



## Civil War in Georgia Educational Field Trip

### Pre-Trip Information

This program highlights the Civil War in Georgia. The program may include stations that address the Atlanta Campaign, Sherman's March to the Sea and the cause and effects of the war on soldiers and civilians. Costumed historians will enlighten your students on wartime civilian life in Georgia and detailing the life of a civil war soldier through interactive demonstrations set among the buildings on the Square. Teachers and students may spend as much time as they wish after the program to explore the rest of the collection of eighteenth to nineteenth century artifacts located in the Square.

Your program also includes a visit to our Farmyard. This area features heritage livestock breeds that would have been kept on a Georgia farm in the mid 1800s. Here your students can interact with friendly farm animals while learning about the important roles the animals played in the lives of civilians. Also included in this field trip is a self guided tour of Memorial Hall Museum located across the street from the Square.

This program runs approximately 60-90 minutes.

#### **How to prepare your students for the program and trip:**

Students should be reading and learning about the Civil War, the Atlanta Campaign and the impact of the war in Georgia. Discuss and talk about a Civil War soldier's life. How did the clothing and supplies differ? Compare and contrast civilian life then and now.

#### **Day of your Field Trip:**

Schools should arrive to Historic Square at least 20 minutes prior to the program start time. You will unload your students in front of JJ Maddox General Store where staff will greet you.

\*\*Restrooms are located off of the main parking lot at the Historic Square location just across from JJ Maddox General Store.

**Georgia Performance Standards aligned with this program:**

SS5H1 (c) (e), SS8H6 (b), SSUSH9 (c) (d) (f)

**Grade: 5**

**SS5H1 Students will explain the causes, major events, and consequences of the Civil War**

-Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.

-Describe the effects of war on the North and South.

**Grade: 8**

**SS8H6 Students will analyze the impact of the Civil War and Reconstruction on Georgia**

-State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

**Grade: High School**

**SSUSH9 Students will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War**

-Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.

-Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.

-Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

## **Civil War in Georgia – History Programs at Historic Square Introduction, Activity and Discussion Guide**

The Civil War began in 1861. For the first three years there wasn't any serious fighting in the Stone Mountain area, although everyone was affected by the war. By 1864, there were approximately 30 men left in Stone Mountain for local defense and about one third of them were only 16 years old. Many families had to raise children and keep farms and businesses operating without husbands and fathers. People lived every day with the fear that the fighting would come to their town, and that their loved ones on the battlefield would be hurt or killed.

A Civil War soldier in Georgia would have belonged to the Confederate army. The Confederate army uniform was gray and made out of wool, in some cases the soldiers wore clothing from home along with their uniform, and they even used the enemy's clothing when necessary. This made it very difficult to identify friendly soldiers. Confederates wore a small cap called a "kepi" and a short style jacket called a "shell jacket." The soldiers carried a knapsack which contained items such as a blanket, extra socks, sleeping hat, extra underwear, and small personal items such as a toothbrush, a sewing kit called a "housewife", pipe tobacco, pocket knife, and hemp twine. The men also carried hard tack, which is a very hard cracker that lasted for years without going bad. Other things you would have seen a soldier carry were matches, which they called Lucifer's, a louse comb for removing lice and ticks, a straight razor to shave with, tooth powder, a spoon or fork, and a light bag, which they called a haversack, to carry essential supplies in. The average Confederate private was paid \$11 a month.

Even though no battles occurred at Stone Mountain, the mountain itself was used to test new cannons in 1861. The men from Stone Mountain and the District of DeKalb County formed Wright's Legion Confederate Artillery, to test the range and accuracy of new cannons by placing a target on the side of the mountain and firing at it from 1500 yards away.

The majority of the people living around Stone Mountain in the 1860's were farmers rather than plantation owners. There were very few large plantations around here due to the dense granite which made up the ground. The biggest crop in this area was corn. Most farmers grew enough crops and raised enough animals to feed their own families, with only a small amount left over to sell at the market.

Aside from farming, there were also a lot of businesses in Stone Mountain. There were saw mills for cutting timber, grist mills for grinding corn, store merchants, doctors, lawyers, and accountants. A few people were already beginning to make a living by cutting and selling Stone Mountain granite. Some of these businesses provided food and lodging for visitors. Stone Mountain remained popular for those who could afford to travel from Atlanta for day trips, even during the war.

By the spring of 1864, General Sherman strategized to end the war by marching south from the mountains of Tennessee to Atlanta using the "Total War" policy, also known as "Scorched Earth". This is the strategy of burning and destroying railroads, businesses, farms, crops, and everything else in their path. This began what is called the Atlanta Campaign, in which, Sherman's troops spent most of September and October occupying Atlanta and getting ready for what would come next – The March to the Sea. On November 15th Sherman left Atlanta and began his march to Savannah with his Union troops. His soldiers covered a 20-40 mile wide path living off the land and destroying buildings and railroads in their path. His troops bent the train rails so they could not be used again. These bent rails looked like giant neckties thus inspiring the term "Sherman's Neckties." These actions crippled transportation and halted incoming food and supplies. Stone Mountain was one of the first towns encountered on that long path of destruction. Sherman's forces took over Savannah in December of 1864, but did not destroy it. May 9<sup>th</sup> 1865, the Confederate forces surrendered, thus ending the Civil War.

**PRE-TRIP ACTIVITY:** As an assignment, have your students read and write down the vocabulary words for the Civil War in Georgia. (These words can be found under the Teacher Resource Guide on our website) This will help prepare them for what they will see and learn about on the day of the field trip.

