

R.I.P., GRAVES, GRIFFINS, and GRAFFITI

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Purpose: In order to enhance the Indiana students' awareness of the importance of limestone in their state's development, a series of activities involving cemeteries, stonecutters and epitaphs will be experienced.

Grade Level(s): four through twelve (difficulty and requirements adaptable)

Estimated Sessions: two (if only doing the cemetery activity and follow-up research); four if doing all of the activities

National Geography Standards:

6. How culture and experience influence people's perceptions of places and regions.
7. The physical processes that shape the patterns of Earth's surface.
9. The characteristics, distribution and migration of human populations on Earth's surface.
11. The patterns and networks of economic interdependence on Earth's surface.
14. How human actions modify the physical environment.
15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Indiana Social Studies Academic Standards:

Fourth Grade – History: 4.1.11, 4.1.12, 4.1.15, 4.1.16, 4.1.17; *Geography:* 4.3.1, 4.3.4, 4.3.10, 4.3.11, 4.3.12; *Economics:* 4.4.1

Sixth Grade – History: 6.1.18, 6.1.20, 6.1.21; *Geography:* 6.3.2, 6.3.3, 6.3.9, 6.3.10, 6.3.13; *Economics:* 6.4.8

Eighth Grade – History: 8.1.27, 8.1.31; *Geography:* 8.3.1, 8.3.4, 8.3.7, 8.3.8, 8.3.9, 8.3.10, 8.3.11; and *Economics:* 8.4.3, 8.4.6, 8.4.11.

Geography and History of the World: 3.2, 3.4, 6.6, 8.1, 8.4, 9.2, 9.3

Materials Required:

- cemetery worksheets (attached)
- three short stonecutter "autobiographies"
- colored pencils
- book Indiana Stonecarver: The Story of Thomas R. Reding
- topographic maps of the cemetery that visit or of the area under study
- *Indiana in Maps: Geographic Perspectives of the Hoosier State*, Mineral Resources map, pg. 4

Objectives: After this lesson is complete, students will have

1. described "how" limestone was formed,
2. written a short autobiography of a stonecutter giving reasons for migration and settlement,
3. created an epitaph to summarize their life as a stonecutter,
4. taken tombstone rubbings,
5. learned how to use a topographic map, and
6. compared their hand-made maps to a topographic map.

Inquiry Skills of Geography: Asking Geographic Questions, Acquiring Geographic Information, Organizing Geographic Information, Analyzing Geographic Information, and Answering Geographic Questions.

Background: This activity would be best following a discussion about Indiana limestone and Indiana geology. (See the "Limestone Links to the World" activity enclosed in this Educators' Guide. Visit the Indiana Geological Survey web site in order to obtain more detailed, yet, brief description of the development of Indiana limestone.

Procedures:***Asking Geographic Questions:***

1. As a class, students will read about and discuss Indiana geologic history and the formation of limestone; during the discussion, write down student questions on the blackboard. Discuss the questions. Perform the “2,000,000 Years of History” activity from the “Limestone Links to the World” lesson enclosed in this Educators’ Guide.
2. After the formation of limestone has been discussed and a classroom limestone layer has been created, students should try to answer any of the questions written on the blackboard that they are able; any questions that they are unable to answer should be answered at the end of the entire activity.

Acquiring Geographic Information:

3. The teacher will read to the students examples of three biographies of early stonecutters and their families. In groups of three, students will list characteristics of stonecutters after they listen to each biography. Students, in their groups of three, will then create their own autobiography of an 1850’s stonecutter. The biographies should include: native homeland; reasons for emigrating; items brought from their homeland; modes of travel and routes; sites where they settled; housing conditions; illustrations; and treatment by native “Hoosiers”. The focus is placed on stonecutters as a primary source for their trade would have been limestone quarried from Indiana. Discuss the material and non-material aspects of the stonecutters life in Indiana. Discuss the idea of stonecutters as artisans and shapers of Indiana history.
4. Arrangements with local (retired) stonecutters may be made to obtain oral histories; compare the first-person oral history with the students’ biographies. How has technology changed the stonecutter and quarry industry?
5. Next, visit a nearby cemetery (preferably an older one) with a local historian. Working in teams of two or three, students will obtain rubbings of at least two tombstones, which include epitaphs. Students may also draw unusual limestone markers. Students should also notice how the environment has affected the tombstones. Teams should complete the *Cemetery Worksheet* and *Cemetery Map*.

