Understanding the Atlanta Campaign of the Civil War using maps and stereographic images.

Figure 1 Library of Congress

Overview/Prior Knowledge

The American Civil War saw the advent of total war as Union forces focused their military efforts on the destruction of the ability of the South to fight the war by destroying transportation and manufacturing capabilities. The Atlanta Campaign (May- September 1864) culminated with the destruction of Atlanta by Sherman's army. This campaign was critical to the Union war effort in that it contributed to the reelection of Lincoln and solidified support in the North for continuing the war until total victory. In this lesson students will learn about the major events and nature of the campaign using primary source maps, stereographic images, and Ulysses S. Grant's account of the campaign in his Memoirs.

Lesson Big Idea

To defeat the Confederacy, the Union Army conducted a total war which included the destruction of cities to deny the South railroads and industrial capacity and to defeat the will of the South to fight. Grant's comments on the destruction of Atlanta illustrate the importance of the campaign: "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. "(Grant, 1886, p. 526).

Lesson Goal

The lesson goal is for students to understand the major events of the Atlanta campaign and its effect on the war using
- Maps of the campaign
- A timeline of the campaign
- Excerpts from Grant's Memoirs- principal narrator
- Secondary sources
- Primary sources including stereographs

Objectives

Objective 1:
      a. Students will list the key events of the Atlanta Campaign.
      b. Students will analyze primary sources related to the Atlanta Campaign to determine the nature of the Union advance during the Atlanta Campaign.
      c. Students will describe the nature of the campaign.

Objective 2: Students will describe Civil War fortifications used by both the Confederates and Union forces in the Atlanta campaign.

Objective 3: Students will describe actions the Union took to prevent the Confederate Army from using Atlanta after the Union abandoned it.

Objective 4: Students will write an informative paragraph describing the key events and nature of the Atlanta Campaign.

Time Required
2- 3 x 50-minute class periods.

Recommended Grade Range

4th- 8th grade (depending on when early US history is taught) but can be modified for high school.

Subject/Sub-Subject

History

Standards

Social Studies
Georgia Standards
4th Grade
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. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.

Mississippi Standards

8th Grade

8.9 Identify and evaluate the key events and people involved in the American Civil War.

> 5. Trace the events that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages.

Library of Congress - Teaching with Primary Sources Skills:

• Place primary source(s) into a timeline
• Consider issues of cause and effect, context, and/or continuity and change
• Articulate ideas or beliefs formed by observing primary sources
• Connect new knowledge from primary sources to other learning experiences

Highlighted Strategies:

• Observe-Reflect-Question/See-Think-Wonder
• Making Thinking Visible Routine: Modified Sentence-Phrase-Word
• Gallopade Photograph Analysis

Credits

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Materials

• Primary Sources – See Resource Guide at the end of this document.
• Stereographic viewers
• Stereographic image cards printed off and laminated
• Thinglink maps
  o Atlanta campaign https://www.thinglink.com/scene/1433077854383374341

  o Atlanta siege https://www.thinglink.com/scene/1433102350720958469
• Atlanta campaign timeline worksheet

Information on Stereographs

Stereographs and the Civil War

Stereographs were the original virtual reality (Thompson, 2017). They have been used for both education and entertainment. In 1859, Oliver Wendell Holmes wrote "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." (Holmes, 1859). In the same article, Holmes wrote that "The next European war will send us stereographs of battles." Holmes was right, there were stereographs of European battles including World War I, but within a few years 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. We use some of these stereographs in this lesson to document the Atlanta Campaign.

Library Congress Stereograph Resources

The Library of Congress has a large collection of stereographic images that includes images of railroads, famous people, Presidents, National Parks, world monuments, and that document much of history from 1850 to 1940. Information about stereographs and the Library of Congress's collection can be found on the sites below.

Library of Congress. (n.d.). *Stereograph cards: The stereograph format.*
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/

Stereographs can be viewed using special viewers that render the image into 3D. These viewers are often called Holmes viewers after Oliver Wendell Holmes. Inexpensive viewers are available through many outlets. Below you will see to different types of viewers and stereographic cards printed out for classroom use. We used two different sizes for the cards we printed out. The small cards are approximately 2.71" by 4.49" and the large cards are 3.8" x 6.5." The width of the cards matters more than the height.

