

# These are Matters of Grave Importance



**CEMETERY STUDIES CURRICULUM MATERIALS  
for SOCIAL STUDIES CLASSES**

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[www.HistoryLink.org](http://www.HistoryLink.org) Click on “Study Aids” and then on Curriculum.

On the cover: Hillgrove Cemetery Restoration Project, courtesy Burien Heritage Society.  
Other photographs in this curriculum courtesy Washington State Cemetery Association, Faith Beatty (Cleveland High School), Burien Heritage Society, Patricia Filer, and Catherine Roth.



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## These are Matters of Grave Importance: CEMETERY STUDIES CURRICULUM PROJECT OVERVIEW

This curriculum project *These are Matters of Grave Importance* is based on two separate Heritage Education projects funded by King County's 4Culture Heritage Program. These projects, described on pages 4-7, engaged high school students in supervised cemetery-based classroom activities including research, site-visits, and basic landscape maintenance. More detailed information can be found in project reports I 4Culture's Heritage Resource Library.

Almost every community in the world has a unique cemetery that shelters the remains of its early residents. Cemetery tombstones, burial records, obituaries, and related newspaper articles and family records provide a myriad of potential opportunities to research distinctive neighborhood histories. Carefully prepared activities using selected primary and secondary sources can provide students with a new found respect for the cemetery as a community research resource and as a peaceful resting site for former inhabitants of the historic neighborhood in which they live or go to school.



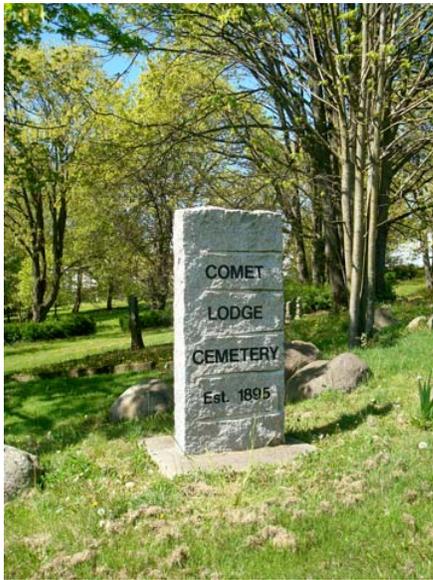
Hillgrove Cemetery: Courtesy Burien Heritage Society



*All photos courtesy Burien Heritage Society*

## CEMETERY STUDIES PROJECT 1: COMET LODGE CEMETERY PROJECT

The Comet Lodge Cemetery Project, funded for the 2000- 2001 school year by Heritage 4Culture, was the result of a partnership between Cleveland High School students (under the direction of veteran teacher Faith Beatty) and the Washington State Cemetery Association (WSCA).



Comet Lodge Cemetery was established in 1895 to serve the people of Georgetown and the surrounding communities. Although organized burial records are not available, it is believed that between 1895 and 1928, as many as 400 bodies might have been buried there. Many of the prominent local pioneer families including the Maples and the Van Asselts were laid to rest there.

In 1931, the local Odd Fellows Council disbanded and the care of the cemetery grounds was left to the descendants of those who were buried there. The cemetery fell into neglect. In 1938, King County foreclosed on the lot for non-payment of taxes.

Consequently, over the years, the majority of the headstones disappeared as a result of vandalism or theft. Restoration of the Comet Lodge Cemetery is currently being managed by King County and the Washington State Cemetery Association.

The mission of the Washington State Cemetery Association (WSCA) is to research, protect, restore, and preserve old and/or abandoned cemeteries in Washington state, to maintain their history, and to provide education and awareness of old and/or abandoned cemeteries and their care to the public. The WSCA applied for a grant to King County Office of Cultural resources to develop an educational program that would bring attention the preservation needs of Comet Lodge Cemetery. The project would teach students oral history and interview techniques by interviewing seniors who are descendants of a person(s) interred at Comet Lodge or those who have lived in the neighborhood of the cemetery for many years. The project would teach research techniques and assign specific informational components of the history of the cemetery and the neighborhood to students or small groups of students. The project also encouraged students to develop a community plan to maintain the cemetery grounds. By educating students, it was the hope of WSCA to develop an appreciation for historical sites in the community and to deter the destruction of cemeteries by young adults.

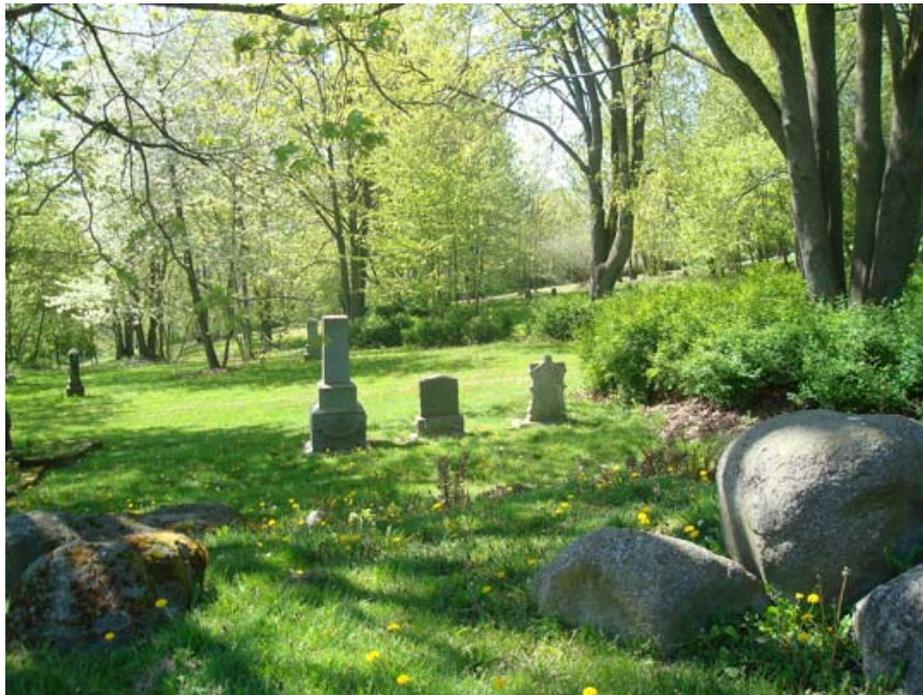
## **The Comet Lodge Cemetery Project Curriculum Components**

- 1) Research the cemetery's history..
- 2) Plan and host community meetings about the project.
- 3) Contact and maintain communication with City and Parks officials about project.
- 4) Develop oral history plan: identifying candidates, developing questions for interview; transcribing, editing interviews, preparing copy for print in cooperation with Jack Straw Productions and Lorraine McConaghy of Museum of History & Industry.
- 5) Students research and write a two- page research paper selected from Comet Lodge topic list; compile papers into book format. Sample topics found on page 51.
- 6) Discuss cemetery etiquette and basic landscape maintenance.
- 7) Plan and go on a cemetery field trip.
- 8) Design cemetery restoration plan.

