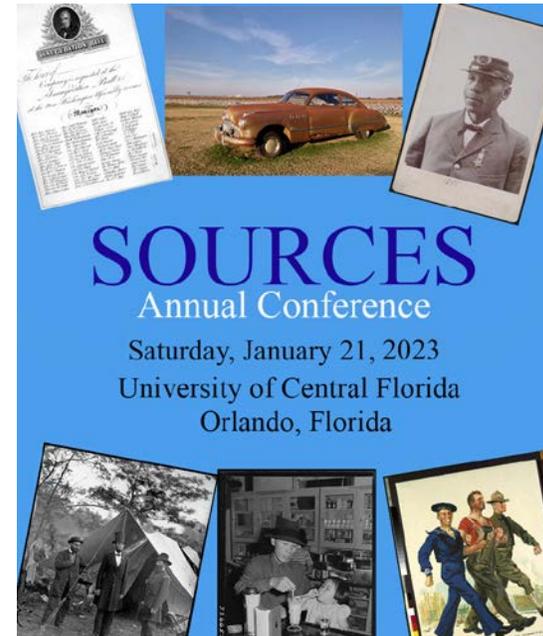


Using stereographic images and primary sources to analyze the Civil War's Atlanta Campaign

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<http://www.msstatetps.org/2021/06/30/understanding-the-atlanta-campaign-of-the-civil-war-using-maps-and-stereographic-images/>

Anthony, K. & O'Connor, E. (2022).
Using stereographic images and
primary sources to analyze the Civil
War's Atlanta Campaign. *Trends and
Issues in Social Studies, 28*(1).

[https://fcss.org/images/downloads/
usingstereographicimagesprimaryso
urcescivilwaratlantacampaign.pdf](https://fcss.org/images/downloads/usingstereographicimagesprimarysourcescivilwaratlantacampaign.pdf)



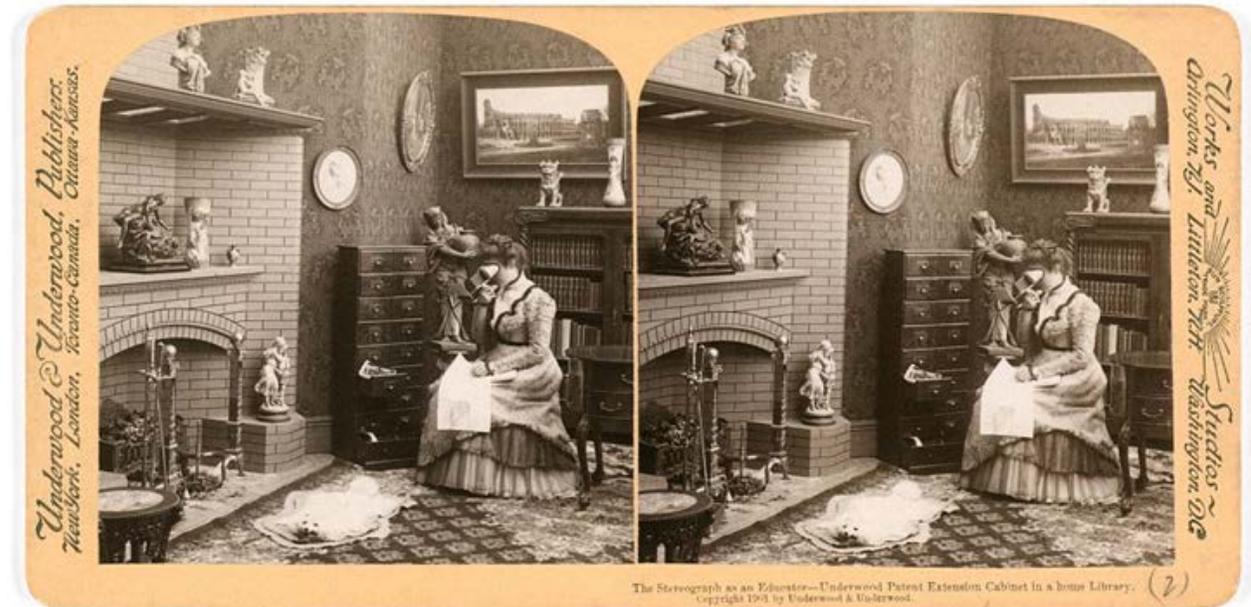
STEREOGRAPHS

- **Stereographic images were the original virtual reality (Thompson, 2017).**

Thompson, C. (2017, October). Stereographs were the original virtual reality. *Smithsonian Magazine*.

<https://www.smithsonianmag.com/innovation/sterographs-original-virtual-reality-180964771/>.

- **Used for both education and entertainment**



Underwood & Underwood. (ca. 1901) The stereograph as an educator - Underwood patent extension cabinet in a home library. , ca. 1901. New York: Underwood & Underwood, March 22. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003674057/>.