Viewing stereographs online or using a computer

If you are teaching online or you do not have stereographic viewers, you can create a 3D image using stereographs using the New York Public Library converter (**www.stereo.nypl.org**) or free commercial converter such as 3Dthis.com. Here is a link to one stereograph from this lesson converted using 3Dthis

http://3dth.is?LTkxMjUyNDk

Viewing stereographs using smartphones and tablets

Stereographs can also be viewed using smartphones and tablets using a variety of applications.

Images of stereographic viewers, stereographs, and students viewing stereographs

Procedures

Introduction:
- Students view Atlanta Campaign in 4 minutes video by Battlefield Trust.
- https://www.battlefields.org/learn/videos/atlanta-campaign

Before:
Objective 1

a. Using a map of the campaign of Atlanta, the Atlanta Campaign Timeline Worksheet, and primary sources related to the event, students will analyze the nature of the campaign.

b. Using their analysis, students will describe the nature of the campaign.

1. Teacher and students analyze Resource 1 the map of the Atlanta Campaign and identify key dates and events moving from North to South.
   a. Teacher will project the Atlanta Campaign map and conduct a See-Think-Wonder of the map with the students to determine the purpose of the map and to identify key events represented on the map. Students should determine that it is a map of the Atlanta Campaign and that it details the key events and dates of the Atlanta Campaign.
   b. Teacher will project the Thinglink annotated Atlanta Campaign map https://www.thinglink.com/scene/1433077854383374341. The Thinglink map of Atlanta Campaign is annotated with images, secondary text, and Grant's descriptions from his Memoirs.
   c. Teacher will hand out the Atlanta Campaign Timeline Worksheet with completed columns for date, event, location, and description.

d. The Atlanta Campaign Timeline Worksheet has two blank columns- 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.

e. The teacher and students will work from north to south on the campaign map (from 1-10 and then A and B and then the end with the star) discussing each key event of the campaign focused on the texts and images annotated on the map as well as the map itself. The key word to focus on for the actual map is "abandon" as the campaign is a series of battles where the Union generally outflanks Confederate positions forcing the Confederate army to abandon their fortified positions and withdraw towards Atlanta.

f. Students complete the last two columns of the Atlanta Campaign Timeline Worksheet - key words and key phrase as the teacher presents the timeline and associated sources.

g. NOTE ON VOCABURLARY: Be prepared to identify key vocabulary words and phrases students will need to deal with in order to understand the campaign. One useful tool is the Battlefield Trust glossary https://www.battlefields.org/glossary-civil-war-terms. Here are words we felt might be difficult for some students:

    i. **Flank**
    ii. **Abandon**
    iii. **Picket**
    iv. **Fortifications**
    v. **Siege**
    vi. **Total war**
    vii. **Destruction**

2. **Quick Assessment**: Students will list three words that best describe the Atlanta Campaign. Students will write three to four sentences describing the nature of the Atlanta Campaign that includes the three words. Some students may need sentence starters. All students will their sentences using their notes from the Atlanta Campaign Timeline Worksheet.

a. **Sample Quick Assessment:**
    i. Three words: flank, intrench, and abandon
    ii. Three to four sentences: 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.

During

Objective 2:

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

1. The teacher will project the Thinglink Annotated map of the Siege of Atlanta (Resource 2). https://www.thinglink.com/scene/1433102350720958469