### **Resources:**

King County Office of Cultural Resources, Cultural Education Application Form (2001) and Project Evaluation Report (2003), Washington State Cemetery Association and Cleveland High School

For more information, contact Washington State Cemetery Association at <http://www.rootsweb.ancestry.com> or Faith Beatty, retired Cleveland High School teacher at [faithfab@comcast.net](mailto:faithfab@comcast.net).



Comet Lodge Cemetery

## CEMETERY STUDIES PROJECT 2: HILLGROVE CEMETERY RESTORATION PROJECT

The Hillgrove Cemetery Restoration Project, funded in 1997 by 4Culture, was the result of a partnership between Highline High School and the Burien Heritage Society.



Hillgrove Cemetery: Courtesy of Burien Heritage Society

The Hillgrove Cemetery in SeaTac is the final resting place for 360 people including many from early pioneer families. The cemetery was designated as a county landmark in 1982, but had suffered from deterioration due to neglect and vandalism. Without intervention, it was feared that this historical community resource would be lost.

A plan to restore, improve, and maintain the cemetery grounds, as well as to document burials and conduct research about the persons interred at Hillgrove Cemetery was developed for the at-risk students of the Highline High School “Success” class. The emphasis of the program was to provide underachieving students with meaningful hands-on learning, endowing them with a sense of civic pride and camaraderie as they worked together to achieve something of lasting value in their community. This project also helped to fulfill the Burien Heritage Society’s mission to “preserve...the history and heritage of the greater Burien area and its people.”

Project managers deemed the Hillgrove Cemetery Project a success. Students learned local history and culture and restored a community landmark for others, while feeling a sense of pride in what they were accomplishing.

Descendants of those interred at Hillgrove Cemetery were appreciative as well. Leila Henriksen wrote “...I can remember going to Hillgrove Cemetery as a young child with my aunt and mother, laden with flowers and gardening tools to try to tidy up and decorate the graves of my sweet grandmother, Esther Ellington and two of her husbands... I was surprised and overcome with tears when I found the family plot and saw the new grass you had planted there. Not too far from it were the graves of my Great Grandmother and Grandfather Christina and Oscar Lindahl, whom I never knew since the last one died in 1939, 5 years before I was born. What a wonderful undertaking you have embarked upon and I highly commend you for it. I for one, greatly appreciate you and what you have done and what it has meant to me.”

## **The Hillgrove Cemetery Project Curriculum Components**

- 1) Lectures on local history followed by question and answer session and classroom discussion.
- 2) Analysis of relevant historical photographs.
- 3) Timelines of local history and national events developed.
- 4) Walking Tour of local historic sites
- 5) Video “*History of Des Moines: A Visual Perspective*” followed by class discussion.
- 6) Inventory of visible headstones compiled.
- 7) Headstone names transferred to plot map of cemetery.
- 8) Gravestone rubbings and both contemporary and historic photographs prepared for use in Highline High School display window.
- 9) Supervised cemetery grounds maintenance: re-mortared toppled headstones, dug up and replaced buried headstones, groomed family plots and headstones, arranged for periodic lawn moving.

### **Resources:**

King County Office of Cultural Resources, Cultural Education Application Form (1997) and Project Evaluation Report, Burien Heritage Society (1999)

For more information, contact Highline Historical Society at <http://www.highlinehistory.org/Teachers.html>



Hillgrove Cemetery Project: Courtesy Burien Heritage Society

## These are Matters of Grave Importance:

*What can you learn about the history of a community or neighborhood and its residents by researching the primary and secondary sources associated with the local cemetery?*



Hillgrove Cemetery: Courtesy Burien Heritage Society

### **Curriculum-at-a-Glance**

- **Primary Objective:** Students will learn about the history of the neighborhood and the people who have lived there; and students will develop an appreciation for preserving and maintaining a community landmark.
- **Student Activities:** Students will analyze a selection of primary and secondary sources to interpret community and individual histories. Students will participate in historic research, burials' charting and mapping, basic site landscape maintenance, and promoting community volunteer project to preserve and maintain the cemetery.
- **Materials included:** Basic Cemetery Worksheets and Headstone Research Worksheet; Primary Sources
- **Materials/equipment needed:** copies of worksheets and primary sources, (with site option, tissue paper and charcoal for grave rubbings; camera, yard tools)
- **Grade/Subject Recommended:** Grades 7-12
- Unit activities have been designed for whole class or small group.

## CONTENT and PERFORMANCE OBJECTIVES

### **Content Objectives:**

*Students will learn...*

- the history of the neighborhood and the people who have lived there;
- an appreciation for maintaining a community landmark; and
- burial customs and how they are changing to be more environmentally conscious.

### **Performance Objectives:**

*Students will...*

- analyze a selection of primary and secondary sources to interpret community and individual histories;
- participate in historic research, burials charting and mapping, and planning for basic site landscape maintenance;
- (with the site-visit option) inventory visible headstones, make simple repairs to gravestones and other cemetery fixtures, groom cemetery grounds and burial sites, and document the project with photographs and film.



## TIME MANAGEMENT

### Time Management

Day 1: General information about cemetery history and headstone significance

Day 2-4: Individual tombstone research

Day 5: Discussion of burial customs and environment

Optional:

Day 6: Tour of cemetery

Day 7: General maintenance plan for cemetery

Day 8-9: Onsite cemetery maintenance

Day 10: Project Review

## Washington state EALRS (Essential Learning Requirements) ALIGNMENT

**EALRs Alignment:** (The activities in this project have been designed to complement the following Essential Academic Learning Requirements (EALRs) for Washington state.

Civics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
				X					X		X	X	X	X	X	X		X

See Worksheet #3 to fulfill Social Studies Component 5.4: *Creates a product that uses social studies content to support at thesis and presents the product in an appropriate manner to a meaningful audience.*

## CBA (Classroom-Based Assessments) ALIGNMENT

The activities in this project have been designed to build the skills needed to implement the 7<sup>th</sup> Grade *Dig Deep: Analyzing Sources* CBA. In this CBA, students are asked to develop an historical question, state a position regarding this question, and analyze three or more primary sources to provide the reasoning for this position. It is suggested that social science perspectives such as geographic, cultural, political, economic, sociological, and psychological be used as evidence to support this position in a cohesive paper or presentation. The following recommendations may be used to implement this CBA:

- 1) As a group classroom activity, ask students to discuss and suggest possible historical questions that will complement the curriculum's essential question: *What can you learn about the history of a community or neighborhood and its residents by researching the primary and secondary sources associated with the local cemetery?*

Possible suggestions:

- a. Which primary sources related to cemetery studies provided the most valuable insights into the community's values?
  - b. Based on where the cemetery was located and how it was laid out, what can you interpret about this community as it was when the cemetery was established?
  - c. How has the ethnic, religious, and political makeup of the community changed over the past 50 years based on the research that you have completed for this class?
- 2) Ensure that students have access to the proper primary sources necessary to complete this activity -- burial records, historical society involvement, library resources, obituaries, etc.
  - 3) Have students present their individual papers or small exhibits regarding each individual that they have researched as part of this project.
  - 4) As part of a group discussion, ask students to make assumptions about the community based on those who are buried in its cemetery, include theories concerning racial makeup, immigrant population, religious views, economic status of community, number of people involved in military, views on military, how the community viewed cemetery by how it was designed, laid out and maintained.

