

**“Beyond the Grave”  
Final Exam Study Guide  
Test is Monday, April 25, 6 p.m.**



Note: This guide is posted on the class blog ([charlestonbeyondthegrave.blogspot.com](http://charlestonbeyondthegrave.blogspot.com)) in the top right corner “gadget” spot. This online version will have links to the material you need to study for the test.

There will be several elements to this test: terms/definitions, multiple choice, matching, and short answer. There will not be anything on this exam that is not included in this study guide.

**25 Point Video Project:** This is due at the start of the exam and should be posted on your blog and the class blog.

**Test material will come from the following sources. This written test will be worth 75 points.**

- Two course textbooks: “In the Arms of Angels” and “Stories Told in Stone” (specific page numbers to review will be given below)
- Material pinned on the [class Pinterest board – see below for links](#)
- [Dr. George Dickinson blog post](#) (Mr. Harwood’s post)

**Material to Study and Review:**

**“In the Arms of Angels: Magnolia Cemetery- Charleston’s Treasure of History, Mystery and Artistry”**

- Chapter 3, “Confederacy Legacy”- read about the six CSA generals at Magnolia Cemetery on pages 98-109- be able to match their names with their significant contributions or distinctions in the war/battles
- Chapter 4, “The Children of Magnolia Cemetery”- review the array of illnesses and diseases that claimed the lives of infants and children in the 19<sup>th</sup> century, and be familiar with some of the statistical data given in this chapter indicating the high child death rates back then
- Chapter 6, “Epic Epitaphs”- know the origin of the word “epitaph” and the most common sources of epitaphs (bible verses, poetry, songs, etc.)

**“Stories Told in Stone: Cemetery Iconology- A Manual for Genealogy Research”**

- Pages 13-21, “Glossary of Historic Diseases”- know the name and description of the following 20 illnesses and diseases: bad blood, brain fever, Bronze John, cerebritis, cholera, consumption, diphtheria, encephalitis, falling sickness, Grocer’s itch, infantile paralysis, lung fever, meningitis, myelitis, palsy, paroxysm, scarletina, smallpox, thrombosis, water on brain. Be able to match the disease with the description.

- Pages 22-23, “Glossary of Major Epidemics/Pandemics”- be able to recognize the names of the most common epidemics listed and be able to list some of them

“Beyond the Grave” [Pinterest Board](#)- questions will be formed from these articles:

- [“Longevity Throughout History: How Has Human Life Expectancy Changed Over Time?”](#)
- [“The Truth About Sullivan’s Island and Slavery”](#)
- [“Cholera Outbreak”- History Channel video](#): An outbreak of cholera in 19th century London drove British doctor John Snow to investigate the source, giving rise to modern epidemiology
- [Prezi: “Magnolia Cemetery \(and Charleston’s\) Confederacy Legacy”](#)- review facts, details and names given in this presentation
- [“Interesting Epitaphs”](#) from the Find A Grave website- be able to list three-to-five examples of interesting/epic epitaphs from this site
- [“Clay the Cougar: College of Charleston History”](#) (Patrick Harwood YouTube video): Review pieces on the school’s “Adams Family” connection, Elizabeth Jackson headstone, and the heroic school porter/janitor who saved CofC from the Yankees!

Blogs and Blog Writing- there will be a few general questions about creating and writing blogs- their niche and unique attributes

\*\*\*Also, expect a question at the end asking your thoughts about “what old cemeteries tell and teach the living”- the idea behind this course! \*\*\*

\*\*\*Extra Credit: Will be accepted until Saturday, April 30. On the exam, you can list extra credit blog posts you have already completed. You must email me to let me know work done after the final exam date so that I will know to look for it on your blogs.

Thank you for an excellent semester!

