.O.O.F Cemetery Book 2

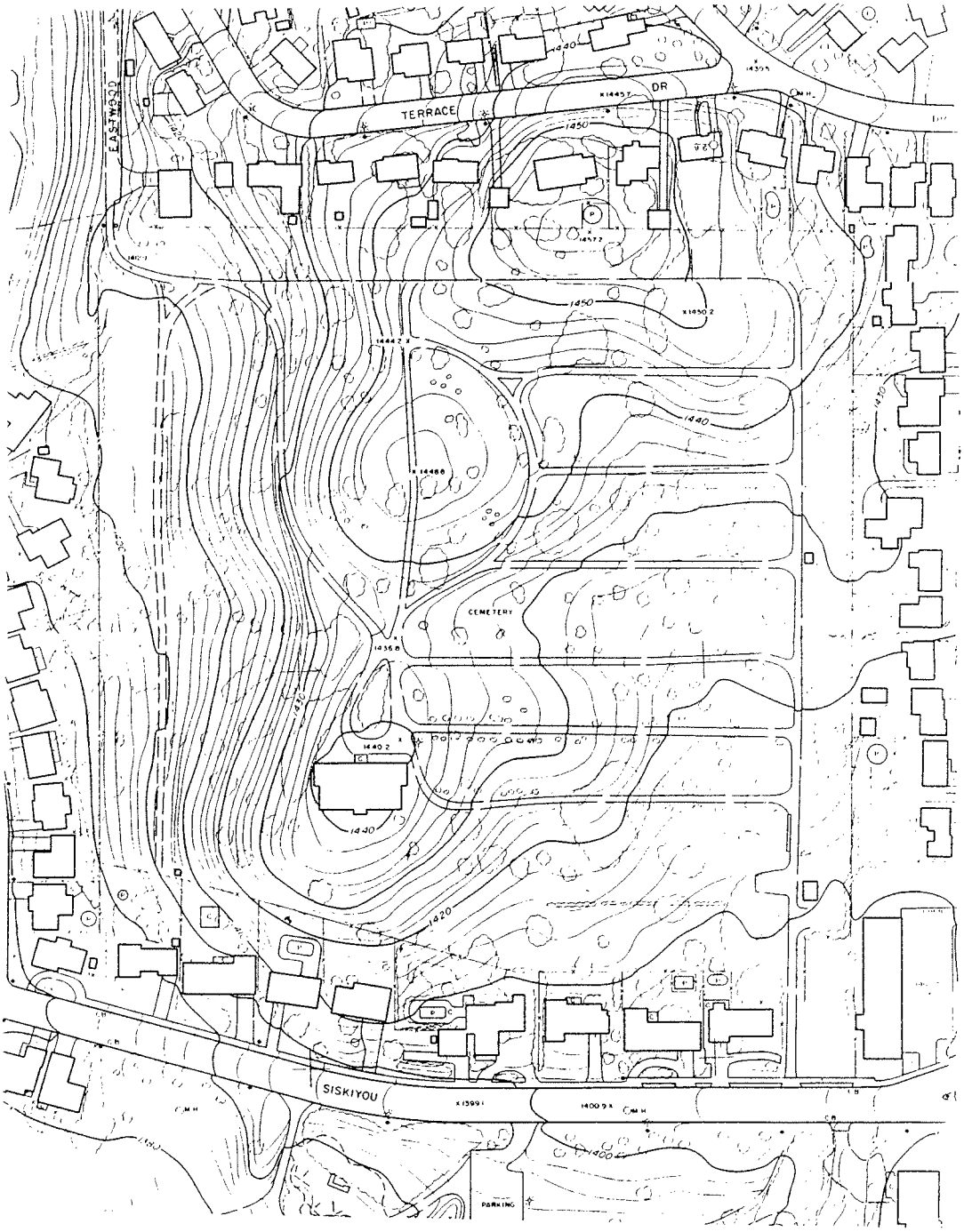
U.S.G.S Map, Medford East, Oregon 1983



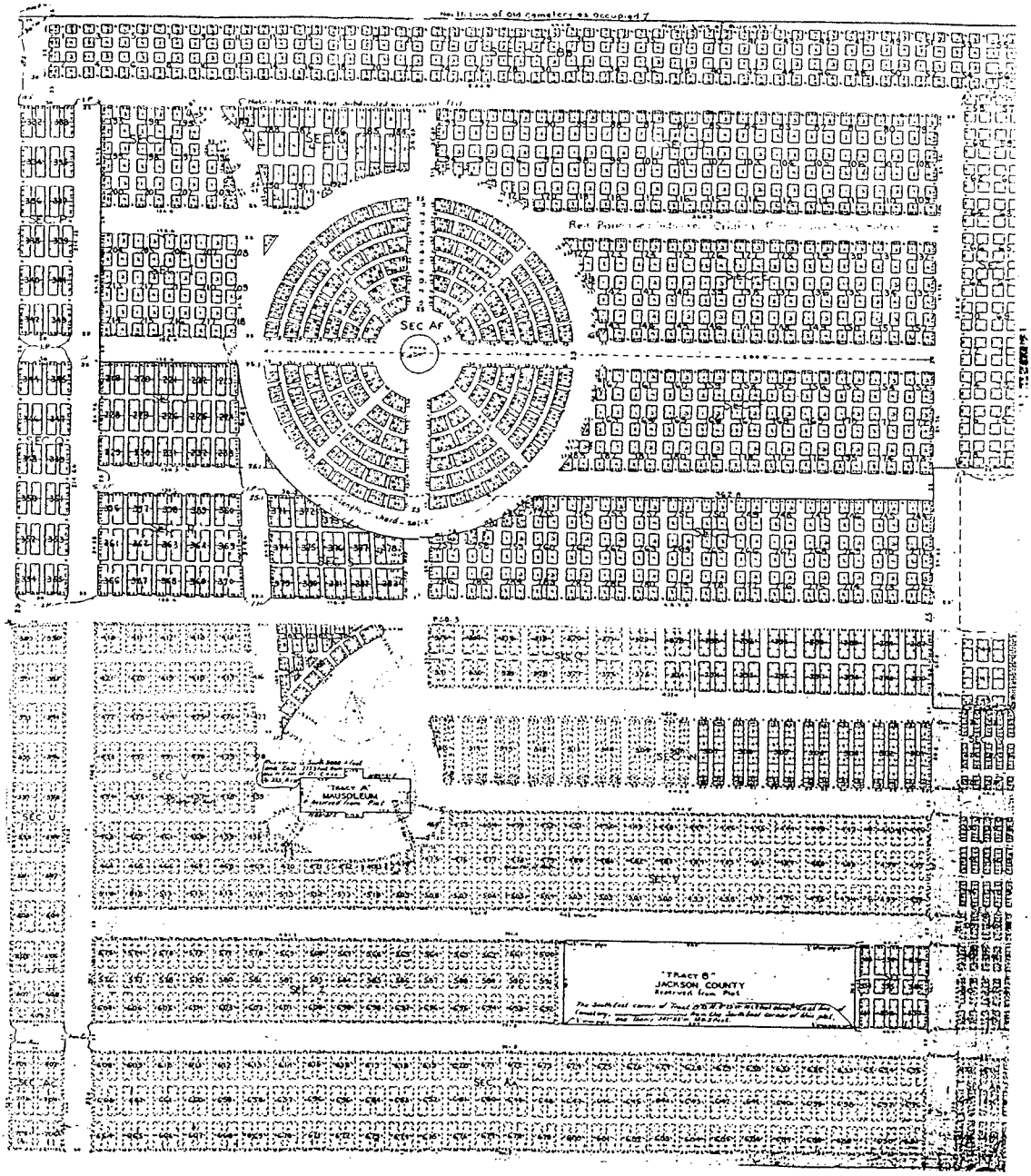
Medford, Oregon Assessor's Map



Eastwood/I.O.O.F. Cemetery View



Eastwood/I.O.O.F. Cemetery Plan



Appendix G

Cemetery Safety and Etiquette

- Ask permission if you plan a school site visit to a privately owned cemetery.
- Arrange for adequate adult supervision
- Dress appropriately
- Arrange for restroom stops; carry extra water, first aid kit and sun screen
- Get permission before you do rubbings, and make sure students use approved methods. (Please see Appendix H))
- Students should never go to a cemetery alone
- Participants should not pick up garbage unless supervised by an adult
- Be alert for poison oak in rural cemeteries
- Never move a gravestone
- Use only water to clean headstones; never use a wire brush or cleaning products
- Do not sit or lean against headstones.