## KEY VOCABULARY

**affiliation** – a close connection, as with a group or organization

**apparition** – something or someone that appears to you but not to others

**brambles** – heavy thick bushes with very sharp thorns

**chisel** – to carve into stone or wood by striking a sharp point with a mallet or hammer

**desist** – stop

**engraving** – words or a design that is carved onto the surface

**epitaph** – an inscription on a tombstone

**etiquette** – rules to follow to be polite

**foreclosed** – to take possession of a mortgaged property when payments to bank are behind

**inscription** – words carved into a surface

**mortality** – death

**neglect** – not take care of something

**notable** – important

**obituary** – a short description of a person's life written after his/her death

**prominent** – important, conspicuous

**restoration** – to redo something – to make it like it was before

**somber** – sad

**thwarted** – stopped

**vandalism** – intentional damage

**vigil** – a watch kept in association with a ceremony or for surveillance or some other reason

## CEMETERY STUDIES UNIT 1: RESEARCH



Hillgrove Cemetery: Courtesy Burien Heritage Society

### **Unit-at-a-Glance**

- **Primary Objective:** Students will learn about the history of the neighborhood and the people who have lived there; and students will develop an appreciation for preserving and maintaining a community landmark.
- **Student Activities:** Students will analyze a selection of primary and secondary sources to interpret community and individual histories. Students will participate in historical research and will promote community volunteer projects to preserve and maintain the cemetery.
- **Materials included:** Headstone Research Worksheet 2 (pp. 40-41) and Essay Guidelines Worksheet 3 (p. 42); Primary Sources: Photographs of Tombstones (pp. 43-50)
- **Materials/equipment needed:** copies of worksheets and primary sources
- **Grade/Subject Recommended:** Grades 7-12
- Unit activities have been designed for a whole class or a small group.

## UNIT 1: SUGGESTED TEACHING PROCEDURES

Not every school, especially in urban areas, has an historic cemetery nearby that has been neglected or that would allow for the opportunity to conduct unsupervised field trips or clean-up activities. If a cemetery visit is not feasible, have each student (pairs/small groups) select one or more tombstone photographs provided in this curriculum as Primary Sources (pp. 43-50). The background information on Comet Lodge Cemetery (see pp. 16-17) serves as an example of a brief historical overview necessary for completing the activities. The students can research the history of the individual belonging to those tombstones and complete historical research activities – Worksheets 2 and 3.

### **Pre-Class Preparation:**

- Contact your local historical society to see if they have primary or secondary sources regarding the cemetery (that you have selected for this project) and its residents.
- Contact your local cemetery association to check if they have primary sources such as burial records, plot maps, obituaries, etc. If you choose to use Comet Lodge Cemetery, see the bottom of page 18 for a link to complete burial listings.
- Determine what activities you want your students to do -- the research activities- Unit 1 (Days 1-5) or the on-site activities – Unit 2 (Days 6-10) or all. It is recommended if you choose to do the on-site activities (Unit 2), that you complete Unit 1 first.
- Visit the cemetery yourself to create set of tombstone photographs that are unique to the local cemetery you have chosen.
- Review research techniques (see p. 18) that will be helpful to students.

### **Day 1: Pre-Class (Lesson) Preparation (1-1/12 hr.)**

1. (20-90 minutes) Compile background information of the local cemetery that you wish students to research.
2. (30 minutes) Read background information about basic cemetery architecture, epitaphs, and tombstone engravings.(pp. 19-25).
3. (30 minutes) Contact local historian or cemetery representative to speak to students in classroom setting if possible.
4. (15 minutes) Run off Worksheet 2 (pp. 40-41) and images of tombstones (pp. 43-50)

### **Day 1: Suggested Teaching Procedure (45 minutes)**

1. (20-30 minutes) Present general history of cemeteries, headstones, and epitaphs or host speaker from local cemetery or historical society for general history of local cemetery and famous or infamous residents. What can a cemetery tell you about a community?
2. (15 minutes) Pass out images of tombstones and copies of worksheet 2 to student or pairs of students. If there is not time to complete in class, send home as homework.

**Day 2: Pre-Class (Lesson) Preparation (30 minutes)**

1. (30 minutes) Review local research opportunities available to students for this project.

**Day 2: Suggested Teaching Procedure (45 minutes)**

1. (15 minutes) Discuss available research possibilities. Where can they find information about their individual?
2. (30 minutes) Students begin to research individual associated with selected headstone.

**Day 3: Suggested Teaching Procedure (45 minutes)**

1. (45 minutes) Students conduct research about their individual.

**Day 4: Pre Class (Lesson) Preparation (10 minutes)**

1. (10 minutes) Run off one Essay Worksheet/guidelines 3 (p. 42) for each student.

**Day 4: Suggested Teaching Procedure (45 minutes)**

1. (5 minutes) Discuss essay guidelines and hand out Worksheet 3.
2. (25 minutes) Have students write essay based on guidelines provided in Worksheet 3.
3. (15 minutes) Allow students to share research about tombstone individual and/or essays.

**Day 5: Pre Class (Lesson) Preparation (30 minutes)**

1. (30 minutes) Contact local funeral home and alternate organizations such as People's Memorial Association, and inquire if they are able to discuss burial customs, green burial options, and why they are important for the environment. How are cemetery grounds maintained and can volunteers help?

**Day 5: Suggested Teaching Procedure (45 minutes)**

1. (20 minutes) Speaker/class discusses burial customs and how they affect the environment.
2. (25 minutes) Students participate in class discussion about basic cemetery maintenance and how this class can help now and in the future. Plan for cemetery work day(s) and create press release to invite community to help establish plan for future maintenance.

## BACKGROUND INFORMATION: BRIEF HISTORY OF COMET LODGE CEMETERY

### ***Odd Fellows Council***

According to a local Georgetown historian, local fraternal or social groups often held their meetings in neighborhood taverns or pubs. The membership of one such group decided to abstain from drinking during their business meetings. Other patrons found it “odd” that these “fellows” did not drink while in the saloon – they became known as the *Odd Fellows*. The mission of the *Independent Order of Odd Fellows* was to visit the sick, relieve the distressed, educate orphans, and bury the dead.

### **Comet Lodge Cemetery**

On September 24, 1895, the Odd Fellows Chapter #139 (Comet Lodge Council) established a burial ground to serve the people of Georgetown and the surrounding communities. It was located on a five-acre site in the Beacon Hill neighborhood where S Graham Street meets 23<sup>rd</sup> Avenue South. It was called Comet Lodge Cemetery.

Between 1895 and 1928, as many as 400 bodies might have been buried at the Comet Lodge Cemetery. Organized burial records are not available. Members of prominent local pioneer families including the Maples and the Van Asselts were laid to rest there. One of Seattle’s first woman doctors in Seattle, Dr. Emma Rigby, is a notable cemetery resident.

