

## **Cemetery Art and Architecture Detectives**

**Lesson developer:** Kathleen Vest: Retired middle school teacher who now supervises student teachers for UMKC.

**Grade Level:** Middle School

**Time Allotment:** Two Lessons lasting one day each. However, an extra day may be needed depending on computer lab time.

### **Overview:**

**Lesson One-- Architecture:** Cemeteries are rich resources for different styles of architecture as shown in their chapels and mausoleums. Students will learn the different styles featured in turn of the century cemeteries and be able to identify buildings from each style period through a detective lesson activity using a computer.

**Lesson Two-- Art and Symbols:** Cemeteries are rich resources for artistic symbolism. Students will examine different types of symbolic art and classify symbols according to their focus on eternal life, grief and mourning, early death, or personal accomplishment. They will categorize symbols found on the KCPT web site.

**Subject Matter:** Art and Cultural History; Communication Arts

### **Learning Objectives;**

- Students will learn the characteristics of different revival styles of architecture popular at the beginning of the 20<sup>th</sup> Century and classify cemetery structures as to their style of architecture.
  
- Students will learn about the styles of symbols pertaining to various viewpoints of death. They will classify artistic symbols as to being focused on eternal life, mourning, early death, or personal accomplishment.

### **Standards:**

Communication Arts: (Gather, Analyze and Apply Information and Ideas.)

- Students will be able to classify and categorize communications by themes and genres.

## Fine Arts: Visual Arts

- Students will be able to understand that a work of art can represent different ideas and images. IV.B
- Students will be able to examine artworks for comparison among theme, style, and subject matter. IV C

### Media Components:

*Stories Under the Stones* video: (The entire video is 58 minutes. If you have time to show the entire video that would be effective, but would add an extra day to the lessons.) However, if you have very limited time, you may choose to show small segments. Here is a listing of the parts to show students for them to complete these two lessons. Even if you show the entire video, you may want to review these segments during the lesson.

#### Day One

1. *Burial Becomes Them: Segments* starting with Suzanne Lehr (blonde hair and green blouse) talking about –In 1831, the concept of the rural garden cemetery design---through the William Clark tomb description. ( 1 minute) Then skip to the Busch tomb so that students can see the Gothic Revival style. (less than one minute)
2. Toward the latter part of *Burial Becomes Them*---before Myth part. Segment just after Sherman starting with Charles standing and talking about Missouri being divided during Civil War. (Note Greek Revival Mausoleum with Ionic columns behind Charles). This segment is about Mt. Mora. continue through the 19<sup>th</sup> Century, the upper middle class began.....through----Egyptian Revival design---King Tut's tomb. ( 2 minutes)

#### Day Two

1. *Sleeping in Style*—(3 minutes)
2. *Between the Spirit and the Dust* (7 minutes) stop before the death of children part.
3. *Burial Becomes Them* starting with Charles standing beside Steamboat Captain headstone carving through the description of Kate Brewington who took daily doses of arsenic. (3 minutes)

### KCPT web site: *Stories Under the Stones* section

<http://www.kcpt.org/stories>

### Mount Washington Forever Cemetery in Independence web site:

[http://www.missouri-memories-nature-photos.com/Mount\\_Washington/Cemetery\\_Home.html](http://www.missouri-memories-nature-photos.com/Mount_Washington/Cemetery_Home.html)

**Materials:**

Television with VCR; computer lab; copies of two detective sheet to be given out in stages to students; paper/ pencils for students to make a table for categorizing symbols.

**Prep for Teachers:**

Preview the video *Stories Under the Stones* and practice finding the selected sections.

**For Day One:** Copy the two architecture detective sheets for each student. The first sheet is a whole group activity and the second page is for partner research. Copy the grid worksheet for categorizing architecture for partners to use. Note that the answer for the Gold Medal puzzle is the Hudson Family Tomb at Mt. Washington Forever Cemetery web site.

**For Day Two:** Go to the KCPT web site and view the Art in Stone collection to become familiar with the site before students start using it.

**Day One Introductory Activity:**

Explanation: Many cemeteries today have all flat headstones that are level with the grass area to make mowing the cemetery much easier. However, in many cemeteries that were built around 100 years ago, there were many elaborate tombs and mausoleums. A mausoleum is a small building to hold several caskets or urns in one place-- especially used for families who were wealthy. Many of these mausoleums were designed with special architectural styles. We are going to watch a very short segment of a video called *Stories Under the Stones* and you need to watch carefully to notice how different this cemetery is from a modern day one.

Show the following one minute segment to students

Toward the end of *Burial Becomes Them*---just before *Myth* part. Segment starting with Mt. Mora. Brownie says: And in the 19<sup>th</sup> Century, the upper middle class began..... through---Egyptian Revival design---King Tut's tomb. (one minute)

Ask students what they noticed and write down what they say on the board or a piece of chart paper.

Tell the students you are going to rewind and show the video again. This time they are to look for types of architectural parts they see like columns, roofs, materials used to make the mausoleums (stone, wood, brick). After showing the segment again, ask students to talk about what they saw and list their answers.