2. Quick analysis
    a. The teacher will click on numbers 1, 2, and 3 and read the explanations (the students can also read the explanations).
    b. While on each number students identify what they see in each image.
    c. The teacher can identify items students are unfamiliar with.
3. Detailed primary source analysis
    a. Students will conduct a detailed primary source analysis of each image using printed stereograph cards and viewers (Resources 3, 4, 5).
    b. Options for the primary source analysis include Observe-Reflect-Question, See-Think-Wonder, or Visual Discovery.
    c. The goal of the primary source analysis is to help give students a concrete image or idea of the content they are learning about (i.e. how the Union and Confederate Armies fought the Civil War).
4. **Quick assessment:** The students will list four people, places, or things present in Civil War fortifications. Students will explain the purpose of a picket station.
    a. Cannon, tent, soldiers, barriers, ammunition
    b. 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.
1. The teacher will project the Thinglink Annotated map of the Siege of Atlanta (Resource 2). https://www.thinglink.com/scene/1433102350720958469
2. Quick analysis
    a. The teacher will click on numbers 4, 5, 6, 7, 8, and 9 and read the explanations (the students can also read the explanations).
    b. While on each number students identify what they see in each image.
    c. The teacher can identify by name items students are unfamiliar with.
3. Detailed primary source analysis
    a. Students will conduct a detailed primary source analysis of each image using printed stereograph cards and viewers (Resources 6-11)
    b. Students will use the Gallopade Photograph Analysis process that requires students to identify the following elements for each photograph:
        i. People
        ii. Objects
        iii. Environment/surroundings
        iv. Activity
    c. Students will answer the following questions from the Gallopade Photograph Analysis process:
        i. When was the primary source created?
        ii. Why was the primary source created?
        iii. What does this primary source tell me about people, places, and events in the past?

d. This analysis can 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.

e. The teacher will facilitate a discussion of the findings.

f. Purpose of each resource:

    i. Resource 6- shows a train station before the Union seized Atlanta

    ii. Resource 7- show the same train station after the Union seized Atlanta

    iii. Resource 8- shows Union soldiers destroying the railroad tracks in Atlanta to deny the Confederate use of the railroads after the Union army leaves

    iv. Resource 9- is included to allow students to compare it with resources 6, 7, 8, 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.

    v. Resource 10- shows Union destruction to a factory

    vi. Resource 11- shows the train station after the Union Army destroyed it.

4. **Quick assessment:** List the different ways the Union prevented the Confederate Army from using the city after the Union Army left?

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

b. Sample responses:

    i. Tore up the railroads

    ii. Destroyed the railroad station

    iii. Destroyed factories

    iv. Destroyed public buildings

    v. Forced everyone to leave

    vi. Total war

After

1. The teacher will ask the students: "Why did Sherman order the destruction of Atlanta?"

a. To help answer the question the teacher can share the following excerpts from primary and Secondary sources:

    i. Secondary source

    "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**

    ii. Secondary source:

    "Sherman moved his Army toward Atlanta, Georgia, a vital industrial and railway 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.* **Glenville, IL: Pearson, P. 510.**

    iii.   Primary source:

"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.**

2. The teacher will explain the importance of the Fall of Atlanta using a quote from U.S. Grant:
   a. "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
   b. "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
   c. "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

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

Conclusion:
1. Review: The teacher will review the key points of the Atlanta Campaign from the lesson
   a. The Confederate army attempted to defend using a series of intrenched positions that the Union Army outflanked, forcing the Confederates to abandon the positions and withdraw towards Atlanta.
   b. Both the confederate and Union Armies used intrenched positions that included cannon, tents, and dug in positions during the campaign.
   c. The Union Army denied the use of Atlanta for transportation or industrial use by destroying the railroads, train stations, factories, forcing the population to leave, and burning much of the city.
2. Informal Assessment: The teacher will ask the students the quick assessment questions from each of the objectives to determine if the students have met the lesson objectives.
3. Formal Assessment (Objective 4): Students will write short description of the Atlanta campaign including elements from each objective.

4. Preview: The teacher will explain that after Sherman seized Atlanta, he continued his total war during his march through Georgia to the Sea. The teacher will show a short video of Sherman's march to the Sea:

> HISTORY. (2015, April 27). Blood and glory: The Civil War in color: Sherman's march to Savannah [Video]. YouTube. https://www.youtube.com/watch?v=5c-aOnzB92I

Assessment

Formative:
- Objective 1: Modified Sentence-Phrase-Word describing the Atlanta Campaign
- Objective 2: List of four people, places, events from images of Union and Confederate positions
- Objective 3: List the different ways the Union prevented the Confederate Army from using the city after the Union Army left?