Sources: *Oregon Historic Cemeteries Association* and *Association for Gravestone Studies*

Appendix H

Gravestone Rubbing Instructions

1. Be Prepared
   a. You may have to deal with weeds, thorny vines, poison oak, as well as ants, spiders, bees, and snakes. Heavy clothing, boots, and insect repellent are advisable.
2. What to Bring
   a. Rubbing kit
   b. One or more gallons of water, depending on how many stones you will be rubbing. Clean plastic milk jugs are excellent for this purpose.
   c. Rain gear
   d. Plastic tarp to cover you and your work in case it rains
   e. Garden clippers, hand trowels, and pruners may be useful.
   f. Old towels
3. Get Permission
   a. Some cemeteries do not allow rubbings.
   b. Some cemeteries are on private property
4. Select the Stone
   a. Choose sturdy stones with sharply incised areas.
   b. Don't choose a stone with a crack. The pressure of rubbing could make it break.
   c. Don't choose a stone if you rub your finger over it and feel loose grains.

5. Prepare the Stone
   a. Gently brush away any loose material or dust from stone surface with a natural bristle brush.
   b. Cleaning will only be necessary if biological growth interferes with the rubbing surface or fills in incised areas. Clean as follows:
      i. Thoroughly wet stone with clean water.
      ii. Gently brush away biological growth with natural bristle brush. Use small brush to clean incised areas. Never use a wire brush or other metal object.
      iii. Thoroughly rinse stone with clean water.
      iv. Pat stone dry with a towel.
6. Begin Your Rubbing
   a. Use enough paper to thoroughly cover the area you intend to rub.
   b. Fasten paper to the stone surface with tape supplied or masking tape. Stretch the paper tight. Do not use duct tape, as it will leave a residue on the stone surface.
   c. Feel the outer edges of the stone and design and begin by defining the edges and prominent designs. Then start your rubbing at the top of the

stone. Use the rounded side of the heelball or a wax crayon on its side. Use care to avoid getting wax on the stone surface.

d. Always rub from side to side using even pressure. Continue until the entire surface has been covered. If necessary repeat the process using slightly more pressure for the desired results.
e. Brace your free hand against the back of the stone to counter your pressure and prevent possible damage.
f. Remove the rubbing and tape from the stone.
g. Remove the tape from your rubbing and discard in an appropriate receptacle.

7. Finally
   a. Identify your rubbing on the back with the following:
      i. Name of cemetery
      ii. Location of cemetery including directions if necessary
      iii. Location of stone in cemetery
      iv. Date of rubbing; your name and address
   b. Roll your rubbing and place in a tube for transport home.

SPECIAL ROMAN #2

ABCDEFGHIJK
KLMNOPQRS
TUVWXYZ&
1234567890

Source: *Oregon Historic Cemeteries Association* - PO Box 802- Boring, OR 97009 - 0802
(503) 658-4255

Appendix I

Mathematics Activities Forms

ACTIVITY

Directions: Record the ages of death for 15 men and 15 women. Can you determine the average age of death for both groups?

MEN	WOMEN
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
+	+
_____	_____
Average age of death:	Average age of death:
Men_____	Women_____

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

ACTIVITY

Directions: Write 20 names from the headstones. Also put down their birth and death dates. Can you determine their ages at death?

	NAME	BIRTH	DEATH	AGE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

ACTIVITY

Directions: Using a tape measure or a ruler, find the perimeter of 10 headstones.