Analyzing Geographic Information:

6. All findings in the cemetery should be shared upon return to the classroom on a flip-chart; further questions and/or observations about the cemetery experience should be written on another flip-chart.
7. Each student should create an epitaph for themselves or for “their life as a stonecutter”.
8. Introduce students to a topographic map; one of the cemetery or the school would be best. Notice the parts of the map: title, orientation, author, date, legend, and scale. Point out the specific aspects of the map that students may relate to; for example, a hill near the school, the school, a nearby church, railways, roads, nearby houses, parks, airports, or other landscape features that students will readily identify. Discuss the elevation depicted on the map. Again relate to a landscape feature that the students will readily identify. Identify the cemetery and study the site. Note the latitude and longitude of the site.

Answering Geographic Questions:

9. Review and discuss/answer as a class the questions about the cemetery experience.
10. Then review and discuss/answer as a class the previous unanswered questions about limestone and its development. Determine the mechanisms that aided in the development of large limestone deposits. Discuss the impact of industrialization on the Indiana limestone industry and lifestyle of a quarry employee or stone carver, and discuss subsequent problems as humans modified the environment. What are Indiana citizens and the government doing to rectify the human impact?
11. Compare the students’ hand-made maps to the topographic map of the site. Each student should comment on the three positive aspects of their maps and on one aspect of the map that needs a little work. Comments could be placed on the back of the maps.

Evaluation Mechanisms:

1. Student participation and group cooperation.
2. Stonecutter biographies based on a simplified, peer-review rubric.
3. Tombstone rubbings and cemetery worksheet.
4. Epitaph development rated by peers as appropriate or not for the time period.
5. Hand-made map development.

Extensions:

1. Read Indiana Stonecarver: The Story of Thomas R. Reding, by Ann Nolan, and other personal accounts of stone carvers and quarry workers.
2. Do research concerning the meanings of designs on early tombstone.
3. Invite local historians to speak on early cemeteries, tombstone designs and epitaphs to the classroom.
4. Take responsibility for the care and upkeep of an old, worn-down cemetery.
5. Utilize GPS (Global Positioning Systems) units to map the cemetery. Invite a local GPS business user to assist with the instruction and field work.
6. Access satellite imagery via the computer to view photographs of the cemetery. Compare the cemetery environment to surrounding environments.

Resources:

1. Indiana Department of Natural Resources, Outdoor Recreation, Map Sales, 402 West Washington Street, Room W160, Indianapolis IN 46204, 317.232.4180, <http://www.in.gov/dnr/outdoor/canoe/topomaps.htm>. Call for updated price per map.
2. Indiana Stonecarver: The Story of Thomas R. Reding by Ann Nolan and Keith Buckley, Vol. 27, No. 1, June 1984, Indiana Historical Society Publications; ISBN-10: 999945447X. Indiana Stonecarver provides text and photographs of the work of Thomas Reding who carved gravestones in Indiana from 1840 until his death in 1852.
3. **Indiana's Stone Cutters and Carvers: Builders for the Nation** (90-3041); Monroe County Historical Museum, 202 East Sixth Street, Bloomington, IN 47408. The purpose of this project was to collect oral histories (on audiotape and videotape) of people who worked in the Indiana limestone industry in Monroe and Lawrence counties in the first half of the twentieth century. Among those interviewed are quarry owners, stone cutters, stone carvers, family members of men who worked in the industry, Indiana University geologists who have studied the Indiana limestone industry extensively, and an I.U. folklore professor who has studied the use of limestone carvings in the local community. Available to researchers are 15 one-hour audiotapes and 8 videotapes of the full interviews with 15 subjects. Also available is a 30- minute video entitled "Limestone Pieces"-which is an edited compilation of the information found in the videotaped interviews.
4. In Limestone Country by Scott Russell Sanders, ISBN 0807063355. Paperback for middle school (well read) and high school students.
5. *Indiana in Maps: Geographic Perspectives of the Hoosier State*, Jeff Wilson, ISBN 1-929774-21-4; Spring, 2003; Geography Educators' Network of Indiana, <http://www.iupu.edu/~geni>.