### **Baby Land**

In the early days of this nation’s history, sadly many babies and young children perished due to illness and accidents. Comet Lodge Cemetery provided a somber place for grieving families of the community. One section of Comet Lodge Cemetery was reserved for the graves of babies and young children and was known as Baby Land. Rows of white markers can be seen in historic photographs of Comet Lodge Cemetery grounds. According to records compiled by community historians, over 100 children under the age of 4 were buried on the grounds.

It is this area of the cemetery that was sold and a housing development built over it. Local lore has it that more than one resident of the eleven homes built over Baby Land has reported strange sounds and unsettling apparitions. One of them, it is told, even describes a young boy who appears in the bedroom of her own children and sits quietly on the bed while they play. He is dressed in turn-of-the-century-style clothing.

### **Cemetery Neglected**

The burial of Mrs. Martha Rober in January 1931 was the last recorded at Comet Lodge Cemetery and not long after that the local Odd Fellows Council disbanded. The care of the cemetery grounds was left to the descendants of those who were buried there. The cemetery fell into neglect. In 1938, King County foreclosed on the lot for non-payment of taxes.

### **Gone but not forgotten**

Kendall Skene was only 2 years old when he tragically drowned in the family wash tub in 1903. His grieving parents moved from the area but his father, Jonathan, came back to Comet Lodge at least once a year, usually in the spring, to take care of his son's grave. Sometimes it took him two days to clear Kendall's gravesite of the thick ivy and brambles that had overtaken the cemetery grounds. He kept up his lonely vigil until his own death in 1958. Not even the theft of his baby's headstone deterred him from making the journey back to Comet Lodge to look after his son's final resting place.

### **Washington State Cemetery Association**

In 1989, a group called Elysian Fields claimed ownership of Comet Lodge Cemetery and decided to build a "caretakers cottage" on the site and plant foodstuffs for the local community. This was in direct violation of state law and by the time the Washington State Cemetery Board brought in an order to cease and desist, the majority of headstones had been bulldozed to the south end of the property. Many more headstones disappeared as a result of vandalism, theft, or burial under the bulldozed earth. Only 26 headstones were left. Six remained in their original location and only 12 headstones will be able to be placed in an approximate location to their primary site.

Next John Dickinson discovered Comet Lodge Cemetery when completing a genealogy project and stepped in an attempt to help the cemetery. His efforts were also thwarted. Restoration of the Comet Lodge Cemetery is currently being managed by King County and the Washington State Cemetery Association.

### **Resources:**

Friends of Georgetown History Archives; appointment only contact: fogh.org

Friends of Georgetown History, *Georgetown 101* (Seattle: Capturing Memories, 2007)

Washington State Cemetery Association, "Burial Listings," Roots Web Ancestry accessed on June 16, 2009  
(<http://www.rootsweb.ancestry.com/~wapsgr/buriallistings/index.htm>).

## RESEARCH HINTS

Local **historical societies** may have conducted research on the cemetery and may be willing to share it with the students. They may have photographs and oral history interviews that are relevant to the cemetery. See [www.lib.washington.edu/Specialcoll/findaids/docs/papersrecords/WashingtonCemeteryAssociation5391.xml](http://www.lib.washington.edu/Specialcoll/findaids/docs/papersrecords/WashingtonCemeteryAssociation5391.xml) for Washington state cemetery records. **Genealogical societies** may be able to help also. If you need help finding a cemetery close to your school, go to Washington Cemeteries at <http://www.rootsweb.ancestry.com/~wapsgs>.

**Cemetery associations** may have burials records and plot maps as well as additional documented information about the cemetery's history.  
<http://www.rootsweb.ancestry.com/~wapsgs/buriallistings/index.htm>

Local **newspapers** may have files of obituaries that go back to the earliest days of the cemetery. There may be articles written about a specific person, advertisements for his or her business, or a notice of an accident or war that he or she might have been in. There may be articles about illness in the community, storms, or other events that might have contributed to an individual's death. Find the link to newspaper obituaries on page 51.

Local **schools** may have a collection of yearbooks or school newspapers that would be helpful to learn about the person during that time of their life. Check with **university** and **public libraries** – many have Special Collections departments on-line.

Local **libraries** will have information and resources/contacts to share with your students.

Key in *cemetery research*, *headstone significance*, or other such lead words into Google or other search engines and there are many **online resources** for researching cemeteries. Be sure to use reliable and vetted resources from the internet.

Local **city, county, or state preservation agencies** are good sources of information for older cemeteries. King County's Office of Historic Preservation is sponsoring a Cemetery Initiative in which it is identifying all cemeteries in King County and compiling all relevant information. Contact Julie Koler at [Julie.koler@kingcounty.gov](mailto:Julie.koler@kingcounty.gov) for more info.

An amazing **resource** for students called **Research 101** can be found through the University of Washington Special Collections website at <http://www.lib.washington.edu/uwill/research101/> and a resource called **Researching Local History: Past and Present** can be found at <http://www.lib.washington.edu/subject/History/nearbyhistory/>

## BACKGROUND INFORMATION: CEMETERY ARCHITECTURE

These are some of the basic tombstone architectural shapes found in most cemeteries:

**GROUND LEVEL HEADSTONE:** A ground-level headstone is flat and positioned less than an inch above the ground. They are generally very simple with only basic information.



Elm Grove Cemetery, Iowa



Comet Lodge Cemetery, Seattle

**PULPIT HEADSTONE:** This type of headstone is made of a very hard material like marble or granite. They were named because they resembled a lectern from which a minister gave his sermon. Others feel that pulpit headstones resemble an open book or Bible; some interpret that if the book appears to be open near the beginning that the person buried there died at an early age.

**OBELISK:** An obelisk usually has a square base and a long middle piece called a shaft. Many obelisks have another shape on the top of the shaft, such as an urn or a cross. This type of tombstone was popular during the Victorian era and often were associated with graves of people with a high social status or with family burial sites.



Elm Grove Cemetery, Iowa



Elm Grove Cemetery, Iowa

**CROSS VAULT:** This form of obelisk was popular in the Victorian era and usually marked the grave of a person of an upper social status. It can be identified by the top piece that resembles the top of a church or a house.

**BI-COLUMNAR HEADSTONE:** This headstone is composed of two columns that connect to make an arch. The combination of those features is also referred to as “The Portal to Eternity” and is commonly used to mark the graves of a husband and wife.



Lake View Cemetery, Seattle

**Resources:**

“Headstones,” CSI: Cemetery Scene accessed on June 16, 2009 (<http://connections.smsd.org/csi/headstones.htm>).

## BACKGROUND INFORMATION: EPITAPHS

Epitaphs are messages chiseled into the face of a tombstone. Most tombstones have the name of the person who died, the date they were born, and the date they died; but some have more information and a narrative about the person interred there. In the eighteenth century, it was customary to begin an epitaph with the words, "Here lies..." By 1800, it became more common to see "In memory of..." on the face of a cemetery memorial. Tombstones may provide clues about the deceased such as things they liked or believed in; many epitaphs included favorite poems, song lyrics, or Bible verses.