NAME	LENGTH	WIDTH	PERIMETER
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

Appendix J

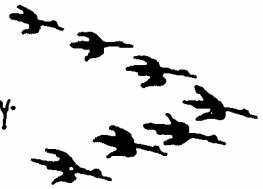
Nature Activity Forms

Sample Nature Journal

Spend some time at Lake View just sitting quietly. Sketch and record what you see and hear, then return another season and compare the sights and sounds

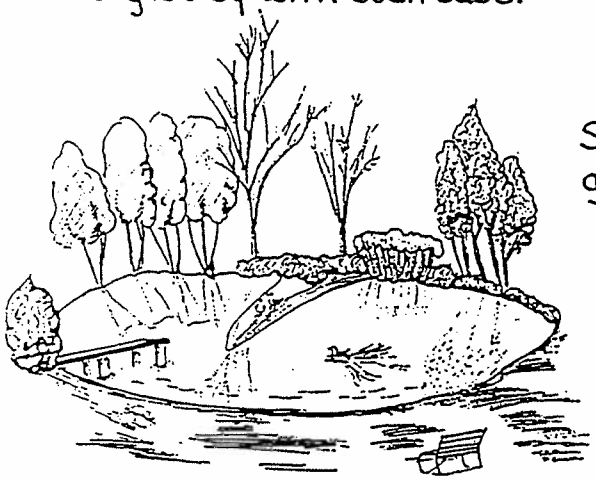
November 8, 1989 3:55pm
(at the lake, overcast)

Chill is in the air.
Lonely sound
of geese flying by.



I am thinking of a
poem by Sally Andresen...
The geese flying south in a row
long and V-shaped
pulling in winter.

Ducks glide by with such ease.



Water rushing sounds-
a soft rain begins to fall.
Time is standing still-
a real peacefulness

4:28pm moved from lake
to Wade Chapel-
Dampness-
a grey shade is beginning to fall.

Thinking...

A temple for last rites...
roads leading
to eternity
and the
same roads to
everyday life.

Silently leaves float to the
ground- red leaves - yellow

A few oak leaves
cling to a
would-be
mighty oak.

Squirrel sits and ponders all
the work ahead of him...

5:15pm This day began with a pink and blue
sunrise and ends with a pale pink and blue afterglow.

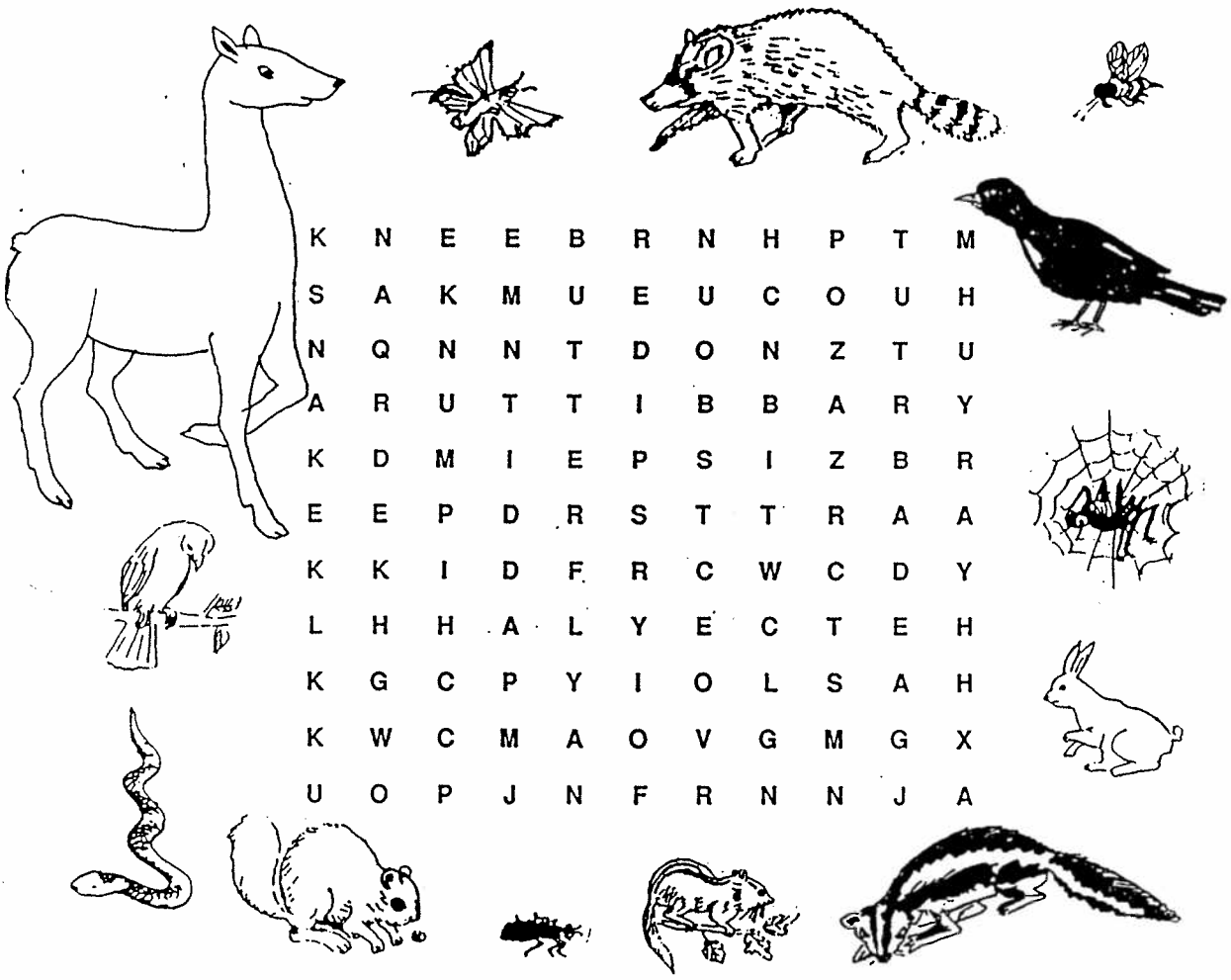
by Vincetta Dooner
illustrated by Paul Chard