CEMETERY WORKSHEET

Name _____ Date _____

Name of Cemetery _____

Location of Cemetery _____

1. Cemeteries can tell the history of a region in a few words and dates. They are a source of information, but they are also sacred areas. While visiting the cemetery, remember to be respectful to those buried.

2. Using dates between 1810 and 1900, find the average age of five people:

$$\begin{array}{r} \text{_____} \\ + \\ \text{_____} \\ + \\ \text{_____} \\ + \\ \text{_____} \\ + \\ \text{_____} \\ = \end{array} \quad \begin{array}{r} \\ \\ \\ \\ / 5 \end{array} \quad \text{_____} = \text{average age}$$

3. Look for “signed” stones, ones on which the stonecutter/carver has placed his name.

Write the name: _____

4. What is the oldest grave in the cemetery? _____ (name)
_____ (date)

5. Write the name of a person who lived a long time: _____
How old was she/he when they died? _____

6. Write the name of a person who lived only a short time: _____
How old was she/he when they died? _____

7. Are any stonecutters/carvers buried in this cemetery? If yes, state their name, birth date, death date, epitaph or additional information available: _____

8. What is the date of the most recent grave? _____

CEMETERY MAP

Name _____ Date _____

Name of Cemetery _____

Location of Cemetery _____

From your perspective, draw a map of the cemetery. Include the entrance, walls/fences, roads, paths, sidewalks, trees, buildings, tombstones, monuments, creeks, ponds, and other landscape features that you see. Try to be as complete as possible. On the map, include orientation, legend, and approximate scale (use your shoe to measure distance).

Buildings Including Indiana Limestone:

Department of Commerce in Washington, D.C. (1929)

The Empire State Building in New York City, N. York (1931)
York, NY

The Pentagon in Washington, D.C. (The 1940's)

The Washington Cathedral- unit "A" (1948, addition 1952)
Washington, D.C.

Proctor and Gamble in Cincinnati, Ohio (1955)

Proctor and Gamble East in Cincinnati, Ohio (1982)

Blue Cross/Blue Shield in Indianapolis, Indiana (1969)
MA

The National Cathedral in Washington, D.C.
NY

The Ronald Reagan Building in Washington, D.C.

The International Trade Center in Washington, D.C.

The Federal Triangle Building in Washington, D.C.

Jacob's Field in Cleveland, Ohio

The Crescent in Dallas, Tex.

The National Archives Building in Washington, D.C.

Many buildings around Indiana

Also monuments and cemeteries around the country

Recent Projects Using Indiana Limestone:

The Pentagon in Washington, D.C.

Empire State Building renovation in New

Federal Triangle Complex in Washington,
D.C.

U.S. Holocaust Memorial Museum in

Myerson Symphony Center in Dallas, TX

Dallas Museum of Fine Art in Dallas, TX

101 Federal Street Building in Boston,

Barclay-Vesey Building in New York,

Green Hill Cemetery Tour: Bedford, Indiana

(This is a great example of cemetery research, which includes information about nativity, migration, affluence, politics, income, and profession.)

Start Point Green Hill Cemetery, 18th Street entrance in Bedford.

Green Hill Cemetery is regarded as having some of the finest examples of stone carvings in the country. The Association which runs the Cemetery was organized on March 30, 1889. One of its principle organizers was one of the county's outstanding citizens and doctors. Dr., Ben Newland and his wife Louisa, are believed to have been the first people buried in the new section. The iron fence which encloses the cemetery was erected in 1908 and 1909 at a cost of \$396. It is not known how many people are buried in the old part but you can recognize veterans from the Civil War, Mexican War, War of 1812 and both World Wars. Monuments include many of the founding fathers of the area. Near the center of the old part, you will find stones of early immigrants from such countries as Ireland, Scotland, France and Germany. Many of the epitaphs are in their native language. Enter the main gate and park. Walk along the fence to the left (east) of the gate to the corner.