**ACTIVITY:** Either before or after your field trip, take your students to see a few of “Sherman’s Neckties” located just a short distance outside of Stone Mountain Park’s west gate. These railroad irons are in the village of Stone Mountain. **They are on Main Street and West Mountain Street** located at one end of a small parking lot next to the railroad tracks. There is a granite marker next to them with a description. You can easily park in the parking lot to see, read, and touch the marker.

**ACTIVITY:** Get a present day map of Atlanta and the surrounding areas that include Stone Mountain. Draw to scale a 20-40 mile wide path from Atlanta to Stone Mountain, in the direction of Savannah. Write down and make note of how many present day cities or towns fall into this path. Ask if it is more or less than what you thought.

**ACTIVITY:** Make Hard Tack using an authentic Civil War Union recipe.

**Warning:** These must be soaked in liquid, coffee or milk for several minutes to get soft. They are not meant to be eaten alone without soaking. If you have braces, crowns or fragile teeth do not eat these at all. Do not bake these without adult supervision.

**Ingredients:** 3 cups flour, 1 cup water, 1 teaspoon of salt.

**Directions:** Preheat oven to 375 degrees. Place water and salt in a bowl and slowly add flour while stirring constantly until mixture becomes too thick to stir. At this point enough flour has been added. Discard any remaining flour if any. Knead dough and roll it out with a rolling pin until it is ½” thick. Using a pizza cutter or knife, cut into squares that are 3” X 3”. Using a skewer poke 4 rows of 4 holes. Lay the crackers on an ungreased cookie sheet and bake for 30 minutes. Flip crackers over and bake another 30 minutes until they are light golden brown. Let the crackers cool for 30 minutes before eating. Genuine hardtack will not disintegrate when soaked but will become soft & rubbery

Ways to eat Hard Tack: Crumble into a cup of coffee and allow it to soak for a few minutes.

Make “waffles” by soaking them in water overnight and frying them in butter.

Crumble in a pan of bacon grease and fry.

Other names used to refer to Hard Tack: Tooth Duller, Sheet Iron, Molar Breakers, Worm Castles, or Dog Biscuits

**RECOMMENDED ACTIVITY:** Either before or after your field trip, take your students to see a few of “Sherman’s Neckties” located just a short distance outside of Stone Mountain Park’s west gate. These railroad irons are in the village of Stone Mountain. They are on **Main Street and West Mountain Street** located at one end of a small parking lot next to the railroad tracks. There is a granite marker next to them with a description. You can easily park in the parking lot to touch and to see, read, and touch the marker.

**FOR DISCUSSION:** How do you think the people and residents in Sherman's path of destruction felt when they heard and saw his troops coming? What do you think they did? How do you think they survived? Did they hide or vacate their homes? Was there anyone there to help them? Why or why not? How do you think they kept their food and valuables safe? Discuss with your students that the town of Stone Mountain exists today because of determination and hard work. Discuss how the residents of Stone Mountain immediately rebuilt and by the end of the war the railroad was back in operation.

Discuss with students how the Civil War would be different today. Would the experience be the same? Why or why not? Would technology today play an important role?

**FOR DISCUSSION:** Ask your students how and why life was so hard on everyone during the Civil War including the families left at home. Give examples. What kinds of sacrifices were made? Talk about a soldier's life. What kinds of beliefs do people fight for today and are they willing to make sacrifices for them? Give examples. Ask your students if they would like to go back and live like the people did during the Civil War. Give examples. Are people generally the same? Compare and contrast life in the 1860s to present day.

# **Civil War – Vocabulary**

## **History Program at Historic Square**

**Antebellum** – Antebellum is derived from Latin and literally means “before the war.” The Antebellum time period in the United States refers to pre-Civil War America and pre-Civil War culture in the southern states.

**Atlanta Campaign** – The Atlanta Campaign was a series of battles fought in the Western Theater of the American Civil War throughout northwest Georgia and the area around Atlanta during the summer of 1864.

**Blockade** – The isolation of an area, city, nation or harbor by hostile ships or forces in order to prevent the entrance and exit of traffic and commerce.

**Blockade of the South** – also known as Union Blockade, took place between 1861 and 1865, during the Civil War, when the Union Navy maintained a blockade on the Atlantic and Gulf coast of the Confederate States to prevent the passage of trade goods, supplies, food, textiles and arms to and from the Confederacy.

**Civil War** – (1861-1865) The American Civil War was a civil war between the northern and southern states of the United States of America that began when 11 of the southern slave states seceded from the United States, forming the Confederate States of America.

**Collapsible Bucket** – A bucket that folded within itself used by many civil war soldiers to carry water. The bucket was water proof due to its tightly woven thread (canvas).

**Confederate Soldier** – Members that were drafted or enlisted to fight for the southern states during the American Civil War.

**CSA** – Confederate States of America was a government set up from 1861 to 1865 by the 11 southern slave states of the United States of America that had declared their secession from the U.S. government. The states were Virginia, North Carolina, South Carolina, Tennessee, Georgia, Alabama, Florida, Mississippi, Louisiana, Texas, and Arkansas.

**Hard Tack** – A very hard cracker with very little taste made from flour and water. It was easy to carry and lasted for years without going bad. This source kept many soldiers from starving.

**Haversack** – A single strapped bag, usually smaller than a knapsack, worn over one shoulder and used for carrying supplies. A soldier’s bag used for rations, extra clothing and etc.

**Housewife** – A small sewing kit containing needles, thread, buttons and patches of cloth.

**John B. Hood** – A confederate general who served under Robert E. Lee. He led his soldiers in Atlanta and was instrumental in the Confederate victory during the battle of Chickamauga.