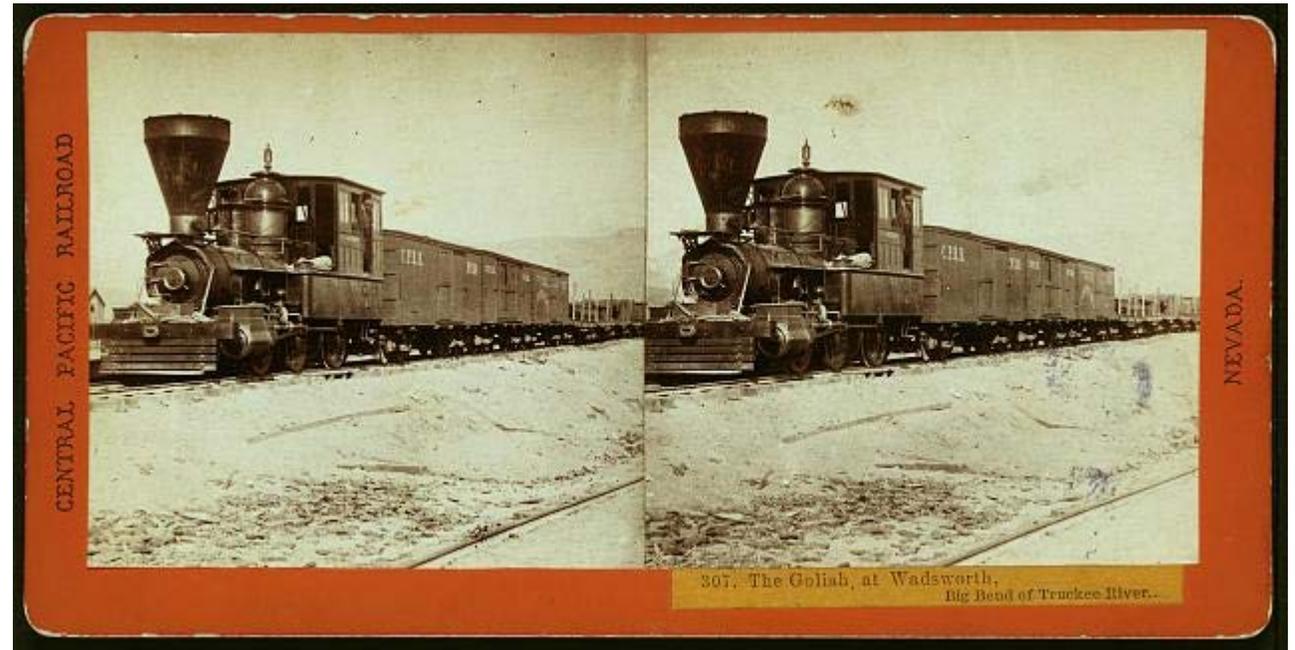
STEREOGRAPHS

“A stereoscope is an instrument which makes surfaces look solid. All pictures in which perspective and light and shade are properly managed, have more or less of the effect of solidity; but by this instrument that effect is so heightened as to produce an appearance of reality which cheats the senses with its seeming truth.”

Oliver Wendell Holmes, 1859

Holmes, O.W. (1859, June). The stereoscope and the stereograph. *The Atlantic*.

<https://www.theatlantic.com/magazine/archive/1859/06/the-stereoscope-and-the-stereograph/303361/>.



The Goliath, at Wadsworth, Big Bend of Truckee River

<https://www.loc.gov/pictures/resource/stereo.1s00612/>

STEREOGRAPHS

Viewed using special viewers that render the image into 3D often called Holmes viewers after Oliver Wendell Holmes



STEREOGRAPHS

Library of Congress Stereograph Collection

[Library of Congress. \(n.d.\). *Stereograph cards: The stereograph format.*](#)

[http://www.loc.gov/pictures/collection/stereo/background.html.](http://www.loc.gov/pictures/collection/stereo/background.html)

[Library of Congress. \(n.d.\). *Stereograph Cards: About this collection.* https://www.loc.gov/collections/stereograph-cards/about-this-collection/](https://www.loc.gov/collections/stereograph-cards/about-this-collection/)

Railroads

Famous people

Presidents

National Parks

World monuments

Much of history from 1850- 1940 is documented

Tulane Howard-Tilton Memorial Library Online Exhibit

<https://exhibits.tulane.edu/exhibit/lalstereo/dgtstreo/>



OLIVER WENDELL HOLMES ON THE IMPORTANCE OF STEREOGRAPHS

“The next European war will send us stereographs of battles.”

Oliver Wendell Holmes, June 1859, Atlantic Monthly

Holmes was right, there were stereographs of European battles including World War I, but within a year of writing his article on stereographs in the Atlantic Monthly, his nation was involved in a war and that war, **the Civil War, was well documented using stereographs.**

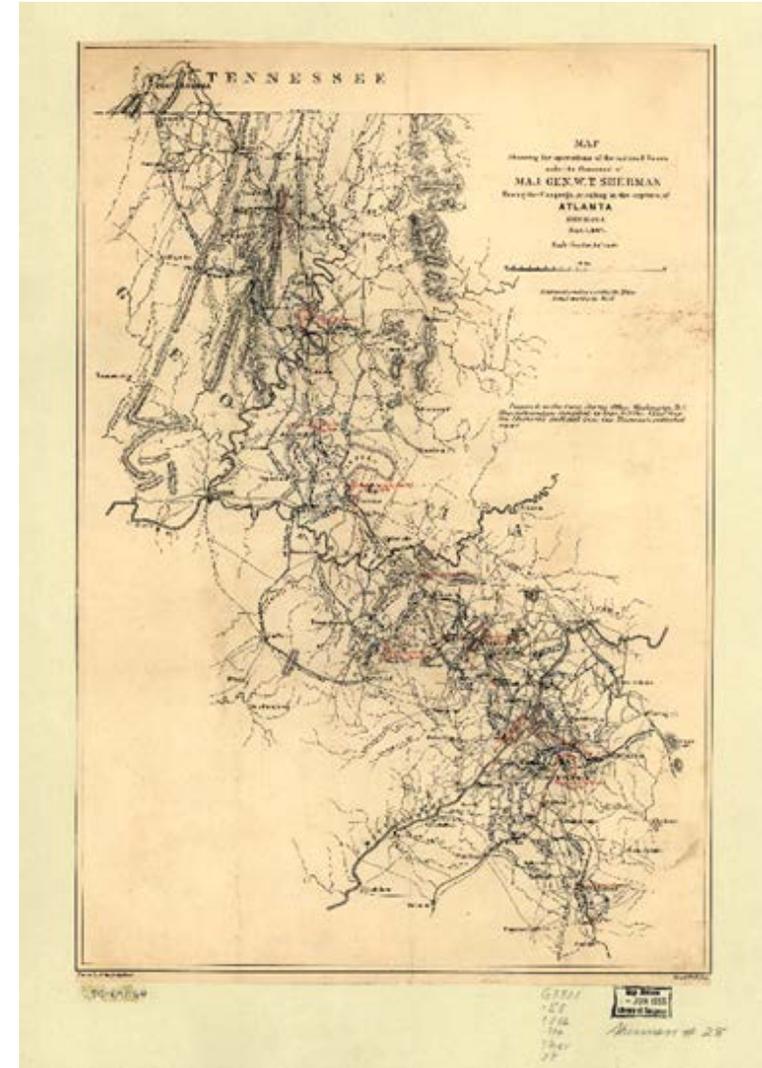
ATLANTA CAMPAIGN

Georgia Standards

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

d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and **William T. Sherman**.

e. Describe **the effects of war** on the North and South.