1. Moses Fell Dunn - (located about 1/4 into the cemetery from the entrance). A stone flat on the ground with carved words. He was the grandson of Moses Fell and was an eccentric bachelor, lawyer, world traveler and philanthropist. He was in law practice where the current Masonic Temple is located on the north side of the square. He was a practicing attorney in 1855-56. In 1866 he served as a State Representative. Both the Dunn Masonic Temple and the Dunn Memorial Hospital are named after him. He was highly educated and wrote two books. The first: The Diary of a Lawyer was 900 typewritten pages. He had great interest in mythology and religions. He always carried a book of mythology with him. His second book: The Track of the Romans was a study of various mythology and religions of the world. Moses graduated from IU but for some reason got mad at them and so gave land to their rivals: Purdue University. The land is the Purdue Farm.
- 1-B. George Grundy Dunn - On the flat stone right beside Moses Fell Dunn. An attorney, who with his dry wit wrote his epitaph - Good Friend for Jesus sake, forsake to dig the dust enclosed here. Best be the man that spares the bones and cursed be he who moves my bones. Moved to Bedford in 1833 where he identified himself as an instructor in the public schools, occupying his spare hours in reading law. He then started practicing law and while serving as the prosecuting attorney he became widely known and being an ardent Whig in politics became the nominee for Congress. Although the district was strongly Democrat, he became elected to the Indiana State Senate but in 1852 resigned his seat to look after a large legal practice. In 1854 he became an independent candidate for congressional honors. The exposure and hard work of this campaign were, no doubt, the ultimate cause of his death. He lived to serve in the session to which he had been elected and died in September 1857 regretted by many friends. Without flattery to the memory of Mr. Dunn, it can be honestly be said that he possessed a legal and legislative mind unsurpassed by any man of his time in Southern Indiana. Walk east to the taller column with a delicate carved flower wreath on top.
2. Elizabeth Pearson - Married to Dr. John Royer Pearson. November 30, 1843. She was born April 5, 1815 and her death occurred July 22, 1860. To them were born 5 children. Go back to the north fence and walk to the east corner of the cemetery.
3. Cynthia Foote - (old part next to fence at the back of the cemetery) Dr. Foote is considered the father of the limestone industry. He is buried on the east side of town at Foote's Tomb. His children and his wife are buried here.
4. Joseph Rawlins - located at the back of the old part near the new 25-acre part. This monument of granite was placed here by the family many years after his death. Joseph Rawlins was an early carver of stone and quite an influential man of his time. He is an ancestor of the Voris family. The fall of 1812 he settled in Lawrence County. He served as a ranger in 1814 and saved enough money to purchased 80-acres of land. He began farming, taking his produce to New Orleans by flat boat. In 1826 Mr. Rawlins began a general mercantile business. In 1826 Bedford has just been made the county seat and was named by Mr. Rawlins from Bedford County, Tennessee. He was the first assessor of the county. Turn south and walk slightly to the right (west) to find a taller tree trunk.