Sometimes epitaphs describe the deceased person's personality, unique physical attributes, and sometimes even their shortcomings. Occasionally, an individual's epitaph is humorous or ironic. Examples are "Here lies Johnny Yeast. Pardon me for not Rising" or "She always said her feet were killing her."

In the past, epitaphs were often carved by family members or friends, so some early tombstones are much more primitive. You may find examples of misspellings and stones whose carver ran out of room when inscribing a name or an inscription. In most cases, these incorrect or incomplete tombstones were still used because to carve another one would take too much time and/or money.

### Resources:

"Epitaphs," Last Words accessed on June 16, 2009  
(<http://www.geocities.com/Athens/Acropolis/6537/epitaphs.htm>).



Comet Lodge Cemetery Tombstone

## BACKGROUND INFORMATION: SIGNIFICANCE of HEADSTONE DESIGN and HEADSTONE ART

Cemeteries can tell us much about those who are buried there. The epitaphs, design, and artwork that is inscribed on an individual's tombstone can provide clues as to their personality, cause of death, relationship in the family or the community, as well as specific personal facts. Whether it is obvious or symbolic, unique information can be interpreted from the words and images carved on headstones. We can also learn a great deal concerning family or community relationships from the placement of a grave within the cemetery itself. Many cemeteries have persons of different faiths, ethnicities, or nationalities buried in separate or distinctive parts of the cemetery. In some communities in the South, African Americans were not allowed to be buried in certain cemeteries.

Though most symbols engraved on a stone have an ordained meaning, it is possible that the particular item you find engraved on the tombstone is there simply because someone in the family – or the carver liked how it looked. At the same time, symbols can express ethnic identity, religious affiliation, association membership, or simply the predilection of the time or community. A symbol that was commonly used in one area might mean something completely different in another area. Therefore, it is important to understand the history of the area or of the time.

Cemetery engravings are art in the truest sense of the word. The stonecutter was an artist, and some of the sculptures you'll find in cemeteries are as beautiful as art found in the finest museums.

### **ART, SYMBOLS, and MEANINGS in TOMBSTONE DESIGN:**

#### **Mortality**

Arrow -- mortality

Broken column -- decay, loss of family head

Broken ring -- severed family circle

Candle being snuffed -- loss of life

Coffin -- mortality

Figure with dart -- mortality

Grim reaper -- death personified  
Hourglass -- time has run out  
Scythe -- death cuts us down  
Skull, crossed bones -- death  
Spade, crossed spade and shovel -- death

### **Religious**

Angels -- spirituality and tomb guarding  
Holy books (1) -- Christianity Chalice--sacraments  
Cherub -- angelic innocence  
Crescent -- Islam  
Crown -- glory of life after death  
Cross -- faith (There are many different types of crosses, and each may represent something different. For a good explanation of the various types of crosses, see a part of the [City of the Silent](#) website.)  
Heart (sacred) -- suffering of Christ  
Menorah -- Judaism  
Star of David -- Judaism

### **Plants**

Fruits -- eternal plenty  
Full rose -- death in the prime of life  
Ivy -- friendship and immortality  
Laurel -- worldly accomplishment and heroism  
Lily -- innocence and purity, the virgin's flower  
Morning glory -- beginning of life  
Oak, oak leaves, and acorn -- power, authority, or victory (Often seen on military tombs.)  
Palm branch -- victory and rejoicing  
Poppy -- eternal sleep

Roses -- completion, brevity of earthly existence  
Rosemary -- remembrance  
Thistle -- remembrance, or Scottish descent

### **Trees**

Tree -- life  
Sprouting tree -- life everlasting  
Tree trunk -- brevity of life  
Stones shaped liked tree stumps -- Woodman of the World  
Weeping willow -- perpetual mourning, grief  
Wheat strands or sheaves -- divine harvest

### **Hands**

Hand, pointing upward -- pathway to heaven  
Hands, clasped -- farewells or the bond of marriage  
Hands, praying -- asking God for eternal life  
Hands, blessing -- blessing for those left behind  
Harp -- praise to God  
Heart -- love  
Joined hearts -- marriage  
Rod or staff -- comfort for the bereaved  
Stars and stripes around eagle -- eternal vigilance and liberty (often seen on military tombs)  
Urn with flame -- undying remembrance

### **Animals**

Birds -- eternal life, resurrection  
Butterfly -- short life  
Dog -- good master worthy of love  
Dove -- innocence, peace  
Lamb -- innocence, usually a child's grave  
Lion -- courage, eternal guarding  
Rooster -- awakening, resurrection

### **Resurrection, Eternal Life, Immortality**

Angel, flying or trumpeting -- rebirth, resurrection  
Bird (dove) or bird flying -- eternal life, resurrection  
Cross -- resurrection  
Flame, light, lamp, torch -- immortality of the spirit, resurrection  
Garland or wreath -- saintliness, glory, victory in death  
Horns -- resurrection  
Ivy -- immortality

Rooster -- awakening, resurrection  
Star -- death could not overpower the light  
Sun -- light, warmth, renewed life, life everlasting  
Trumpeters -- harbingers of the resurrection  
Urn -- immortality (The storing of the vital organs was of extreme importance to the ancient Egyptians who believed that life would be restored through the vital organs placed in the urn.)

### **Trade and Occupation**

Anchor, sextant, or cross staff -- mariner

Axe, steel knife, or cleaver -- butcher

Bible -- minister

Bowl and razor -- barber

Compasses -- shipwright

Crossed swords -- military, high rank

Crown, hammer, anvil -- blacksmith

Leather cutter's knife, nippers, or awl -- shoemaker

Loom, shuttle, or stretchers -- weaver

Open book -- teacher

Rake and spade -- gardener

Scales -- merchant

Stalk of corn -- farmer

Swingletree (rod for beating flax) -- farmer

Wedge and level -- mason

Wheel -- wheelwright

### **Resources:**

Pam Reid, "Cemetery Art and Symbolism," Cemetery Studies accessed June 16, 2009  
(<http://www.angelfire.com/kys/cemetery/reid.html>)



Courtesy Burien Heritage Society

## BACKGROUND INFORMATION: GREEN BURIALS

What will happen when there is no more room to bury people in the ground? Are there other choices available? Many funeral homes are beginning to provide an environmentally friendly burial option called a green burial. This option is free from the carbon emissions produced through the cremation process or the land commitment of a traditional cemetery. A green burial takes place in a natural burial ground called a green cemetery and uses a fully biodegradable casket and no burial vaults or embalming chemicals. There are several of these green cemeteries awaiting approval in many states.

Another alternative to traditional burials is an artificial memorial reef. More than 200 reefs have been established off the coasts of Florida, South Carolina, and Texas. These reefs are created by mixing someone's cremated ashes with concrete. Reefs are located in specific places and marked with bronze plaques so that family members can dive to visit their dearly departed. They are expected to last for 500 years or more. A company called Space Services will place the ashes of a deceased person in a lipstick sized container and launch it into space. Those ashes will orbit for years, even centuries. It can be debated whether or not these options should be defined as green, but they do provide options for loved ones.