**Day One Learning Activities:**

1. Task One: Learn about Styles. Explain to students that they will be architecture detectives today. They will first learn some information about popular architectural styles at the turn of the century. Hand out the first worksheet that has

- Task One and describes the styles of architecture. Read over with the students the task and the definitions. Sketch on the board or overhead the tops of the three columns discussed under the category of Greek Revival: Ionic (draw a scroll top), Corinthian (draw a leafy top) and Doric (draw a plain top). Describe what a sphinx looks like and remind them that they saw two of them in the video section during the Introduction. Remind students what arches are and sketch on the board a rounded arch and a pointed arch.
2. Task Two: Viewing the Video. Go over the directions for Task Two. This could be a noisy segment---but fun for the students as they call out styles they see on the screen. Show the first two video segments with pauses between them where students discuss what they saw. This activity is to help students develop more confidence in recognizing different styles. You may need to rewind and show a segment and let students try again to identify styles.
    - Burial Becomes Them: Segments starting with Suzanne Lehr talking about “In 1831, the concept of the rural garden cemetery design”---through the discussion of the cholera epidemic ( one minute)
    - Toward the end of Burial Becomes Them---just before Myth part. Segment starting with Mt. Mora. Brownie says: “And in the 19<sup>th</sup> Century, the upper middle class began.....through----Egyptian Revival design---King Tut’s tomb”. (one minute)
  3. Task Three: Computer Research. Take students to the computer lab. Be sure they take the worksheet with the definitions with them. If you do not have a lab, but have an Internet connected computer and projector and screen in your room, you can show each image from the two web sites and have students make decisions with a partner and write their answers in the appropriate squares. Another option is to take the PDF files with this lesson and make a power point presentation for students to view and then write their answers as to categories.
  4. Explanation of the Computer Research Activity: Hand out the chart worksheet to the students and tell them that they will be surveying the mausoleums on two web sites and will decide where the images fit into the chart. Tell them that not all squares will be filled in. Remind them to use the criteria on the first worksheet they brought with them to the lab. They will need to write a few words to identify each tomb or mausoleum on the chart and may use the name under the image.
  5. Trial Run for Research Activity: Have all students log onto the Mt Washington Forever web site and look at the first mausoleum in the upper left corner. Have students decide its architectural style and then write the name of the mausoleum in the square under that style. Have the students continue looking at images on the Mt. Washington Forever web site and writing their names into the squares under the correct style title.
  6. Have pairs of students log on to the KCPT web site and continue the same activity with the images of the mausoleums on that site.
  7. Discuss their answers as a class. This is not a test, but an opportunity to practice categorizing using specific criteria.

8. Task Four: While searching the two web sites, students will try to find the mystery mausoleum with the imaginary gold medal using the clues on Task Four. (The mystery tomb is the Hudson Family Mausoleum at Mt. Washington)

### **Day Two Introductory Activity:**

Ask students what kinds of art they think might be found in a cemetery. Talk about sculptures and stone carvings as forms of art. Then ask students what kinds of symbols might be found on tombs or headstones. Some may say crosses or angels.

Tell them that they will be exploring different types of art found in cemeteries which indicate how people felt about death and about how to show respect for family members or famous people who died.

### **Day Two Activities:**

1. Explaining Symbols: Write the following symbols on the board. Have students discuss what they think each one may mean. Then write the meaning beside each word and have students copy the names and definitions onto their own paper.
  - Cross—salvation
  - Broken column—life ended early
  - Dove—peace or purity
  - Crown—glory or life after death
  - Angel—protection or resurrection
  - Bird—eternal life
  - Heart---love
  - Tree—everlasting life
  - Drapery—grief and mourning
  - Shining sun—eternal life
  - Doors—gates to heaven
  - Clasped hands—farewell or God welcome to heaven
2. Explanation of Task: Tell students that they will once again be detectives trying to find cemetery symbols and categorizing them into themes. The themes will be grief, eternal life, an early death, showing ones profession or interests. Their goal is to determine the category that has the most symbols in it.
3. Show these three video segments:
  - *Sleeping in Style*—(3 minutes)
  - *Between the Spirit and the Dust* (7 minutes) Stop at the section about the death of children.

- *Burial Becomes Them* starting with Charles standing beside Steamboat Captain headstone carving through the description of Kate Brewington who took daily doses of arsenic. (3 minutes)
  4. As students watch the video, have them jot down some notes of what they see. When finished, ask if they could add any other symbols and definitions to the list.
  5. Computer Lab Time: Have students draw four columns on a sheet of paper. Each column will have a title: 1) grief, 2) eternal life, 3) an early death, and 4) showing ones profession or interests. Tell students that they will be visiting a web site with cemetery images on it and will be categorizing the art they find by theme and writing the name of the art pieces they find on the site in their proper columns.
  6. Students go to the computer lab and access the KCPT web site for ***Stories Under the Stones – Art in Stone*** and click on Art in Stone to pull up images. (It might be easier to show the video segments in the computer lab so that students can go from viewing the video to working at their computer stations.) Students will work in partners to categorize the images they find as to theme and write their answers in the columns they have drawn and labeled. Some images may fit several themes.