5. Samuel Short - (located near the Stillson stone) interesting trunk carving. Most of the trunk carvings were done during the 1890's as a symbol of rustic simplicity. These trunks were available from the local mills and were usually customized to individual specifications. Samuel Short was a deacon of the First Christian Church in 1860, Captain of the 18th Indiana regiment in 1861 during the Civil War, representative in 1845, attorney in 1847 and very active in enrolling volunteers after the attack on Fort Sumter in 1861. He served as Captain in the 18th Missouri campaign during the Civil War and the Major Commander at Pea Ridge. Bad health forced him to resign from the military. To the south east (left) is a smaller tree trunk with a delicate potted lily carving on the front.
6. Margaret Kenan - Turn west toward a taller tree trunk. Carved doves, angels and hands pointing upward symbolizes heaven. Carving of foxes and hounds around the base is for the hunter. A string of fish means a fisherman.
7. Franklin A. Houston - Another version of the tree trunk carving with the potted lily on the front. He was the 1853 fair premium winner in mules.
8. Fred Otis - A newspaper man who originally owned the property on the east side of town called Otis Park. He donated the property to the community in 1937. He began working as a print roller boy. After a year he learned typesetting in the office of the Bedford Banner. In February 1889 he got the attention of Frank B. Hitchcock who was half owner of the Bedford Mail for his knack of writing local interest stories. Mr. Hitchcock bought his remaining stock of paper and sold it to Mr. Otis to bring him in as manager.
9. Henry Davis - Mr. Davis moved here from Tennessee. He moved to Leesville in 1839 and in the next 30 years he served in both the Mexican and Civil Wars. At the outbreak of the Mexican War he was elected Captain of the Second Indiana Infantry. The company marched from Bedford to New Albany where they boarded boats and went to Mexico. After returning from the Mexican War he moved to Bedford and served four years as Treasurer. In 1877 at the age of 65, Davis was appointed Bedford postmaster. He held that position until 1885. He opened a saddle and harness shop. He invented the Davis Spring Saddle that was the most comfortable saddle of its time.
10. J. W. Pruett - (located southwest of the Otis marker) Another interesting tree trunk carving. Notice the detail of the wheat carvings.
11. Cross
12. Angel
13. Grubb - Tree Trunk
14. Dr. Ben Newland - (center of the hill in the new part) A Lawrence County doctor that served with the Indiana Infantry during the Civil War. He took part in politics as a delegate to the Democratic National Convention in 1852. He opened his office on the public square when he was 24 years old. He was quite an accomplished man who started carrying mail on horseback when he was 12, took part in an extensive study of tuberculosis, was president of the Bedford Branch of the State Bank in 1854 and 1855 and helped found this cemetery.
15. Thomas Box - Located in the new part of the cemetery, center of the hill east of the Newland stone, across the road) Captain Box was a Congressional Medal of Honor winner for his services in the Civil War with the 27th Indiana Volunteers. This organization later became part of the Union Army of Shenandoah. After his return he loved to tell war stories with his dry wit. He also served as sheriff.
16. Ragsdale Elephant Ear - (Located up the hill from the Thomas Box stone) Very unusual monument. It is not known who carved this, but note the tree stumps and what appears to be sponges and rocks. On the paved road on the east inner hoop, it is the tallest monument.
17. Stone Cutters Memorial (located at the top of the hill on the east side) This carving is of an immigrant stone

cutter. Notice the tools of his trade. It is a standing memorial to the living stone cutters as well as those are who deceased.

- 17-b. Johnny Casper - (Located in back of the of the memorial to the north), a very simple small stone, one of many similar stones. Johnny was an immigrant from Germany and was the model for the Stone Cutters Memorial. He came to the area to carve stone. He did not have enough money to bring his bride-to-be with him, so he began to save money in an old trunk to bring her to Lawrence County. Two ladies who owned the boarding house across the street from where Johnny was staying, talked him into moving in with them to save money. Soon he became very sick. It was believed the two ladies were feeding him arsenic. When he died, the trunk full of money mysteriously disappeared. No one was convicted of the crime but you can draw your own conclusions.
18. Lewis Baker - (located across the road to the southwest) This is one of the most popular monuments in the cemetery. Lewis Baker was a well respected stone carver. He was working in the mill when he suddenly became sick and immediately died of a heart attack. He was young when he died. He was so well-liked by his co-workers that they carved this monument to him. It is an exact copy of the way he left his carving bench when he died.
19. Matthews Family Monument
20. Hanner Family Memorial
21. Pailini Monument
22. Tom Barton - Golf Monument (Across the street to the west) Mr. Barton loved and, in fact, died while playing golf. This monument is made from granite, not limestone, but was carved here in Bedford.
23. Lemon Vault
24. Voris Vault / Col. Archibald C. Voris whose marked abilities and sterling qualities won for him much more than local repute, he held distinctive precedence as one of the most progressive and successful men. As a delegate to the convention in 1860, he was one of the active men in securing the nomination of Abraham Lincoln. In 1882 he abandoned the practice of law on account of increasing business as a member of the Dark Hollow Stone Company.
25. Eva Lou Gaussin - a 7-year-old girl took some of her wardrobe to her grave. Her hat and high button shoes rest among the lilies and ivy which are symbols of resurrection and eternal life. The roses beneath her shoes and in the wreath stand for the brevity of life.
26. Mammie and Alonzo Maddox Entwining Tree Trunks - The entwining limbs symbolize their love.
27. Corbin Kneeling Christ - Stone is of a Christ kneeling in prayer. Make sure to note the fine detail on the fingers and the features.
28. World War I Soldier