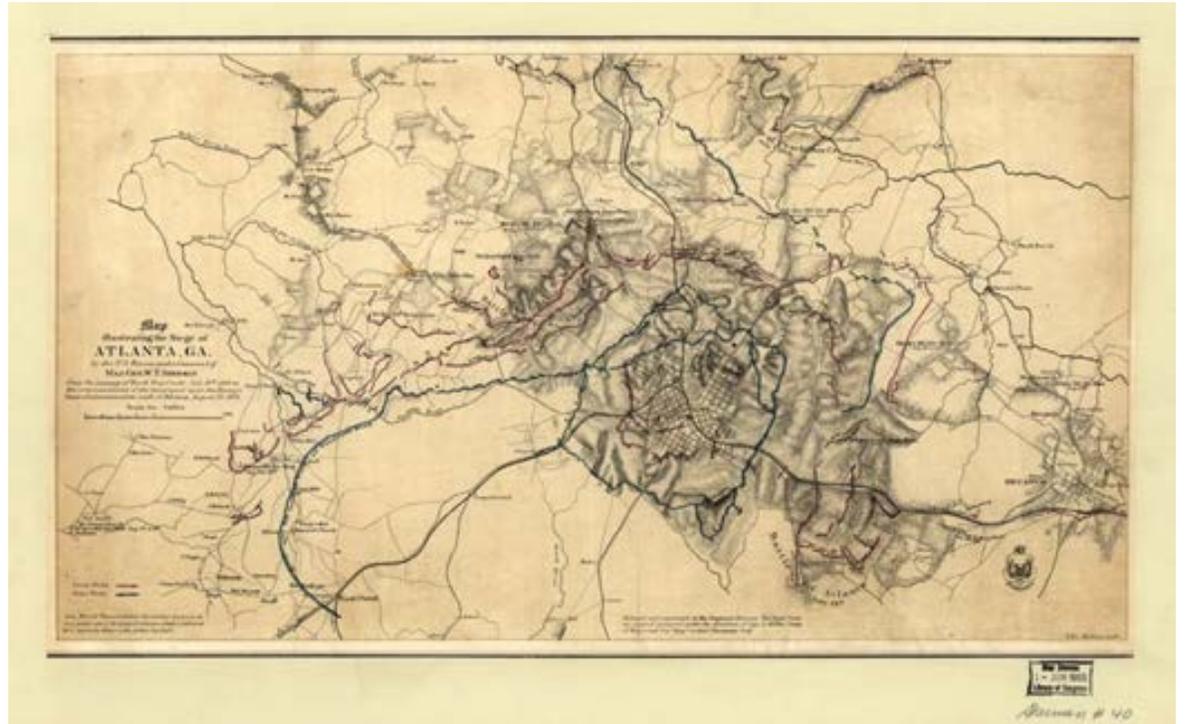


Hergesheimer, E., Krebs, C. G., Poe, O. M. & United States Coast Survey. (1864) Map showing the operations of the national forces under the command of Maj. Gen. W.T. Sherman during the campaign resulting in the capture of Atlanta, Georgia, Sept. 1. [Washington, D.C.: Coast Survey Office] [Map] Retrieved from the Library of Congress, <https://www.loc.gov/item/80691162/>.

ATLANTA CAMPAIGN

Goal: Understand the major events of the Atlanta campaign and its effect on the war using

- Maps of the campaign
- Timeline
- Excerpts from Grant's Memoirs- principal narrator
- Secondary sources
- Primary sources including stereographs



Poe, O. M., Molitor, E. & United States War Department. Engineer Bureau. (1864) Map illustrating the siege of Atlanta, Ga. by the U.S. forces, under command of Maj. Gen. W.T. Sherman: from the passage of Peach Tree Creek, July 19th, 1864 to the commencement of the movement upon the enemy's lines of communication south of Atlanta. [Washington, D.C.: U.S. War Dept., Engineer Bureau, ?] [Map] Retrieved from the Library of Congress, <https://www.loc.gov/item/2006459233/>.

OBJECTIVE 1

- a. Using a map of the campaign of Atlanta, a timeline, and primary sources related to the event, students will analyze the nature of the the campaign.
- b. Using their analysis, students will describe the nature of the campaign.

Resource 1:

Hergesheimer, E., Krebs, C. G., Poe, O. M. & United States Coast Survey. (1864) *Map showing the operations of the national forces under the command of Maj. Gen. W.T. Sherman during the campaign resulting in the capture of Atlanta, Georgia, Sept. 1.* [Washington, D.C.: Coast Survey Office] [Map]
Retrieved from the Library of Congress, <https://www.loc.gov/item/80691162/>.

Resource 2:

Poe, O. M., Molitor, E. & United States War Department. Engineer Bureau. (1864) *Map illustrating the siege of Atlanta, Ga. by the U.S. forces, under command of Maj. Gen. W.T. Sherman: from the passage of Peach Tree Creek, July 19th, 1864 to the commencement of the movement upon the enemy's lines of communication south of Atlanta.* [Washington, D.C.?: U.S. War Dept., Engineer Bureau, ?] [Map]
Retrieved from the Library of Congress, <https://www.loc.gov/item/2006459233/>.