**Kepi** – Headgear or hat worn by the Confederate and Union soldiers.

**Knapsack** – A canvas or leather bag carried on the back of soldiers which contained items such as blanket, extra socks, sleeping hat, extra underwear, and small personal items such as toothbrush, testament, housewife, pipe and tobacco, pocket knife and hemp twine.

**Louse Comb** – A comb made from animal horn or tortoise shell with tines or teeth spaced close together. It was used to remove lice and ticks from the soldier's hair and body.

**Lucifers** – Another name for matches used during the Civil War.

**The March to the Sea** – The march led by Sherman in which his army went on a path of destruction 20-40 miles wide from Atlanta to Savannah. This march began on November 15 and lasted until December 22, 1864.

**Pickling** – A method of preserving food by using salt, sugar, spices, and vinegar.

**Plantation** – Usually a large farm or estate on which cotton, tobacco, coffee, indigo or sugar cane is cultivated by resident laborers also known as slaves.

**Rations** – The name for food issued by the army to every soldier that often consisted of beef, rice, beans, coffee, bread, sugar, salt, dried vegetables and pickles.

**Scorched Earth** – A name that referred to a policy used to quickly break the economy of an area. This was done by cutting off transportation routes and supplies by keeping forces busy in one area so that help could not be sent. All railroads, businesses, farms, crops and anything else in the path of the army were destroyed. General Sherman used this policy against Confederate army.

**Shell Jacket** – A short jacket that came to around the waist. It was worn by both Union and Confederate soldiers. The short style was most common in the Confederate army.

**Sherman's Neckties** – Railroad irons removed from the track and bent around trees so that they could not be used to rebuild. These pieces of iron looked like giant neckties.

**Straight Razor** – A long sharp razor edge used by soldiers to shave. This needed to be sharpened by hand when it got dull.

**Tooth Powder** – Powder used to clean the teeth of soldiers during the Civil War. This was done by dipping a wet toothbrush into the powder and then cleaning the teeth.

**Union Soldiers** – Members that were drafted or enlisted to fight for the northern states during the American Civil War.

**William Tecumseh Sherman** – Union general who led the north through Atlanta during the Civil War.

**Wright's Legion Confederate Artillery** – A small group of volunteer men from the Stone Mountain area and other parts of DeKalb County that tested the range and accuracy of new cannons using Stone Mountain as a target during the Civil War.

# Cookhouse

## For Civil War & History Programs at the Historic Square

### Introduction, Activity and Discussion Guide

The cookhouse was a separate structure from the main house where cooking and preparation took place. All plantations and many small farms in the south would have had a separate cookhouse. The meals were cooked in a separate house due to the great risk of fire. Cookhouses burned down often and it was easier to rebuild a smaller structure than to have to rebuild a whole house. Having a separate cookhouse also kept the main house smoke free and cooler in the summer time. The cookhouse would have provided meals for the main house and also for the slaves who worked in the house, fields and the barnyard area. On a plantation, the cooking was done by one main cook and a few “helper” cooks. Many of the jobs in the cookhouse were done by children including churning the butter, keeping the flies off of the food with a Shoo-fly, carrying food to the main house, washing dishes and pitting cherries, etc.

Most colonial cooks were often dressed in natural fibers such as linen or wool, which were not likely to catch fire. If the main cook’s dress was not made out of linen or wool then quite often there was an 8 inch wide or wider piece of wool sewn around the bottom of her skirt. This absorbent piece of wool may also have been dampened before starting to cook.

In the hotter months there were usually only two meals cooked in the cookhouse – a big breakfast in the morning and a large “dinner” in the mid afternoon. Supper was usually leftovers, as it got too hot to cook in the afternoons. When the meals were finished being cooked they were taken to the warming kitchen of the manor or main house. All was kept warm here until served to the family and guests.

The cookhouse in Historic Square has a large fireplace and a working beehive oven. The smaller rooms in the cookhouse contain equipment for washing and ironing clothes, making apple butter and spinning and carding the cotton and wool.

Artifacts in the 1800s cookhouse in the Historic Square include an apple peeler, cherry pitter, iron, fluting iron, coffee grinder, meat grinder, sausage stuffer, toe toaster, shredder, crane, three legged spider, butter churn, waffle iron, and kettle, in addition to many others. The scale found in the cook house measured the amount of ingredients needed for cooking, as standardized measuring cups and spoons had not yet been invented.

**FOR DISCUSSION PRE-TRIP:** Discuss with your students what their kitchen is like at home. How is the food cooked? How is it kept cold? Where do they get their food from? Who does the cooking at home? Does dad also sometimes cook? How many cooks and helpers are needed in the kitchen at home to prepare a meal today?

**PRE-TRIP ACTIVITY:** As an assignment, have your students learn some vocabulary words for the cookhouse. This will help them to understand what they are learning about on the day of the field trip.



## ACTIVITY

### Churn and make butter in the classroom.

<http://buttermaking.blogspot.com/making-butter-in-the-classroom-with-kids/>

To begin, you will need very simple materials: A small portion of heavy whipping cream, and a small (or any size for that matter) glass jar that has a tight fitting lid.

#### **Making Butter in the Classroom**

Here is how to make the butter:

1. Have the cream sit out of the refrigerator, at room temperature, for around 12 hours.
2. Put the cream into the glass jar. It may have a slightly sour smell which should cause you no concern.
3. Put the lid on the jar tightly – but be careful not to ruin the top by over-tightening.
4. Have your students shake the jar. We recommend that you have them count the number of shakes it takes to make butter.
5. They will have to occasionally open the lid to check for butter. However, they should feel the butter in the jar prior. When the butter is done, a lump of butter should appear in the jar.
6. Buttermilk will be around the butter in the jar. This is what buttermilk biscuits are made with.
7. Drain the milk from the jar and gently rinse the butter several times with water until the water is clear.
8. Drain out the water, and then place the butter in a small bowl. The butter is now ready to eat. You may want to take crackers or biscuits to class and enjoy the butter. Jelly or other sweeteners would be great.