Beech Grove Cemetery: From 16th Street, turn south on Q Street 2 blocks. Cemetery was established in the early 1880's after the old section of Green Hill Cemetery was reaching capacity. It originally was a swamp. There is a section referred to as the potter section which was designated for those people who could not afford the money for burial expenses. Large 14 foot tree trunk is one of the finest examples of tree trunk sculpture in the county. It is located near the center of the cemetery near a cedar tree.

Talbot Cemetery near Bono. Nathan Hall – early stoneman. Tree trunk carved with fox and hounds chasing around the bottom depicts that he was a hunter. This is one of the most photographed stones in the county.

THANKS to the Lawrence County Tourism Commission, 1.800.798.0769, 812.275.7637, <www.limestone.country.com>.

Possible Meanings Behind Carvings

Anchor: Hope, or 'at rest'

Arrow: Mortality

Bed: The deathbed

Book: Faith everlasting

Butterfly: The resurrection

Circle: Eternity

Column: Mortality (the broken column traditionally signifies the break in life)

Cross: Christianity

The Greek Cross: Found on Assyrian tablets, Egyptian and Persian monuments and Etruscan pottery.

The crux decussata: St Andrew's cross. The x-shape symbol found commonly on ancient sculpture.

The Latin cross: Engraved on ancient pre-Christian coins, monuments and medals.

The tau cross, or crux commissa: To worshippers of such Egyptian deities of Isis and Osiris, it represents the emblem of immortality.

Crown: Heavenly reward

Cypress Tree: Deep mourning

Dove: The soul - peace

Gates: Heavenly entrance

Hands: Farewell; a symbol of fortitude in Ancient Egypt and of fidelity in Rome. The male and female clasping hands often seen on family graves represent the everlasting union of husband and wife.

Heart: Love & devotion (Flaming heart is a symbol of charity.)

Horse: Courage or generosity

Hourglass: The passage of life

I.H.S.: Jesus the Saviour of men)

Ivy: Friendship

Labyrinth: The passage of life

Lamb: Innocence

Lamp: Sanctity

Laurel: Victory or peace

Lily: Chastity, innocence and purity

Lion: Resurrection

Obelisk: Eternal life

Palm: Triumph of a martyr over death

Passion Flower: Christ's passion - redemption

Pelican: Charity

Phoenix: Resurrection

Pyramid: Eternity

Rocks: Everlasting strength

Rose: Emblem of a paragon or one without peer

Burgundy Rose: Simplicity and beauty

China Rose: Grace or beauty ever fresh

Dog Rose: Pleasure and pain

Moss Rose: Melancholy

Musk Rose: The capriciousness of life

Provence Rose: All-consuming life

White Rose: Virginity. Full of buds - Secrecy

Wreath of Roses: Beauty and virtue rewarded

Yellow Rose: Infidelity

Shell: Pilgrimage

Ship: Christianity

Skull: Mortality

Snake: Eternity

Sundial: Passage of time

Sword: Justice or fortitude

Torch: Immortality

Urn: Mortality

Wheat: Fruitfulness harvested

Willow: Grief

Yew: Deep mourning