As narrated by General U.S. Grant (from his descriptions of the campaign in his Memoirs).

OBJECTIVE 1

1. View Atlanta Campaign in 4 minutes video

The Atlanta Campaign in 4 minutes

<https://www.battlefields.org/learn/videos/atlanta-campaign>

Overview map (Teacher resource)

<https://www.battlefields.org/learn/maps/atlanta-campaign>

2. Analyze Resource 1 the map of the Atlanta Campaign and identify key dates and events moving from North to South.

- a. Option 1: Conducted in small groups with teacher support
- b. Option 2: Conducted as a class with the map projected and each student has their own map.
- c. Both options students have timeline worksheet to record key words and phrases for each event.

3. As you identify each key event, **read General Grant's description of the action from his Memoirs.**

4. View the images associated with each event and briefly discuss. Students will view the stereographs using viewers. We will analyze them in depth in the following objectives.

4. Identify key vocabulary words and phrases students will need to deal with in order to understand the campaign.

5. Assessment: Students

VOCABULARY

1. Flank
2. Abandon
3. Picket
4. Fortifications
5. Siege
6. Total war
7. Destruction

The teacher can cover prior to the lesson or in context as the terms are encountered during the lesson.

<https://www.battlefields.org/glossary-civil-war-terms>

Flank: Used as a noun, a “flank” is the end (or side) of a military position, also called a “wing”. An unprotected flank is “in the air”, while a protected flank is a “refused flank”. Used as a verb, “to flank” is to move around and gain the side of an enemy position, avoiding a frontal assault.

NATURE OF CAMPAIGN/ TIMELINE ACTIVITY

- **Worksheet with completed columns for date, event, location, and description.**
- **Set of cards with Grant's descriptions (for students to read if needed).**
- **Worksheet has two blank columns- one with key words and key phrase. Students will conduct a modified Sentence-Phrase-Word Thinking Routine (Rictchart, Church, and Morrison, 2011) and identify three key words and a key phrase for each event. The key words do not have to be included in the key phrase. The key words can come from anywhere in the descriptive passage.**
- **Thinglink maps of Atlanta Campaign and Siege of Atlanta annotated with images, secondary text, and Grant's descriptions from his Memoirs.**
- **Students complete last two columns of the worksheet- key words and key phrase as the teacher presents the timeline and associated sources.**
- **Students and teacher analyze the map and associated primary and secondary sources.**
- **Once the timeline activity is complete, students complete the quick assessment:**
 - List three words that best describe the Atlanta Campaign.**
 - Write no more than three sentences describing the nature of the Atlanta Campaign that includes the three words.**

OBJECTIVE 1: ATLANTA CAMPAIGN TIMELINE PART 1

DATE	LOCATION	EVENT	Description from <i>Personal Memoirs of Ulysses S. Grant</i>	3 Key words	Key phrase
May 13	Dalton	Union flank movement forces the withdrawal of Confederate army	“Sherman soon found that Dalton was so strongly fortified that it was useless to make any attempt to carry it by assault; and even to carry it by regular approaches was impracticable. There was a narrowing up in the mountain, between the National and Confederate armies, through which a stream a wagon road and a railroad ran.... McPherson (Union general) was therefore sent around by the right (of the Confederate forces), to come by the way of Snake Creek Gap into the rear of the enemy. This was a surprise to Johnston (Confederate Commander), and about the 13 th (of May) he decided to abandon his position at Dalton.” P. 404		
May 15	Resaca	Battle with Union flank movement that forces the withdrawal of Confederate army	“there was very hard fighting about Resaca; but our cavalry having been sent around to the right got near the road in the enemy’s rear. Again Johnston fell back, our Army pursuing.” P. 405		
May 19 th	Kingston	Kingston abandoned by the Confederate army	“The pursuit was continued to Kingston, which was reached on the 19 th with very little fighting, except that (John) Newton’s division overtook the rear of Johnston’s army and engaged it. Sherman was now obliged to stop to halt for purpose of bring up his railroad trains.... Of course the railroad was wholly destroyed as Johnston fell back, it has to be rebuilt.” P. 405		

OBJECTIVE 1: ATLANTA

CAMPAIGN TIMELINE PART 2

DATE	LOCATION	EVENT	Description from <i>Personal Memoirs of Ulysses S. Grant</i>	3 Key words	Key phrase
May 23- June 4	Allatoona and Dallas- Battle of New Hope Church	Union flank movement forces the withdrawal of Confederate army- fighting vicinity New Hope Church	<p>“It was the 23d of May before the road (railroad) was finished up to the rear of Sherman’s army and the pursuit renewed. This pursuit brought him up to the vicinity of Allatoona. This place was very strongly intrenched, and naturally a very defensible position. An assault upon it was not thought of, but preparations were made to flank the enemy out of it. This was done by sending a large force around our right, by the way of Dallas, to reach the rear of the enemy.”</p> <p>“Before reaching there (Dallas), however, they found the enemy fortified in their way and there resulted hard fighting for about a week at a place called New Hope Church.... By the 4th of June Johnston found that he was being hemmed in so rapidly that he drew off and Allatoona was left in our possession.” P. 405</p>		
June 27- July 3	Marietta and Kennesaw Mountain	Battle of Kennesaw Mountain	<p>“Johnston had fallen back to Marietta and Kennesaw Mountain, where strong intrenchments awaited him. At this latter place our troops made an assault (June 27) upon the enemy’s lines And failed, sustaining considerable loss. But during the progress of the battle Schofield was gaining ground to the left; and the cavalry on his left were gaining still more toward the enemy’s rear. These operations were completed by the 3rd of July, when it was found that Johnston had evacuated the place.” P. 407</p>		