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

ANIMALS THAT LIVE IN MOUNT HOPE CEMETERY

In the big box of letters below are hidden the names of ten animals that live in Mount Hope Cemetery. You will need to look across, backwards, up, down, and diagonally to find them all. Can you find all of the following:

Ant	Bird	Chipmunk	Raccoon	Spider
Bee	Butterfly	Rabbit	Snake	Squirrel



K	N	E	E	B	R	N	H	P	T	M
S	A	K	M	U	E	U	C	O	U	H
N	Q	N	N	T	D	O	N	Z	T	U
A	R	U	T	T	I	B	B	A	R	Y
K	D	M	I	E	P	S	I	Z	B	R
E	E	P	D	R	S	T	T	R	A	A
K	K	I	D	F	R	C	W	C	D	Y
L	H	H	A	L	Y	E	C	T	E	H
K	G	C	P	Y	I	O	L	S	A	H
K	W	C	M	A	O	V	G	M	G	X
U	O	P	J	N	F	R	N	N	J	A

Starting with the upper left drawing and proceeding clockwise, identify all of the animals pictured above. They all live in Mount Hope Cemetery.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

Appendix K

Map Form

Making Your Own Map

Draw Your Own Map Here

MAPPING SYMBOLS

Paved Road		Hospital		Telephone Line	T T T
Poor Road		Factory		Barbed Wire Fence	—x—x
Foot Trail	— — —	Power Plant		Stone Wall	
Railroad Track		Cemetery		Schoolhouse	
Bridge		Big Tree		Church	
House					

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

New York State Historical Association, Present Meets Past, "The Place Where I Live", vol.2, Sorin, Gretchen S., Cooperstown, NY. 1988.

Appendix L

History Project Forms

CEMETERY SURVEY WORKSHEET

Your Names: _____ _____

Name and Location of the Cemetery: _____

_____

FOR EACH GRAVESTONE, COMPLETE THE FOLLOWING INFORMATION:

(1) Sketch the stone's shape and any motifs or decorative carving you see.

(2) Full name of the deceased: _____

(3) Birth date: _____ (4) Death date: _____

(5) Age at death: _____

(6) Husband/wife of: _____

(7) Son/Daughter of: _____

(8) Does this stone have any other interesting or unusual features?