**POST TRIP DISCUSSION:** Discuss how the cookhouse differed from our modern day kitchens. Compare the kitchen items used back then to the modern day items and appliances. How were the stoves different? Did the men ever cook in the 1800s? Discuss how much time was spent preparing a meal back then and how many helpers were needed as compared to today? Where did they get the food from in the 1800s?



## **Vocabulary – Cookhouse**

### **History Programs at the Historic Square**

**Apple Peeler**– Mechanical device which peeled apples very quickly.

**Beehive Oven** – Masonry oven, otherwise known as a brick oven or stone oven, consisting of a baking chamber made of fireproof brick, concrete, stone or clay, traditionally wood fired. These were used for baking breads, cakes or any task involving baking.

**Butter Churn** –a device used to convert cream into butter, usually made out of wood barrel

**Canning** – A method of preserving cooked food by sealing in cans or jars

**Cherry Pitter** – Simple mechanical device used in the late 1800s that quickly removed the pit from cherries.

**Chicory** – A plant cultivated for the leaves to be used in salads and the root to be roasted, ground and used as a substitute for coffee.

**Cookhouse** – A separate house used for cooking and preparing all meals.

**Wafer Maker** –black iron device used to cook biscuits or cookies. The dough was placed between the two discs, pressed together and then cooked in the open hearth.

**Crane** – Long iron arm or rod that sits next to side of the hearth. This arm swings into the center of the fireplace and has several notches to hold several pots. Swinging the arm either into the fire or away from the fire controlled the degree of applied heat.

**Fluting Iron** – A cranking device which crimped collars and cuffs to make ruffles.

**Open Hearth Cooking** – The cooking technique used primarily during the 18th and 19th centuries.

**Pickling** – A method of preserving food by using salt, sugar, spices, and vinegar.

**Porridge** – Usually a breakfast food made from oatmeal or some other meal or cereal that is boiled to a thick consistency in either water or milk.

**Plantation** – Usually a large farm or estate on which cotton, tobacco, coffee, indigo, sugar cane or other cash crops are cultivated by resident laborers.

**Preserve** – pickling, canning, or other ways of preparing foods for long time storage.

**Salt** – A very important staple and a method used to preserve meat, fish or cheese.

**Sausage Grinder** – Mechanical device used in the 1800s cookhouse to grind various meats.

**Sausage Stuffer** –With this device, seasoned ground meat is fed into the opening and forced into animal intestines as casings for the sausage.

**Scale** – This tool measured the amount of flour, sugar, butter etc. to use for cooking. Measuring cups had not yet been invented.

**Shredder** – Mechanical device used to shred tobacco, tea or other herbs.

**Smoke** – A method used to preserve meat, fish or cheese by exposure to smoke.

**Three Legged Spider** – Black cast iron cooking pot or frying pan with three legs.

**Waffle Press** – Black iron device used to make waffles.

## **Post Activity Worksheet – Civil War in Georgia**

### **History Programs at Historic Square**

**Directions: Underline the correct answers below:**

1. By 1864 how many men were left for local defense in Stone Mountain?  
(a) 110 (b) 50 (c) 30 (d) 0
2. During the Civil War, the mountain of Stone Mountain was used for target practice to test a new cannon.  
True or False
3. What year did the Civil War begin? (a) 1865 (b) 1861 (c) 1775 (d) 1864
4. The majority of the people living around Stone Mountain were plantation owners. True or False
5. The biggest crop in the Stone Mountain area was \_\_\_\_\_.  
(a) rice (b) cotton (c) corn (d) peaches
6. The majority of the people living around Stone Mountain in the 1860s were farmers. True or False
7. In Sherman's March to the Sea, the Union soldiers path of destruction measured  
(a) 10-20 miles (b) 20-30 miles (c) 20-40 miles (d) 10-40 miles
8. Sherman's Neckties was a term used to describe railroad irons that the Union soldiers bent around trees and poles to disable the Confederate's rail system. They were called this because they looked like giant neckties. True or False
9. The Confederate soldier uniform was blue. True or False
10. Aside from farming, there were a lot of businesses in Stone Mountain. True or False
11. Many battles raged in Stone Mountain. True or False
12. What was the name of the short style jacket that the Confederate soldiers wore?  
(a) vest (b) summer jacket (c) shell jacket (d) bomb jacket
13. What color was the Union soldiers uniform? (a) gray (b) green (c) blue (d) red

## ANSWER KEY

### Post Review Worksheet – Civil War in Georgia History Programs at Historic Square

1. By 1864 how many men were left for local defense in Stone Mountain?  
(a) 110 (b) 50 **(c) 30** (d) 0
2. During the Civil War, the mountain of Stone Mountain was used for target practice to test a new civil war cannon. **True** or False
3. What year did the Civil War begin? (a) 1865 **(b) 1861** (c) 1775 (d) 1864
4. The majority of the people living around Stone Mountain were plantation owners. True or **False**
5. The biggest crop in the Stone Mountain area was \_\_\_\_\_.  
(a) rice (b) cotton **(c) corn** (d) peaches
6. The majority of the people living around Stone Mountain in the 1860s were farmers. **True** or False
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9. The Confederate soldier uniform was blue. True or **False**
10. Aside from farming, there were a lot of businesses in Stone Mountain. **True** or False
11. Many battles raged in Stone Mountain. True or **False**
12. What was the name of the short style jacket that the Confederate soldiers wore?  
(a) vest (b) summer jacket **(c) shell jacket** (d) bomb jacket
13. What color was the Union soldiers uniform? (a) gray (b) green **(c) blue** (d) red