OBJECTIVE 1: ATLANTA CAMPAIGN TIMELINE PART 3

DATE	LOCATION	EVENT	Description from <i>Personal Memoirs of Ulysses S. Grant</i>	3 Key words	Key phrase
July 5- July 9	Confederate Army north of the Chattahoochee River	Confederates outflanked and withdrawal south of the Chattahoochee River	“This time he (Johnston) fell back to the Chattahoochee. About the 5 th of July he was besieged again, Sherman getting easy possession of the Chattahoochee River above and below him. The enemy was again outflanked out of his position, or so frightened by flanking movements that on the night of the 9 th he fell back across the river.” P. 407		
July 9- July 17	Confederate Army south of the Chattahoochee River	Confederates outflanked and withdraw towards Atlanta	“Here Johnston made a stand until the 17 th , when Sherman’s old tactics (of flanking) prevailed again and the final movement toward Atlanta began. Johnston was now relieved of command, and (John B.) Hood superseded him.” P. 407		
July 20	Peachtree Creek- Northeast of Atlanta	Battle of Peach Tree Creek	“Sure enough, as indicated by the change of commanders, the enemy was about to assume the offensive. On the 20 th he came ut and attacked the Army of the Cumberland (the Union army attacking Atlanta) most furiously” p. 408 https://www.battlefields.org/learn/maps/peach-tree-creek		

OBJECTIVE 1: ATLANTA

CAMPAIGN TIMELINE PART 4

DATE	LOCATION	EVENT	Description from <i>Personal Memoirs of Ulysses S. Grant</i>	3 Key words	Key phrase
July 21- 22	South of Atlanta between Decatur and Atlanta	Battle of Atlanta	<p>“During the night of the 21st Hood moved out again, passing by our left flank, which was then in motion to get a position farther in rear of him, and a desperate battle ensued (Battle of Atlanta), which lasted most of the day of the 22d. At first the battle went very much in favor of the Confederates, our troops being somewhat surprised. While our troops were advancing they were struck in the flank, and their flank was enveloped..... Finally, however, and before night, the enemy was driven back into the city.” P. 408</p> <p>https://www.battlefields.org/learn/maps/atlanta-july-22-1864</p>		
July 27- July 28	Northwest of Atlanta	Battle of Ezra Church	<p>“On the 28th the enemy struck our right flank, General Logan commanding, with great vigor. Logan intrenched himself hastily, and by that means was enabled to resist all assaults and inflict a great deal of damage upon the enemy..... During the evening the enemy withdrew in the town.” P. 409</p> <p>NOTE: The Confederate General in command at Ezra Church was Stephen Lee who became the first president of MSU after the Civil War.</p> <p>https://www.battlefields.org/learn/articles/battle-ezra-church</p>		

OBJECTIVE 1: ATLANTA CAMPAIGN TIMELINE PART 5

DATE	LOCATION	EVENT	Description from <i>Personal Memoirs of Ulysses S. Grant</i>	3 Key words	Key phrase
Late July	South of Atlanta near Macon	Destruction of railroads south of Atlanta	"In the latter part of July Sherman sent (George) Stoneman to destroy the railroads to the south, about Macon." P. 410		
August 31- Sept 1	South of Atlanta	Battle of Jonesboro	Sherman made preparations for a repetition of his tactics; that is for a flank movement with as large a force as could be got together to some point in the enemy's rear. Sherman commenced this last movement on the 25 th of August, and on the 1 st of September was well up towards the railroad twenty miles south of Atlanta. Here he found Hardee intrenched, ready to meet him. A battle ensued (August 31), but he was able to drive Hardee away before night set in." p. 412 https://www.battlefields.org/learn/civil-war/battles/jonesborough		
September 2	Atlanta	Confederates abandon Atlanta	"The next morning at daylight (September 2) General H.W. Slocum, who was commanding north of the city, moved in and took possession of Atlanta, and notified Sherman." P. 412 https://www.battlefields.org/learn/articles/surrender-atlanta		

OBJECTIVE 1 DEMONSTRATION

<https://www.thinglink.com/scene/1433077854383374341>

Go from 1- 10 and then A, B, and the Star. Check out the ! In between 5 and 6.



OBJECTIVE 1: QUICK ASSESSMENT

1. List three words that best describe the Atlanta Campaign.

- Ideally these three words come from the words most often repeated while analyzing the map and reading the various sources.
- For example: flank, intrench, abandon

2. Write no more than three sentences describing the nature of the Atlanta Campaign that includes the three words.

- Some students may need sentence starters
- Others can write using their notes

The Union Army's goal was to seize Atlanta in order to destroy Confederate industry and railroad hub. Confederate forces built a series of intrenched positions. The Union's tactics were to flank the Confederate positions, forcing them to abandon and withdraw.

OBJECTIVE 1: SAMPLE QUICK ASSESSMENT

Three words that best describe the Atlanta Campaign

Flank

Intrench

Abandon

Three to four sentence descriptions of the Atlanta Campaign

The Union Army's goal was to seize Atlanta to destroy Confederate industry and railroads. Confederate forces built a series of intrenched positions. The Union's tactics were to flank the Confederate positions, forcing them to abandon and withdraw.

OBJECTIVE 2

Objective: Students will describe Civil War fortifications used by both the Confederates and Union forces in the Atlanta campaign.

Resource 3:

Barnard, G. N., photographer. (1864) *Rebel fortifications, Atlanta, Ga.* United States Atlanta Georgia, 1864. [New York: E. & H.T. Anthony & Co., American and Foreign Stereoscopic Emporium, 501 Broadway] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2011649190/>.

Resource 4:

Barnard, G. N., photographer. (1864) *Maj. Gen. Sherman and staff. This view was taken in the trenches before Atlanta, Ga.* United States Atlanta Georgia, 1864. [New York: E. & H. T. Anthony & Co., American and Foreign Stereoscopic Emporium, 501 Broadway] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2004682790/>.