### **Culminating Activity**

Go over the results of their work as a class and discuss these questions:

- What category had the most symbols? Why do you think that was the case?
- What was your favorite cemetery art work that you viewed?
- What cemetery art work did you think was the most unusual? Explain why.

### **Cross Curricular Extension: (Math, science and history)**

Obelisks

Obelisks are found throughout the video segments as tomb markers. Discuss the origin of these shapes. Go to this web site for a good definition:

<http://www.free-definition.com/Obelisk.html>

Then have students go to the following Nova web site and participate in a game where they measure the weight of an Egyptian obelisk.

<http://www.pbs.org/wgbh/nova/lostempires/obelisk/big.html>

## **Community Extensions:**

**Art Project:** Students can artistically design the tomb of a famous local person who has already died. They can explain the symbols they used and why they chose them.

**Cemetery Exploration:** On their own time, students can visit a local cemetery to search and find a variety of stone sculptures or tombstone art and make a list of their findings.

### **Guest Speakers:**

Invite a local cemetery official to come speak to the class about the history of the cemetery and some of the more interesting art work found there. Ask the official to share the steps they take to preserve these pieces of art for the future.

Invite John Mark Lambertson from the National Frontier Trails Museum to talk some more about art and symbols in cemeteries. He was one of the speakers on the video. Ask him how he became interested in this topic and how did he do his research. How much did it cost to have these elaborate tomb sculptures? Think up other questions to ask him and send him a list class questions in advance of his visit.

## **Student Materials**

- Worksheet for Lesson One on categorizing the architecture of mausoleums.
- Student Tasks for Cemetery Architecture Detectives
- Paper and pencils for drawing four column table to categorize cemetery art work.

## Cemetery Architecture Detectives

### Student Tasks

Your job is to be an architecture detective. Using the descriptions listed below select the correct architectural styles for different mausoleums and churches. Then solve the clues for the missing gold medal.

#### **Task One: Learn the different definitions of architectural styles at the turn of the century.**

Cemetery architecture frequently reflects the times in which the chapel or mausoleum was built. During the era when park like cemeteries were built, chapels and mausoleums were built in traditional styles. Popular styles were Greek Revival, Gothic Revival, Romanesque, Classic Revival and Egyptian Revival. Note that the word “Revival” is part of these styles. “Revival” meant that the architects had taken the older original style and used elements of that style in a revised way----bringing the old style back to a new life---in other words, reviving the old style.

- Greek Revival style had temple-like fronts with columns and pilasters. Columns are either Doric (plain unadorned style), Ionic (scroll top and plain or fluted column; or Corinthian (leafy-like top with a grooved or plain column). Most styles had a pointed roof.
- Egyptian Revival had plain columns with sphinx figures and urns as added features. The roofs tend to be straight lines.
- Gothic Revival was very popular for churches and schools well into the 20<sup>th</sup> century. The windows have pointed arches, there are steep gabled roofs, and in some cases, towers. The construction is usually some type of stone work.
- Classic Revival tended to be Roman in style. Some Classic Revival styles featured domes and columns.
- Romanesque was a style featuring block columns and rounded arches.

#### **Task Two: Be a video detective.**

As your teacher shows portions of the *Stories Under the Stones* video, call out the style of mausoleums and chapels as they come into view.

Greek Revival	Egyptian Revival	Gothic Revival	Classic Revival	Romanesque

**Task Three: Be web detectives**

Using these two web sites, find examples of each of these styles in the churches or mausoleums featured on the site. Working with a partner, write down the name of the church or mausoleum on this worksheet under the style it matches. (Some grid squares may not be used)

**Mount Washington Forever Cemetery, Independence, Missouri**

[http://www.missouri-memories-nature-photos.com/Mount\\_Washington/Cemetery\\_Home.html](http://www.missouri-memories-nature-photos.com/Mount_Washington/Cemetery_Home.html)

**KCPT documentary Stories Under the Stone Website:**

<http://www.kcpt.org/stories>

**Write a title for your graph and sign your names.**

**ANSWER SHEET (Some possible choices students could make)**

<b>Greek Revival</b>	<b>Egyptian Revival</b>	<b>Gothic Revival</b>	<b>Classic Revival</b>	<b>Romanesque</b>
Tomb with Corinthian Columns KCPT	Egyptian Mausoleum KCPT	Busch Mausoleum KCPT	Domed Mausoleum KCPT	Romanesque Tomb DSCF003 KCPT
Bird Family Mt. Wash	Egyptian Mausoleum Mr. Mora KCPT	Wm Rockhill Chapel Mt Wash.	Roman Mausoleum KCPT	
Hudson Family Mt. Wash		Gothic Tomb With columns Mr. Mora KCPT		
John Long Mt. Wash				
Mary Atkins Tomb KCPT				
Mausoleum w/ Pink flowers KCPT				

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**Check that students wrote a title.**