# **Vegetable Garden**

## **For Civil War & History Programs at the Historic Square**

### **Introduction, Activity and Discussion Guide**

The vegetable garden is just outside of the cookhouse. Homes customarily had vegetable gardens during the 1800s. The garden provided fresh fruits and vegetables for the cookhouse and the family. The Historic Square garden is planted with vegetables in season from spring to fall along with a large herb bed. Apple trees, fig trees, muscadine vines and blueberry bushes are some of the plantings. There are also many varieties of flowers planted throughout the garden which attract pollinators, bees and wasps, and discourage pests. The garden at the Historic Square is farmed organically, just as it would have been in centuries past, with no chemical pesticides or fertilizers.

In the 1800s there were no grocery stores. People had to be self-sufficient growing all of their own fruits and vegetables. It was a year round job. In November the garden was planted entirely with grass. Then in February, manure was placed in the garden and worked into it. When March came the grass was dug up and turned upside down and then mud was placed on top of the grass. This process makes nitrogen which helps plants to grow. The prepared soil is then tilled up and made soft for preparation of seed planting or sowing which would take place after the last threat of frost. Fruits, vegetables and berries would be grown in the garden from around mid April through the first frost in the fall with the exception of some cold weather vegetables such as broccoli and cabbage.

Farmers and gardeners may also have put up several bat houses and bird houses around their gardens. These creatures were vital helpers to the garden. A pair of purple martin birds will eat about 20 pounds of insects in one growing season. Ladybugs are also a gardener's friend. They eat microscopic eggs of bad bugs and aphids. The praying mantis also eats destructive bad bugs. Scarecrows, cats, fences and even marigolds were natural ways used to keep pesky animals away. The marigold plant/flower keeps away aphids and can be used anywhere to deter Mexican bean beetles, squash bugs, thrips, tomato hornworms, and whiteflies. They are also known to repel harmful root knot nematodes (soil dwelling microscopic white worms) that attack tomatoes, potatoes, roses, and strawberries.

**PRE-TRIP ACTIVITY:** As an assignment, have your students learn the vocabulary words for the Vegetable Garden. This will help prepare them for what they will learn on the day of the field trip.

**DAY OF ACTIVITY:** Walk around the vegetable garden outside of the cookhouse and identify what is growing. Discuss what other things may have been grown. Talk about herbs and what they were used for. Touch and smell the ones growing. Notice the bird houses and bat houses in the garden. Discuss why it would be important to attract these kinds of creatures.

**POST ACTIVITY:** Plant your own herbs in a small pot in class and keep them by a sunny window. Make notes on the growing process charting how long they take to sprout and then grow. Assign one student a week to care for that herb, water, sun etc. and discuss the chores that the children would have had in and around the garden in the 1800s. Discuss how important the garden chores were. If the garden wasn't being taken care of, it would die and they would have no fresh food. Hang a bird house in a green space at your school or at your own house and notice if more birds are attracted to your yard or area. Also watch to see if the birds are catching and eating insects from your yard.

**FOR DISCUSSION:** Find out what vegetables are on the school menu for the week and discuss where they come from. Where and how are they grown today? Discuss how we go to the grocery store today to buy the fruits and vegetables that we need. In the 1800s they grew mostly everything that they needed and were self-sufficient. Discuss how canning and preserving made it possible for the folks in the 1800's to have vegetables in the winter.

**POST DISCUSSION:** Discuss what vegetables were growing in the garden at their time of visit. Make a note of what time of year it is. Discuss what seasons certain fruits and vegetables grow in. Discuss the Availability of food and how with the advancements in transportation and farming technology we can grow, buy and eat fresh fruits and vegetables all year long. In the 1800s they would only be able to get fresh fruit and vegetables during that growing season.

Ask the students if they can think of any fruits or vegetables that we eat today that were not grown in the 1800s. Discuss the diet today compared to then and how much of a difference there is in variety. Talk about how climate may have influenced the types of crops grown. Discuss the use of pesticides today and what they used in the 1800s to keep bugs and animals away. Compare which is healthier and how today more and more organically grown food is becoming available. Ask how many students' families grow some kind of fruit or vegetable at home. Do they taste better than those bought at the store? Why or why not?

## Vocabulary – Vegetable Garden

### History Programs at the Historic Square

**Aphid** – Numerous very small soft-bodied insects that suck the juices from plants, either damaging or killing the plant.

**Bed** – A plot of ground prepared for plants to grow in a vegetable garden.

**Companion Planting** – Companion planting is the planting of different plants near each other in the garden on the theory that they assist each other in nutrient uptake, pest control, pollination and other factors necessary to increasing crop productivity. Some combinations work because of scents they use to repel insects, others work because they attract good bugs.

**Cotton** – A plant that produces a soft usually white fibrous substance composed of the hairs surrounding the seeds of various tropical plants.

**Cotton Carder** – A pair of wooden paddles with handles that had wire teeth or tines used to prepare cotton for spinning. The wire teeth are fine. The fine teeth or tines were used for carding cotton and softer fibers like angora. It is used to comb, clean and separate the fibers prior to weaving.

**Harvesting** – The process of picking the fruits and vegetables from the garden.

**Herbs** – A plant or part of plant that is valued for its medicinal, seasoning, or aromatic qualities.

**Manure** – The excrement of livestock used to fertilize the soil.

**Marigold** – A flowering plant with showy yellow, orange, or maroon flower heads that is planted in gardens to repel aphids.