Resource 5:

Barnard, G. N., photographer. (1864) *Picket station near Atlanta, Ga.* United States Atlanta Georgia, 1864. Hartford, Conn.: The War Photograph & Exhibition Co., No. 21 Linden Place, July. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2011660082/>.

OBJECTIVE 2: ON THE MAP

1. Click on numbers 1, 2, and 3 and read the explanations.
2. While on each number students conduct a quick analysis based on teacher questioning.

<https://www.thinglink.com/scene/1433102350720958469>



OBJECTIVE 2:

Teacher will guide analysis using questions or other primary source analysis technique or process (depending on time):

Observe-Reflect-Question

See-Think-Wonder

Visual Discovery

The goal is to help give students concrete images of the content that they are learning (i.e. the war).



Resource 3: Rebel fortifications, Atlanta



Resource 4: Maj. Gen. Sherman and staff. This view was taken in the trenches before Atlanta, Ga.



Resource 5: Picket station near Atlanta, Ga.

OBJECTIVE 2: SAMPLE QUICK ASSESSMENT

Four people, places, or things in Civil War fortifications

Cannon Tent Soldiers Barriers Ammunition Leaders

Purpose of a picket station

Pickets were forward of intrenched positions to provide early warning of an attack.

OBJECTIVE 3

Students will describe actions the Union took to prevent the Confederate Army from using Atlanta after the Union abandoned it.

Resource 5:

Barnard, G. N., photographer. (1864) *Last train out, Atlanta, Ga.* United States Atlanta Georgia, 1864. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2011648000/>.

Resource 6:

Barnard, G. N., photographer. (1864) *Atlanta, Georgia, just after its capture.* United States Atlanta Georgia, 1864. [Hartford, Conn.: War Photograph & Exhibition Company, photographed Nov. , printed later] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2004682784/>.

Resource 7:

Barnard, G. N., photographer. (1863) *Reg't. Michigan Engineers & Mechanics destroying R.R. track in Atlanta. Ruins of the car shed to right hand.* United States Atlanta Georgia, 1863. [Between 1863 and 1864] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2005681143/>.

Resource 8:

Barnard, G. N., photographer. (1864) *Potter's House i.e., Ponder House, on the lines N.W. of the city, showing the effect of shots, Atlanta, Ga., Nov.* United States Atlanta Georgia, 1864. Nov. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2005681137/>.

Resource 9:

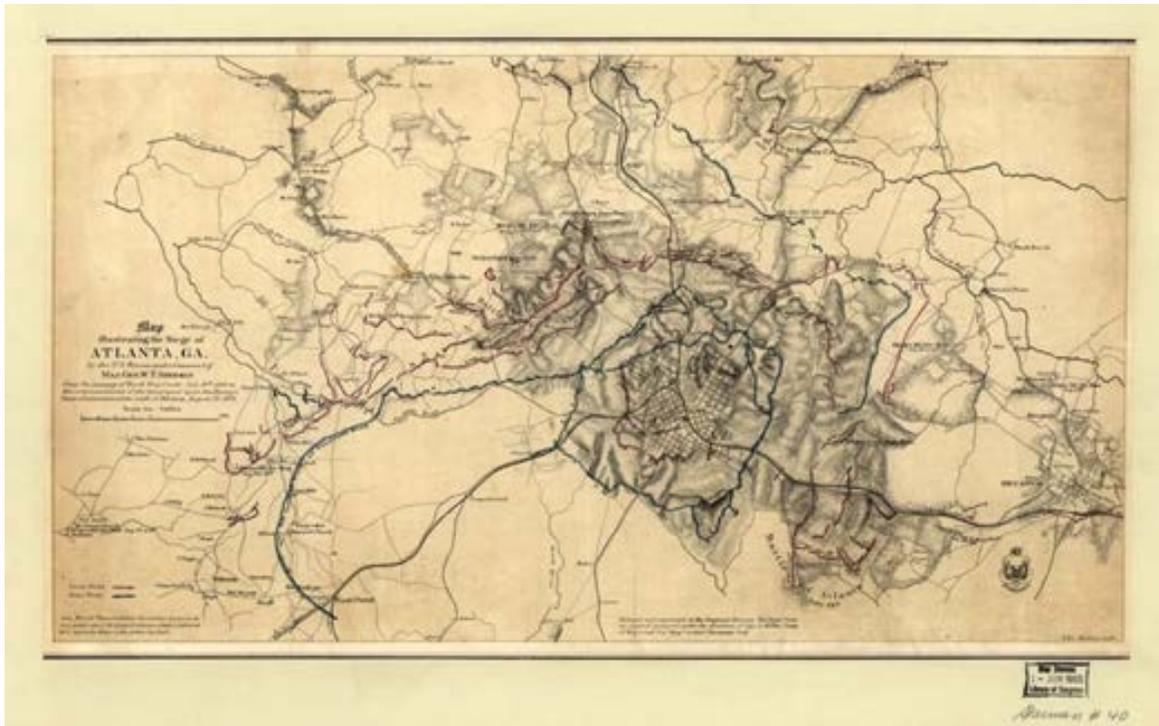
Barnard, G. N., photographer. (1864) *A view in Atlanta, Ga., Nov.* United States Atlanta Georgia, 1864. Nov. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2005681133/>

Resource 10:

Barnard, G. N., photographer. (1864) *Ruins of the passenger station, car shed, Atlanta, Ga. - Nov.* United States Atlanta Georgia, 1864. Nov. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2005681127/>.

OBJECTIVE 3: DAMAGE ON THE MAP

Click on numbers 4-9 to view damage with some commentary.



Poe, O. M., Molitor, E. & United States War Department. Engineer Bureau. (1864) Map illustrating the siege of Atlanta, Ga. by the U.S. forces, under command of Maj. Gen. W.T. Sherman: from the passage of Peach Tree Creek, July 19th, 1864 to the commencement of the movement upon the enemy's lines of communication south of Atlanta. [Washington, D.C.?: U.S. War Dept., Engineer Bureau, ?] [Map] Retrieved from the Library of Congress, <https://www.loc.gov/item/2006459233/>.