People's Memorial Association in Seattle offers green burials, but their spokesperson admits that unless you have planned ahead for your funeral arrangements, persons just are not prepared for making a decision that involves a new concept. Green burials compute out to be less costly than a traditional funeral. A conventional funeral can average \$6,500 plus another \$2,000 for cemetery charges. The memorial reef option and the space orbit option each cost less than \$1,000. Supporters of those options say that another advantage is that they help friends and family move from "grief and darkness to celebration."

### Resources:

Lois Valigra, "Green Burials, Offer Unique, Less Costly Goodbyes," *National Geographic News*, September 9, 2005.

"What is a green burial?" Green Burials accessed on June 16, 2009 (<http://www.greenburials.org>).

Francesca Lyman, "Green graves give back to nature," msnbc, November 4, 2003 (<http://www.msnbc.com>).

## CEMETERY STUDIES UNIT 2: CEMETERY VISIT AND LANDSCAPE RESTORATION



Hillgrove Cemetery Project: Courtesy Burien Heritage Society

### Curriculum-at-a-Glance

- **Primary Objective:** Students will learn about the history of the neighborhood and the people who have lived there; and students will develop an appreciation for preserving and maintaining a community landmark.
- **Student Activities:** Students will analyze a selection of primary and secondary sources to interpret community and individual histories. Students will participate in historical research, burials charting and mapping, basic site landscape maintenance, and promoting a community volunteer project to preserve and maintain the cemetery.
- **Materials included:** Basic Cemetery Worksheet 1 (pp. 37-39); Headstone Research Worksheet 2 (pp. 40-41) and Essay Guidelines Worksheet 3 (p. 42); Primary Sources (Photographs of Tombstones) pp. 43-50.
- **Materials/equipment needed:** copies of worksheets and primary sources (with site option, tissue paper and charcoal for grave rubbings; camera, yard tools)
- **Grade/Subject Recommended:** Grades 7-12
- Unit activities have been designed for a whole class or a small group.

## SUGGESTED TEACHING PROCEDURES

### **Week 2: Unit 2**

This option will require permission from cemetery officials, permission for students to participate (including photo releases), transportation for class, additional supervision, and yard work tools and equipment. So there is much pre-planning for permission from cemetery, permission for students to go off campus, transportation, and procurement of needed equipment and supplies.

#### **Day 6: Pre-Class (Lesson) Preparation (2 hours)**

- 1) Contact cemetery supervisor(s), local historian(s), landscape/restoration specialist(s), to plan for their potential participation.
- 2) Obtain permission slips for students and secure additional parents or teachers for supervision.
- 3) Secure transportation if needed.
- 4) Run off copy of Worksheet 2 (pp. 41-42) and background information (pp. 23-26) for each student and make sure students have pencils.
- 5) Plan for chance of inclement weather.
- 6) Check for cemetery hours and cemetery rules.
- 7) Charge digital camera and have plenty of space on camera card available.

#### **Day 6: Pre Class (Lesson) Preparation (20 minutes)**

- 1) (10 minutes) Run off one Basic Cemetery Worksheet 1 (pp. 37-39) for each student.
- 2) (10 minutes) Be sure to have all necessary permission slips completed.

#### **Day 6: Suggested Teaching (45 minutes)**

- 1) (5 minutes) Prepare students for tour of cemetery and review cemetery etiquette and worksheet instructions.
- 2) (40 minutes) Tour of cemetery with cemetery supervisors, landscape/restoration specialists, and local historians. Students complete Worksheet 1.

#### **Day 7: Suggested Teaching (45 minutes)**

1. (30 minutes) Students create a general plan for class participation in restoration and discuss how they can encourage community to help with future upkeep.
2. (5 minutes) Students create a list of the tools and materials they will need.
3. (10 minutes) Students write a press release that invites interested neighbors to an open house to learn about cemetery and how they can help with its upkeep.

**Day 8-9: Pre-Class (Lesson) Preparation: (60 minutes)**

1. (60 minutes) Assemble needed equipment.
2. Assign students to specific tasks based on interest noted on Worksheet 2.

**Day 8-9:**

1. Students complete cemetery restoration and landscape maintenance assignments.

**Day 10: Pre Class (Lesson) Preparation (10 minutes)**

1. Assemble email and mailing addresses of those who need a class “thank-you.”

**Day 10:**

1. (20 minutes) Students will participate in class discussion about project and what they have learned.
2. (15 minutes) Students will summarize their plan to engage community in helping to maintain cemetery grounds.
3. (10 minutes) Students will write appropriate thank-yous.



Hillgrove Cemetery Project: Courtesy Burien Heritage Society

## TEACHER INFORMATION: PLANNING A TRIP TO THE CEMETERY

There are several things that you should consider before planning on using Unit 2 – the on-site activities of this curriculum:

**Cemetery Location:** Where is the cemetery located? Is it within reasonable walking distance? Will it be necessary to arrange for transportation for the students? Is that going to pose a financial hardship for the class or for individual students?

**Transportation:** Is the cemetery located on a public transportation route? Does your school provide school buses for field trips? Are there enough parents/volunteers willing to help transport students?

**Extra chaperones:** In addition to drivers, many schools require a minimum number of adult chaperones for a specified number of students when traveling off campus. If that is the case, it will be necessary to either send emails, letters, or make individual phone calls to solicit help.

**Necessary Permission Slips:** Regulatory school permission notices will need to be prepared, distributed to parents/guardians of the students who are in the class, signed, returned, and filed with the appropriate school supervisors. A sample permission slip is included in this curriculum and can be located on page 35. There may also be specific permission slips required by the school in the event that you wish to photograph the students while participating in the cemetery field trip. Sample included on page 36.

**Permission of Cemetery Supervisors (if needed):** It may be necessary to contact the cemetery supervisor before visiting the cemetery. You should call the supervisors of the cemetery to determine hours, specific guidelines, and whether or not they could meet the class and give the students a personal tour of the cemetery. They may have a favorite tombstone or story about someone who is buried there which is not known to the average visitor.

**Check weather forecast:** Be sure to check ahead to determine if there might be inclement weather in the forecast. Nothing ruins an outdoor fieldtrip faster than rain, snow, or high winds.

**Students' religious beliefs/fears:** Be sensitive to students who wish to abstain from the cemetery field trip due to religious beliefs, fears, or a personal connection to someone who has recently died.

**Schedule project to coordinate with special days:** There are several cultural and/or traditional holidays that would be good choices for coordinating with the Cemetery Studies project: For example, on May 5, many Spanish people celebrate “The Day of the Dead” and honor their deceased friends and family members. October 31<sup>st</sup> (Halloween) is NOT an appropriate day to go to the cemetery as it may reinforce negative or frightening stereotypes about scary people, cemeteries, and Halloween. Cemeteries may not welcome a large group of young people when they are worried about possible vandalism on Halloween night.

**Where will you get tools if need them to help with landscaping:** A press release, an email, or a post on a local neighborhood blog will probably help in borrowing needed tools and acquiring needed supplies.