**Muscadine** – A type of grapevine species native to the southeastern United States that has been cultivated since the 16th century. The grapes are eaten fresh or are made into jelly, juice and wine.

**Organic** – The method that food is grown naturally without the use of chemically produced fertilizers and pesticides.

**Plantation** – An agricultural estate usually worked by resident laborers.

**Praying Mantis** – Large insects that are usually green and feed on other insects.

**Purple Martin** – A bird, of the swallow family, found in North America valued highly by farmers for the amount of bugs they eat. The males have glossy purplish-blue feathers.

**Self-Sufficient** – The ability to provide for one's own needs without any outside support for survival.

**Sow** – To scatter seed over the ground for growing.

**Tilled** – Soil that is prepared for crops by plowing and digging up the dirt.

**Well** – A pit or hole sunk into the earth to reach a supply of water. As in the 1800's a structure quite often was built over it which contained a bucket on a rope that was lowered to the water and then cranked back up once full.



**Post Review Worksheet – Vegetable Garden**  
**For Civil War & History Programs at the Historic Square**

**Directions: Underline the correct answers below.**

1. Most homes, farms or plantations had their own vegetable garden. True or False
2. Marigolds are planted in the garden to repel aphids and other bad bugs. True or False
3. A pair of purple martins can eat 10 lbs. of insects in one growing season. True or False
4. Purple Martins, Lady Bugs and Praying Mantis eat bad bugs and are gardeners friends? True or False?
5. Gardening with no chemical fertilizer or pesticide is called natural gardening. True or False
6. Garbage was used in the 1800s to fertilize gardens. True or False
7. Praying mantises eat farmer's crops and gardens. True or False
8. Scarecrows were used to scare away salesmen. True or False
9. Companion planting is when you plant with a friend. True or False
10. Planting flowers in the vegetable garden was an important part of gardening. True or False

**Answer Key**  
**Post Review Worksheet – Vegetable Garden**  
**For Civil War & History Programs at the Historic Square**

1. Most homes, farms or plantations had their own vegetable garden. **True** or False
2. Marigolds are planted in the garden to repel aphids and other bad bugs. **True** of False
3. Purple Martins, Lady Bugs and Praying Mantis eat bad bugs and are gardeners friends? **True** or False?
4. Gardening with chemical fertilizer or pesticide is called natural gardening. True or **False**
5. Garbage was used in the 1800s to fertilize gardens. True or **False**
6. Praying Mantises eat farmer's crops and gardens. True or **False**
7. A pair of purple martins can eat 20 lbs. of insects in one growing season. **True** or False
8. Scarecrows were used to scare away salesmen. True or **False**
9. Companion planting is when you plant with a friend. True or **False**
10. Planting flowers in the vegetable garden was an important part of gardening. **True** or False

## **Farmyard and Barn Area**

### **For History Programs at the Historic Square**

### **Introduction, Activity and Discussion Guide**

The Farmyard is located between the Coach House and Barn. The vast majority of the 19th century residents in what is now Atlanta metro area lived on small farms. This farmyard features livestock breeds that would have been kept on a Georgia Farm in the mid 1800's. Livestock on most farms during this era would have Horses, Cattle, and Chickens, pigs, sheep or other useful animals. On our present day farmyard we house sheep, goats and pigs which are all friendly and visitors are welcomed to pet the animals.

The barn is a rare example of livestock barns found in Georgia during the early 1800s. This particular barn is from Gordon County, Georgia; circa 1830. Barns are used for storing hay and grain as well as the livestock.

Buildings found in Barn areas would include a Carriage House, also called a remise or coach house, is an outbuilding which was a brick building that was used to store the horse-drawn carriages. This was a feature of large plantation to house carriages and drivers. It also served as guest quarters for visiting drivers. Other buildings would include the Smokehouse, which is a small building where the meat was smoke preserved and stored. Food preservation occurred by salt curing and extended cold smoking for two weeks or longer. Smokehouses were always secured to prevent animals and thieves from accessing the food. Prior to the widespread availability of mains electricity and freezers, meat was preserved by heavy salting. Outhouses, or also known as privy, would be the restroom facility. A toilet would be located in a small shed outside of the main house or other building. This does not have the availability to flush and is not attached to any kind of sewer.

The barn area and farmyard of the plantation would have been worked by the resident labors and they would have an overseer, who would watch and direct others.

**PRE-TRIP ACTIVITY:** As an assignment, have your students learn the vocabulary words for the Farmyard and Barn Area. This will help prepare them for what they will learn on the day of the field trip.

## **Vocabulary – Farmyard and Barn Area**

### **For History Programs at the Historic Square**

**Antebellum** –derived from Latin and literally means “before the war.” The antebellum time period in the United States refers to pre-Civil War America and especially the pre-Civil War culture in the southern states.

**Barn** – A building used for storing hay and grain etc. as well as livestock.

**Carriage House** – The brick building that was used to store the horse carriages.

**Farmyard** – A yard or enclosure surrounded by or connected with farm buildings.

**Hewn** – Cut or shaped with hard blows of a heavy cutting instrument like an ax or chisel.

**Livestock** – The horses, sheep, pigs, cattle, chickens, or other useful animals kept or raised on a farm or ranch.

**Outhouse** – A toilet located in a small shed outside a house or other building which does not have the ability to flush and is not attached to any kind of sewer.