<https://www.thinglink.com/scene/1433102350720958469>

GALLOPADE PHOTOGRAPH ANALYSIS

Students will complete the Gallopade Primary Source analysis process.

Teachers can use other analysis processes.

Use what your students already know or introduce another process depending on your time and intent.

Student Worksheet Name _____

Let's Observe!
Photographs, Prints, or other Visual Primary Sources 

Study the image for 2-3 minutes. Take note of key details, including the people, objects, environment, and any activity (event or action) that is occurring.

Describe what you observe in each category. Then look for details that tell you more about the source and write them down.

People	Objects
Environment/ Surroundings	Activity

When was the primary source created? _____

Why was the primary source created? _____

What does this primary source tell me about people, places, and events in the past? _____

Let's Discuss! Discuss your observations about this primary source with your classmates.

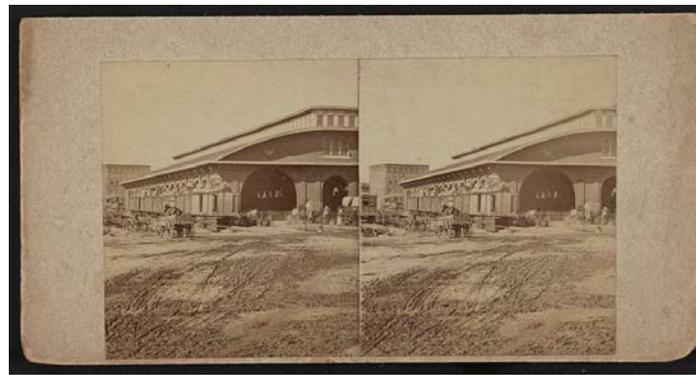
Teacher's Guide for Primary Sources • ©Carole Marsh/Gallopade • www.gallopade.com • page 4

OBJECTIVE 3:

Students will complete the Gallopade Primary Source analysis process.

This will be done using the jigsaw method where the teacher assigns small groups of students a source and they report their findings to the whole class.

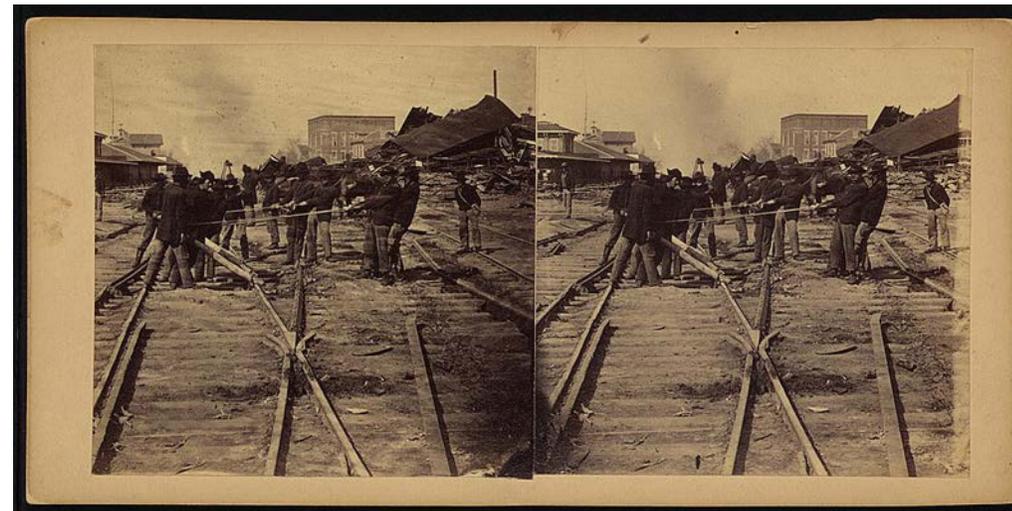
The teacher will facilitate a discussion of the findings.



Resource 5: Last train out, Atlanta, Ga.



Resource 6: Atlanta, Georgia, just after its capture



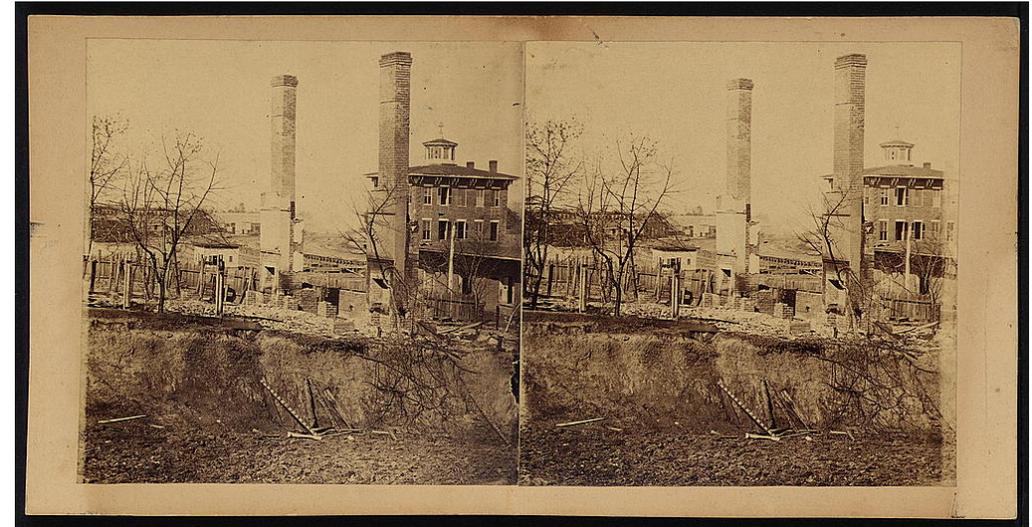
Resource 7: Reg't. Michigan Engineers & Mechanics destroying R.R. track in Atlanta. Ruins of the car shed to right hand

OBJECTIVE 3 ANALYSIS CONTINUED



Resource 8: Potter's House i.e., Ponder House, on the lines N.W. of the city, showing the effect of shots

NOTE: Resource 8 is included to allow students to compare it with resources 6, 7, 9, 10. The damage to the Potter's House was done during the "normal" course of battle. The damage in the other photos was done deliberately after the occupation of Atlanta by the Union Army prior to its evacuation of the city.