**What supplies and equipment will you need to assemble to take along on the field trip?**

- Class work supplies include copies of worksheets, pencils, and possibly clipboards.
- Landscape supplies include rakes, small clippers, gloves, and garbage bags.
- Grave rubbing supplies include tissue paper, dark colored crayons, and masking tape.

**What can students get out of a cemetery clean-up?** Cemetery clean-ups are an important activity. Participating in this activity can not only help keep the cemeteries well-maintained but fosters a public appreciation for the architectural and cultural value of these cemeteries in the younger generation. This type of activity allows students to complete class or community service requirements while contributing a valuable service to neighborhoods and families.



Hillgrove Cemetery Project: Courtesy Burien Heritage Society

## TEACHER INFORMATION: CEMETERY ETIQUETTE

Visiting a cemetery requires the class to be on their very best behavior. The cemetery is a place where people expect anyone who visits to be quiet, dignified, and respectful. Maintaining a peaceful and calm environment shows respect for those who are buried there, as well as for their friends and relatives.

Teachers should be well-prepared – one really important consideration is to make sure the kids have used the bathroom BEFORE arriving at the cemetery. Be sure to have kids bring a bottle of water in a small backpack along with a snack. The activities that have been planned should be interesting as well as educational. The students should have time to complete the worksheet as well as have time to do some personal exploring if they want to.

### Cemetery Visits “DOs”:

- Do speak quietly.
- Do ask relevant and respectful questions.
- Do be respectful of your classmates who may be uncomfortable.
- Do adhere to the cemetery guidelines that were posted or announced.
- Do listen to your teacher or other supervisor.

### Cemetery Visits “DON'TS”

- Do not run.
- Do not walk on graves.
- Do not pick flowers.
- Do not laugh out loud.
- Do not litter.
- Do not make scary noises or jump out at classmates.
- Do not climb on or stand on tombstones.

## TEACHER INFORMATION: HOW TO TAKE GOOD PICTURES OF TOMBSTONES

Photographs turn out better if you take them on an overcast day. In many cemeteries, graves lie on an east-west axis. If you take photographs early in the morning or late in the afternoon, you'll need to be careful not to cast a shadow over the stone. Taking the picture with the sun at your back is ideal because the stone will photograph best with natural light on the inscription. The reflection of a mirror will help light up the stone for a better photograph, but you may need to use a the mirror to reflect light onto the stone while you take the photograph. Just wetting the stone with plain water may bring out the inscription. Never use lotions, oils, or other solutions in an attempt to make the inscription stand out.

If you are taking photos with a digital camera, make sure your battery is fully charged the night before and that you have plenty of room on your memory card before you leave on the field trip.

### Resources:

Ed Snyder, "11 Tips for Taking Pictures in a Cemetery," Stone Angels accessed on June 16, 2009 ([http://www.ehow.com/how\\_4493833\\_photograph-cemetery.html](http://www.ehow.com/how_4493833_photograph-cemetery.html))



Photos courtesy Hillgrove Cemetery Project: Burien Heritage Society

## TEACHER INFORMATION: HOW TO DO GRAVESTONE RUBBINGS

Gravestone rubbings are a very cool way to supplement a cemetery studies project. Rubbings display the rough edges and chips of an older stone but also can bring out a worn inscription that is hard to see with the naked eye.

It is important to remember that it may be necessary to obtain permission from the cemetery association or the cemetery grounds supervisor before making any rubbings. Some of the most interesting tombstones may be oldest and the most fragile, so sometimes cemetery preservationists do not want people to make rubbings. So be sure to ask before you show up with a whole class of students who may be disappointed if they cannot do a rubbing.

Never use any oil, lotion, or any other solutions on the monument to try to enhance the inscription. Do NOT use a wire brush to clean the face of the stone. If there is dirt or moss on the face of the stone, use a bit of water and a soft cloth to clean the inscription. If there is dirt or other debris in the carved inscription, the rubbing will not be clear.

Take a piece of tissue paper of the kind used to wrap gifts as you place them in a box. It is cheaper and you can get large economical packs. The paper is sturdy enough to use effectively and if a student makes a mistake or wants to make an additional rubbing, there should be plenty. Take regular crayons – the dark colors are best – and remove the paper wrapper. Each student should have one crayon – if the class is really large, break the crayons in half.

Have the students work in pairs. Have one hold the tissue for the other as they do their rubbings. If there are not enough students to pair up, have students affix their own tissue paper to the stone with masking tape. Masking tape does not always hold onto the rougher stones and some cemetery supervisors do not want tape stuck to the monuments.

Students should hold the crayon flat against the tissue paper, press firmly, and rub across the inscription starting in one corner and moving across the face of the stone. Do not use the tip of the crayon. If there are areas that are less clear, rub across that area again. Do not forget to pay special attention to the designs and artwork as well as the words and lettering.

Help the students to fold their tissue paper rubbings carefully so that they get back to the classroom in good shape.

**TEACHER INFORMATION:  
SAMPLE PERMISSION SLIP for OFF CAMPUS TRIP**

Date

Dear parents or guardians,

This year (class) students are working on a special project funded in part by King County’s 4Culture. As part of this project, our class will be doing a research assignment concerning the local historical cemetery. Studying primary sources related to a neighborhood cemetery allows students to learn much about the community and its former residents. We also will be doing some basic supervised cemetery grounds maintenance. The off-campus activities will count towards your student’s mandatory Community Service hours.

We will be traveling to (Name) Cemetery on the following dates:  
(date) for grounds tour of the historic cemetery  
(dates) for supervised work party to help with basic cemetery grounds maintenance

If you will allow your student to travel to the \_\_\_\_\_ Cemetery, please sign this Permission Form below. If you do NOT want your child to participate in these off-campus activities, please write “NO” in big letters at the top of this permission form.

**Permission to Participate in Off Campus Activities Outlined and Boxed Above:**

**I hereby give my consent for my student (Name \_\_\_\_\_) to participate in the Cemetery Studies Project activities (listed in box above) that will be held at (Name \_\_\_\_\_) Cemetery. I give my permission for (student’s name) \_\_\_\_\_ to be transported by (name) \_\_\_\_\_ High School/Seattle Public Schools, 4Culture or Washington Cemetery Association (partners in project) supervisors.**

---

**Signature of parent or guardian**

**Date**

---

**Please print name and telephone number**

\_\_\_\_\_ I can help by chaperoning a group of students on (date \_\_\_\_\_)

\_\_\_\_\_ I can help with transportation.

\_\_\_\_\_ I have the following yard work tools/supplies that I can lend to the project:

**TEACHER INFORMATION:  
SAMPLE STUDENT PHOTOGRAPH RELEASE FORM**

September 12, 2001

Dear Parents,

This year, English students are working on a special project funded in part by the King County Landmarks & Heritage Commission. As a part of the project, students are being photographed while participating in class.

If you will allow your child's photograph to be placed online and in publications, please sign this release and return it to us.

If you do NOT want your child's photograph to be published, it is important that you make that known to us and return this release form with "NO" written across the release.