**Overseer** – One who keeps watch over and directs the work of others, especially laborers.

**Pen** – An enclosure for keeping livestock.

**Plantation** – An agricultural estate usually worked by resident labor.

**Privy** – Another name for the outhouse.

**Smokehouse** – The small building where meat was smoked preserved and stored.

**Post Review Worksheet – Farmyard and Barn**  
**For Civil War & History Programs at the Historic Square**

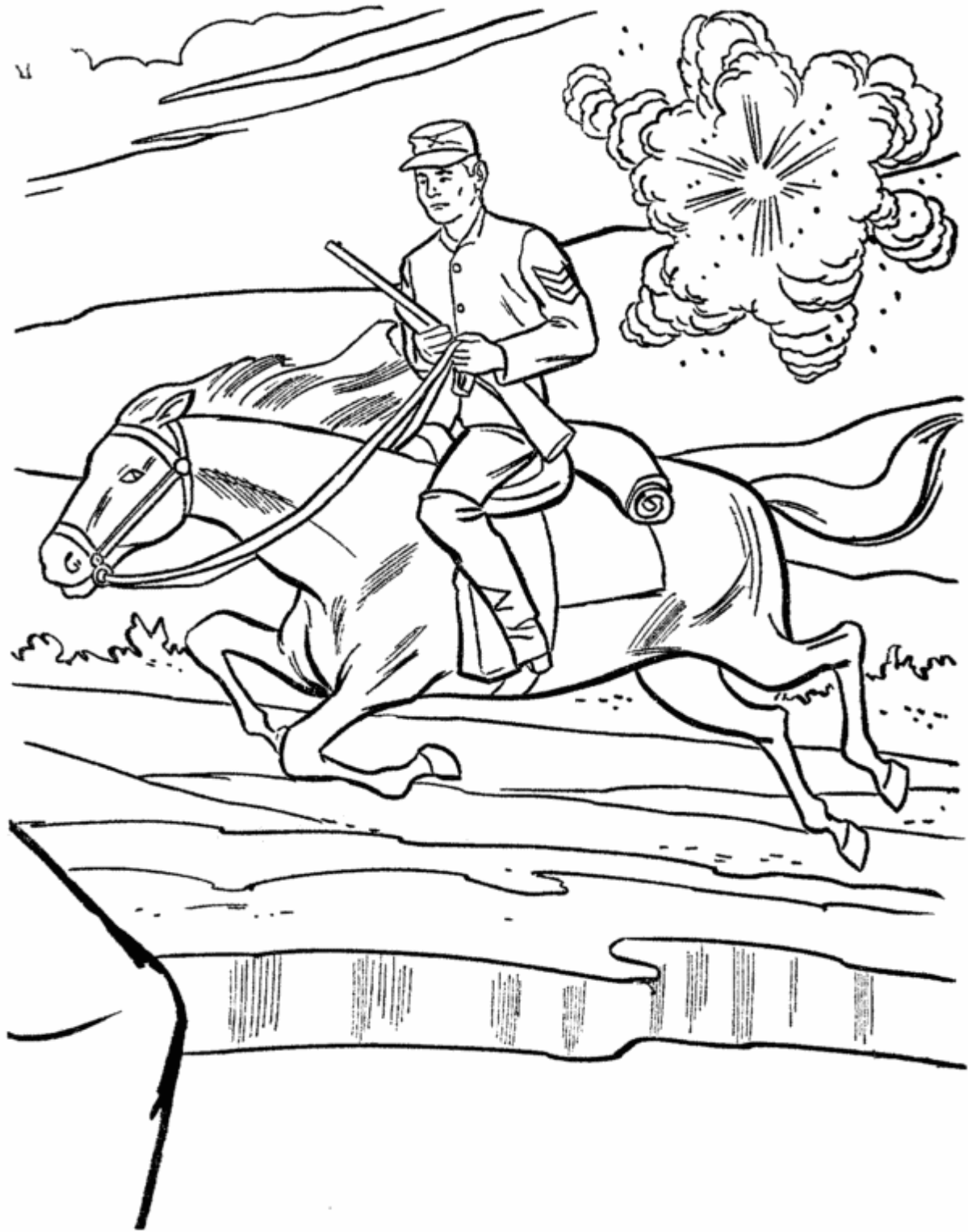
**Directions: Underline the correct answers below.**

1. There are 4 seats in the outhouse in the Historic Square. True or False
2. What is another name for the outhouse in the Plantation? (a) throne room (b) can (c) necessary house (d) john
3. Underline the animal that you will not see in the Farmyard at the Stone Mountain Historic Square.  
(a) goat (b) sheep (c) peacock (d) pig (e) cat
4. Animals were raised on a farm primarily as pets. True or False
5. What is the name of the building where meat was preserved and stored in the Historic Square?  
(a) meat locker (b) smokehouse (c) barn
6. Underline what was not used in the Smokehouse to help preserve the meat?  
(a) ice (b) salt (c) smoke
7. What is the name of the soft, wavy undercoat of the sheep? (a) cotton (b) wool (c) flax
8. Name one purpose for having a goat on a farm. (a) eggs (b) milk (c) protection
9. What food product comes from pigs? (a) butter (b) bacon (c) bread
10. Cotton comes from a sheep. True or False
11. Wool comes from a plant. True or False
12. Underline one animal you would not likely find on a farm in the 1800's.  
(a) horses (b) chickens (c) sheep (d) ostrich
13. Animals were raised on farms to either serve a purpose or provide a product. True or False
14. The black pupils of goats' eyes are round. True or False

**Answer Key**  
**Post Review Worksheet – Farmyard and Barn**  
**For Civil War & History Programs at the Historic Square**