Resource 9: A view in Atlanta, Ga



Resource 10: Ruins of the passenger station, car shed, Atlanta, Ga. - Nov.

OBJECTIVE 3: QUICK ASSESSMENT

List the different ways the Union prevented the Confederate Army from using the city after the Union Army left?

Students can build their list from both the images and text in the lesson.

- **Tore up the railroads**
- **Destroyed the railroad station**
- **Destroyed factories**
- **Destroyed public buildings**
- **Forced everyone to leave**
- **Total war**

SO WHY DID SHERMAN ORDER THE DESTRUCTION OF ATLANTA?

“Through October, Sherman built up a massive cache of supplies in Atlanta. He then ordered a systematic destruction of the city to prevent the Confederates from recovering anything once the Yankees had abandoned it. By one estimate, nearly 40 percent of the city was ruined.”

History.com Editors. (2020, November 10). The destruction of Atlanta begins.
<https://www.history.com/this-day-in-history/the-destruction-of-atlanta-begins>

“Sherman moved his Army toward Atlanta, Georgia, a vital industrial and railway center. The opposing confederate Army could not defend the city and retreated. Atlanta fell to the Union on September 2, 1864.

General Sherman used a method of warfare called total war. The aim of total war is to destroy not just the opposing Army, but the people’s will to fight. Sherman’s men ordered everyone to leave Atlanta, and burned almost the entire city.”

Boyd, et al. (2005). *Scott Foresman Social Studies: The United States*. Glenview, IL: Pearson, P. 510.

“Atlanta was destroyed so far as to render it worthless for military purposes before starting, Sherman himself remaining over a day to superintend the work, and see that it was done well. Sherman’s orders for this campaign were perfect. “p. 526

Grant, U.S. (1999/1885-1886). *Personal Memoirs*. New York: Penguin.

OBJECTIVE 4: WRITING AN ACCOUNT OF THE ATLANTA CAMPAIGN

In step one, the students will write their paragraph from the Objective 1 Quick Assessment:

The Union Army's goal was to seize Atlanta to destroy Confederate industry and railroads. Confederate forces built a series of intrenched positions. The Union's tactics were to flank the Confederate positions, forcing them to abandon and withdraw.

OBJECTIVE 4: WRITING AN ACCOUNT OF THE ATLANTA CAMPAIGN

In step two, the students will add at least three of the words from their list in Objective 2 Quick Assessment to modify or describe the intrenched positions the Confederates used during the campaign. Elements added to the paragraph are italicized and bolded.

The Union Army's goal was to seize Atlanta to destroy Confederate industry and railroads. Confederate forces built a series of intrenched positions ***that included cannon, soldiers, and barriers to protect the soldiers.*** The Union's tactics were to flank the Confederate positions, forcing them to abandon and withdraw.

OBJECTIVE 4: WRITING AN ACCOUNT OF THE ATLANTA CAMPAIGN

In the third step, the students will add two or three sentences using the actions the Union used to prevent the Confederates from using Atlanta after the Union Army left. Elements added to the paragraph are italicized and bolded.

The Union Army's goal was to seize Atlanta to destroy Confederate industry and railroads. Confederate forces built a series of intrenched positions that included cannon, soldiers, and barriers to protect the soldiers. The Union's tactics were to flank the Confederate positions, forcing them to abandon and withdraw. The Union forced the Confederates out of Atlanta. ***The Union army then tore up the railroads, destroyed factories, and forced everyone to leave Atlanta before abandoning it.***

OBJECTIVE 4: WRITING AN ACCOUNT OF THE ATLANTA CAMPAIGN

In the final step, the students will add one or two sentences about why the Union Army destroyed Atlanta. Elements added to the paragraph are italicized and bolded.

The Union Army's goal was to seize Atlanta to destroy Confederate industry and railroads. Confederate forces built a series of intrenched positions that included cannon, soldiers, and barriers to protect the soldiers. The Union's tactics were to flank the Confederate positions, forcing them to abandon and withdraw. The Union forced the Confederates out of Atlanta. The Union army then tore up the railroads, destroyed factories, and forced everyone to leave Atlanta before abandoning it. ***The Union army destroyed Atlanta to prevent the Confederates from using after they left it for their March to the Sea.***

IS THE FALL OF ATLANTA AN IMPORTANT EVENT?

Grant looking back in 1885:

“For my part, I think that Johnston’s tactics were right. Anything that could have prolonged the war a year beyond the time that it did finally close, would probably have exhausted the North to such an extent that they might have abandoned the contest and agreed to a separation.” P. 407- 408

“The campaign had lasted about four months, and was one of the most memorable in history. There was but little if anything in the whole campaign, now that it is over, to criticize as all, and nothing to criticize it severely.” P. 412

“The news of Sherman’s success reached the North instantaneously, and set the country all aglow. This was the first great political campaign for the Republicans in their canvas of 1864. It was followed later by Sheridan’s campaign in the Shenandoah Valley; and these two campaigns probably had more effect in settling the election of the following November than all the speeches, all the bonfires, and all the parading with banners and bands of music in the North.” P. 413

CONTEXT: 1864 was a Presidential election year

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VIEW STEREOGRAPHS ON A COMPUTER

Sherman in 3D Convert digital stereographic images into 3D images using 3Dthis or New York Public Library website

<https://3dthis.com/player.htm?h=MTI1Mjk5MQ>



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