**Release for Publication**

**I hereby give my consent to Cleveland High School/Seattle Public Schools, King County Landmarks & Heritage Commission, and Washington State Cemetery Association (a partner in the project), that they may publish photographs of my minor child.**

Print student's name Rosie Montes

**These photographs may be used in print and electronic publications, as well as other publications for educational purposes. There is also a possibility the photographs may be used to promote the King County Landmarks & Heritage Commission and Washington State Cemetery Association, and I give my permission for this as well.**

**These photographs will be held under the copyright of Washington State Cemetery Association, which is hereby released from all claims and liability relating to said photographs.**

Joyce Salgado      10/17/01  
Signature of parent or guardian      Date

Joyce Salgado  
Please Print name & telephone number  
(206) 579-4498  
and address

## GENERAL CEMETERY RESEARCH - WORKSHEET 1

---

Student Name

Class/Period

Date

Cemetery History Notes:

What is the official name of the cemetery?

Describe the sign or monument that has the name of the cemetery on it. Does the sign/monument tell you when the cemetery was established? If so, write it down here\_\_\_\_\_.

Look for a tombstone that was dated the year the cemetery was established and write down the important information about that person in this space.

Find a tombstone of someone who was in the military. How can you tell that he/she was in the military? What was his/her name and date of death? Can you determine which war this person died in or served in by the dates on his/her tombstone?

Find a tombstone of a child. How do you know it is that of a child? How old was the child? Can you tell how he/she died? What does the artwork or the tombstone design tell you about the child or the parents of the child – were they wealthy or poor? How can you tell?

What is the oldest tombstone that you located? Describe what you know about the person by his/her tombstone.

Did you find any tombstones of people who died when they were your age? Using the dates of their death, and other research available, can you determine why they died?

Record the details of the most interesting tombstone (design or epitaph) that you have found.

Did you find any family grave sites? Tell me about the family. How many members of the family were buried there? Was there any connection between any of the deaths?

Can you determine if there are any separate sections of the cemetery for those of different religions, nationalities, race? Describe what you have found.

Can you tell anything about the community or the neighborhood by investigating the tombstones of those who were buried in this cemetery?

Did you find any signs of vandalism in the cemetery?

Do you see any yard work/maintenance that needs to be done in the cemetery? Is this something that you and your classmates could help with without special tools or equipment?

## HEADSTONE RESEARCH – WORKSHEET 2

\_\_\_\_\_

Student Name

\_\_\_\_\_

Class/Period

\_\_\_\_\_

Date

Describe the tombstone that you have selected or were assigned. Primary Source #: \_\_\_\_

If you selected this tombstone, why did you choose this one?

Record the basic information on the tombstone:

Name of deceased: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Date of death: \_\_\_\_\_

Relationship in family (mother, father, son, daughter, etc.): \_\_\_\_\_

Is there any information about the reason for the death of this individual that you can interpret from the information on the stone?

Is there an epitaph? Special verse? What do you think it that means?

Can you tell anything about this individual's nationality? How did you determine that?

Can you tell anything about this individual's faith? How did you determine that?

Can you tell anything about this individual's interests or activities? Why did you come to that conclusion?

Can you tell if this individual had community ties?

Write a paragraph about the individual based on the information you have recorded in this worksheet:

## WORKSHEET 3: ESSAY GUIDELINES

---

Student Name

Class/Period

Date

Based on what you have learned in the *Cemetery Studies* research project, write an essay that describes the following aspects of using primary sources relating to a cemetery.

1. *What can you learn about the history of a community or neighborhood and its residents by researching the primary and secondary sources associated with the local cemetery?*
  
2. Also select one of these additional aspects of researching and analyzing cemetery sources and include it in your essay:
  - a. Which primary sources related to cemetery studies provided the most valuable insights into the community's values?
  - b. What can you interpret about this community/neighborhood as it was when the cemetery was established based on where it was located and how it was laid out?
  - c. How has the ethnic, religious, and political makeup of the community changed over the past 50 years based on the research that you have completed for this class?
  - d. What does the current maintenance of this cemetery signify about its historical importance to the community?

## PRIMARY SOURCE 1

This photograph was taken at Lake View Cemetery in Seattle, Washington.



## PRIMARY SOURCE 2

This photograph was taken at Lake View Cemetery in Seattle, Washington.



## PRIMARY SOURCE 3

This photograph was taken at Comet Lodge Cemetery in Seattle, Washington.



## PRIMARY SOURCE 4

This photograph was taken at Comet Lodge Cemetery in Seattle, Washington.



## PRIMARY SOURCE 5

This photograph was taken at Lake View Cemetery in Seattle, Washington.



## PRIMARY SOURCE 6

This photograph was taken at Lake View Cemetery in Seattle, Washington.



## PRIMARY SOURCE 7

This photograph was taken at Elm Grove Cemetery in Washington, Iowa.



## PRIMARY SOURCE 8

This photograph was taken at Comet Lodge Cemetery in Seattle, Washington



## ADDITIONAL RESOURCES

### Books:

Robert L.Ferguson, *Pioneers of Lake View: A Guide to Early Settlers and their Cemetery* (Seattle:Thistle Press, 1995)

### Websites:

Joel GAZis-SAx, "A Brief History of Cemeteries," City of the Silent accessed on June 16, 2009 (<http://www.alsirat.com/silence/history.html>)

Joel GAZis-SAx "Signs of the Cross: A Visual Gallery," Cemetery Studies accessed on June 16, 2009 (<http://www.alsirat.com/symbols/cross.html>)

Patty Bancroft Roberts, "Genealogy," Angelfire accessed on June 16, 2009 (<http://www.Angelfire.com/ut/gmachoocho/cemetery411.html>)

Washington State Cemetery Association, "Marshland Cemetery," Rootswebancestry.com accessed on June 16, 2009 (<http://www.rootsweb.ancestry.com/~wapsgs/>)

Go here to find cemeteries in Washington State that are looking for maintenance help

[Find Obituaries in the Largest Newspaper Archive](#) - NewspaperArchive

[Research Death records in the Largest Newspaper Archive](#) - NewspaperArchive

[Washington Death Records, 1950 -2008](#) - Public Records Pro

[Washington Birth Records, 1950-2008](#) - Public Records Pro

[Washington Marriage Records, 1950-2008](#) - Public Records Pro

[WWI Civilian Draft Registrations](#) - Ancestry (free!)

## ADDITIONAL TOPICS FOR RESEARCH

- Diseases or pandemics that caused death or illness during that time.
- Other uses for cemeteries at the turn of the century.
- Why cemeteries were built on hills or other specific locations.
- Famous or interesting people buried in this cemetery.
- Cultural or family traditions for burials.



*“By learning about and preserving a significant historical site, the students involved will gain a sense of civic pride, develop historic preservation values, and fuel impetus for life-long learning. The information learned and the restoration activity will be of great benefit to educators, historians, and classroom studies. Publicity of this project will keep the memories of early families fresh and educate citizens about their own historical background, while providing a beautiful space for the public to visit.”*