1. There are 4 seats in the outhouse in the Historic Square. **True** or False
2. What is another name for the outhouse in the Plantation? (a) throne room (b) can **(c) privy** (d) john
3. Underline the animal that you will not see in the Farmyard at the Historic Square.  
(a) goat (b) sheep **(c) peacock** (d) pig (e) cat
4. Animals were raised on a farm primarily for pets. True or **False**
5. What is the name of the building where meat was preserved and stored in the Historic Square?  
(a) meat locker **(b) smokehouse** (c) barn
6. Underline what was not used in the Smokehouse to help preserve the meat?  
**(a) ice** (b) salt (c) smoke
7. What is the name of the soft, wavy undercoat of the sheep? (a) cotton **(b) wool** (c) hair
8. Name one purpose for having a goat on a farm. (a) eggs **(b) milk** (c) protection
9. What food product comes from pigs? (a) butter **(b) bacon** (c) bread
10. Cotton comes from a sheep. True or **False**
11. Wool comes from a plant. True or **False**
12. Underline one animal you would not likely find on a farm in the 1800's.  
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13. Animals were raised on farms to either serve a purpose or provide a product. **True** or False
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# Civil War in Georgia Coloring Page



## Civil War in Georgia Word Search

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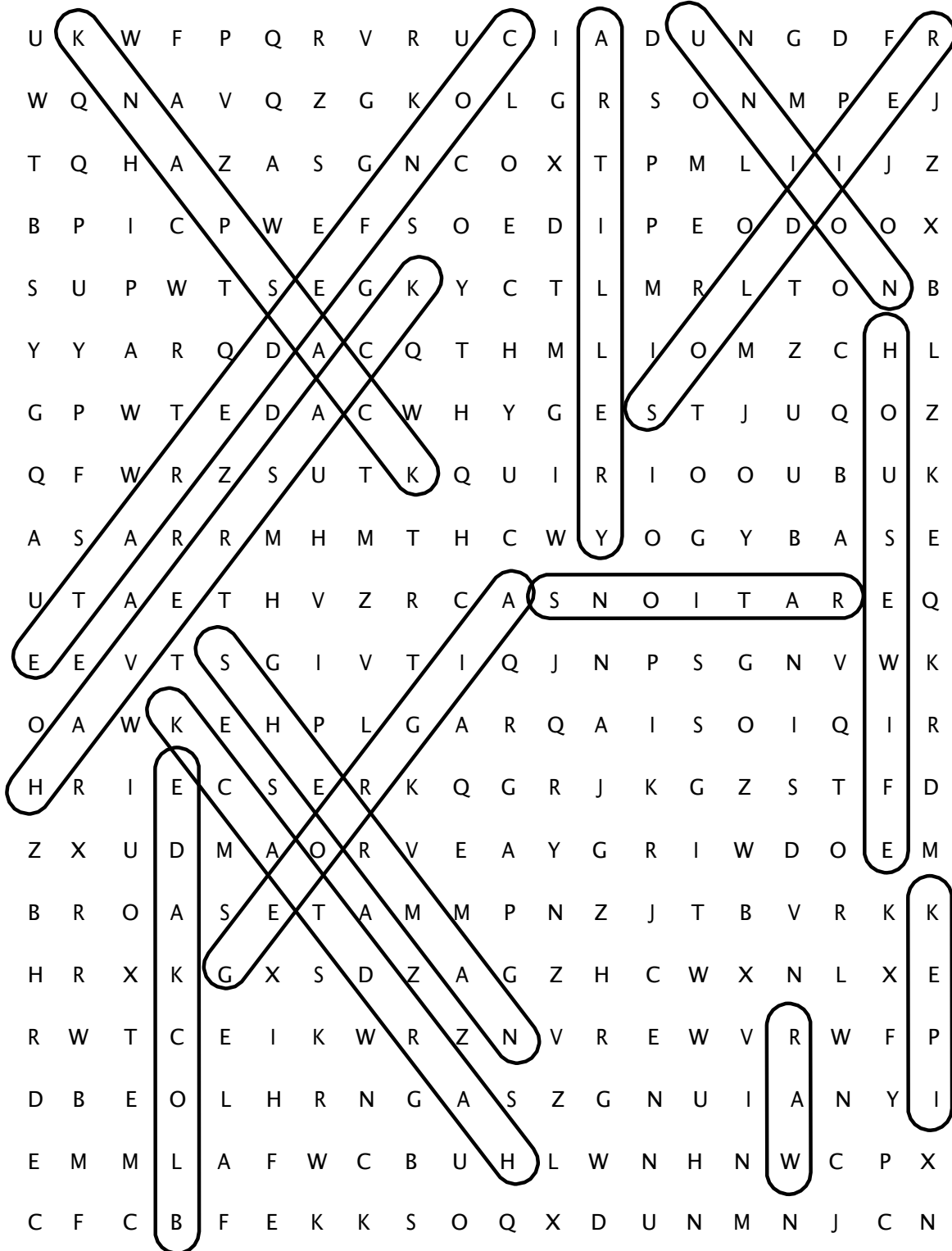
ARTILLERY  
GEORGIA  
HOUSEWIFE  
RATIONS  
UNION

BLOCKADE  
HARDTACK  
KEPI  
SHERMAN  
WAR

CONFEDERATE  
HAVERSACK  
KNAPSACK  
SOLDIER



## Civil War in Georgia Word Search – ANSWER KEY



ARTILLERY  
 GEORGIA  
 HOUSEWIFE  
 RATIONS  
 UNION

BLOCKADE  
 HARDTACK  
 KEPI  
 SHERMAN  
 WAR

CONFEDERATE  
 HAVERSACK  
 KNAPSACK  
 SOLDIER