_____

(9) Is this person related to others buried nearby? If yes, who are they and what is their relationship? _____

_____

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

CEMETERY SURVEY WORKSHEET

Your Names: _____ and _____

(1) Name on tombstone: _____

(2) Male _____ Female _____

(3) Date of birth: _____

(4) Date of death: _____

(5) Age at death: _____

(6) Type of stone material:

Marble _____ Sandstone _____

Granite _____ Metal _____

(7) Shape of stone:

(8) Symbol or design

(9) Epitaph: _____

_____

_____

_____

_____

_____

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

CEMETERY SURVEY WORKSHEET

Date _____

Student's Names _____ _____

Name of Cemetery _____

Location _____

Draw basic shape of tombstone (Photograph Marker)

Type of stone material used _____ Note condition _____

Information about the carver _____

(1) Name on gravestone _____

(2) Male or Female _____

(3) Was the person married? (circle) Yes No Can't tell

(4) Date of birth _____ (5) Date of death _____

(6) Age at death _____

(7) Where was this person born? _____

(8) Where did this person die? _____

(9) Cause of death? _____

(10) If a veteran, what war? _____ What rank? _____

What branch of service? (Circle) Army Navy AirForce Marines

(11) What was this person's occupation? _____

(12) Religious/Ethnic background _____

(13) Family relationship to surrounding graves? _____

_____

(14) Copy information as it appears on the stone _____

_____

_____

_____

(15) Plaque/seal/fraternal affiliation? _____

(16) Additional information _____

_____

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

CEMETERY INFORMATIONAL ORGANIZER

Student's Name:	Name & Location of Cemetery
Complete the following information for each gravestone you investigate.	
Full name of the deceased _____ Birth Date _____ Death Date _____ Age at death _____ Husband/Wife of _____ Son/Daughter of _____ facts _____	Sketch the stone's shape and any motifs or decorative carvings.
Copy the inscription and epitaph exactly as you see it.	Describe and/or draw any other interesting or unusual features which this gravestone has.
Is this person related to others buried nearby? If yes, who are they and what is their relationship to this person?	

Source: *Olde Burying Ground Restoration Project Teacher Training Notebook*

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"Teaching With Historic Places Lesson Plans." A series of short lesson plans on existing historic places for classroom use. A list may be ordered by contacting the National Trust for Historic Preservation at (202) 673-4286.

Kit of Teaching Resource Leaflets. Greenfield, MA: The Association for Gravestone Studies, 1993. Includes:

"What to Look for on Gravestones"
"Symbolism in the Carvings on Old Gravestones"
"A Technique for the Experienced rubber
"Making Replicas of Gravestone Designs"
"Photographing Gravestones"
"Discussion and Research Topics"
"Analyzing Cemetery Data"
"Primary Genealogical Resources Available at the Local Level"
"Bibliographies" (General gravestone studies, rubbing, symbolism, death, mourning, burial customs, literature on death and dying for young adult readers, teachers resources.)
"A Simple Gravestone Data Exercise for Elementary and Junior High Students"

RESOURCES FOR FURTHER RESEARCH

JACKSON COUNTY

Southern Oregon Historical Society
106 North Central Avenue
Medford, Oregon 97501
(541) 773-6536

Jackson County Public Library, Medford Branch
411 West Main Street
Medford, Oregon 97501
(541) 776-7281

(Other Branches)

JOSEPHINE COUNTY

Josephine County Library
200 Northwest C Street
Grants Pass, OR 97526
(541) 474-5480

Josephine County Historical Society
512 S.W. Fifth Street
Grants Pass, Oregon 97526
(541) 479-7827

KLAMATH COUNTY

Klamath County Library
126 S. Third Street
Klamath Falls Oregon 97601
(541) 882-8894

Klamath County Museum
1451 Main Street
Klamath Falls, Oregon 97601
(541) 883-4208

OTHER:

Oregon Historic Cemeteries Association
P.O. Box 802
Boring, OR 97009-0802
(503) 658-4255

American Association for State and Local History
172 Second Avenue North, Suite 202
Nashville, Tenn. 37201
(615) 225-2971

National Trust for Historic Preservation
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 673-4000

The Association for Gravestone Studies
278 Main Street, Suite 207
Greenfield, MA 01301
(403)-772-0836

State Historic Preservation Office
1115 Commercial Street, N.E.
Salem, Oregon 97310-1001
(503) 378-5001

The Oregon Historical Society
1200 SW Park Ave.
Portland, Oregon 97205-2483