Summative:

- Descriptive paragraph

Differentiation

- Accommodation: Sentence stems to support Sentence-Phrase-Word Routine.
- Accommodation: Dictionary to help students define words in context.

Supplementary Materials

1. Secondary accounts of the Atlanta Campaign:
   a. Boyd, et al. (2005). Scott Foresman Social Studies: The United States. Glenville, IL: Pearson.
   b. American Battlefield Trust. (2016, August 30). The Atlanta campaign: The Civil War in four minutes [Video]. YouTube. https://youtu.be/FP-BQJE2C64
   c. HISTORY. (2015, April 27). Blood and glory: The Civil War in color: Sherman's march to Savannah [Video]. YouTube. https://www.youtube.com/watch?v=5c-aOnzB92I
   d. History.com Editors. (2020, November 10). The destruction of Atlanta begins. https://www.history.com/this-day-in-history/the-destruction-of-atlanta-begins

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and 1864] [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2005681143/.

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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/.

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/.

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/.

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/.

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/.

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/.

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/.

Boyd, et al. (2005). Scott Foresman Social Studies: The United States. Glenvill, IL: Pearson.

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

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/.

HISTORY. (2015, April 27). Blood and glory: The Civil War in color: Sherman's march to Savannah [Video]. YouTube. https://www.youtube.com/watch?v=5c-aOnzB92I

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

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/.

Ritchart, R., Church, M. & Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. San Francisco: Jossey-Bass.

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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/.

Teaching with Primary Sources Resource Guide

Title: Understanding the Atlanta Campaign of the Civil War using maps and stereographic images

Historical Background:

The American Civil War saw the advent of total war as Union forces focused their military efforts on the destruction of the ability of the South to fight the war by destroying transportation and manufacturing capabilities. The Atlanta Campaign (May- September 1864) culminated with the destruction of Atlanta by Sherman's army. This campaign was critical to the Union war effort in that it contributed to the reelection of Lincoln and solidified support in the North for continuing the war until total victory. In this lesson students will learn about the major events and nature of the campaign using primary source maps, stereographic images, and Ulysses S. Grant's account of the campaign in his Memoirs.


Source 1:

Title: 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, 1864

Link: **https://www.loc.gov/item/80691162/**

Purpose: The teacher and students will use this map to understand the nature and key events of the Atlanta Campaign during Objective 1. The teacher will use the annotated map in ThingLink and the timeline worksheet with this source.

Source 2:
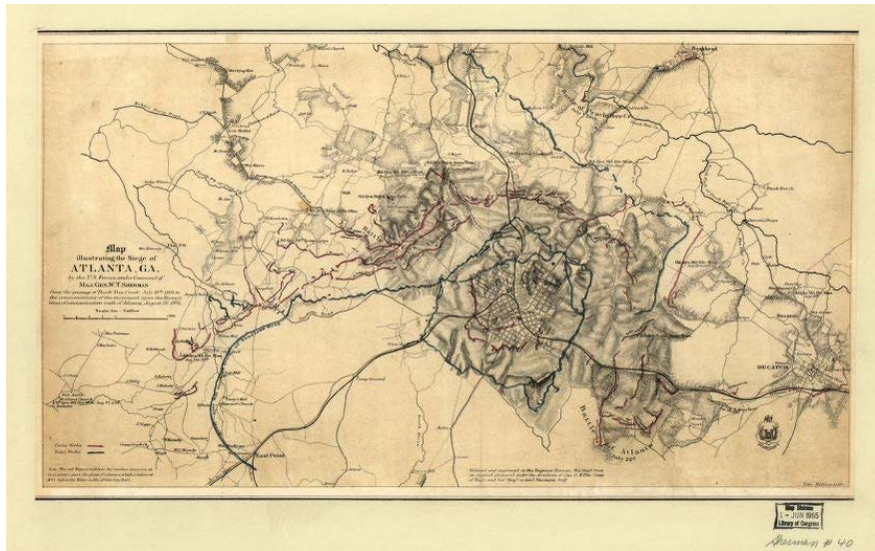
Title: Map illustrating the siege of Atlanta, Ga. by the U.S. forces, under command of Maj. Gen. W.T. Sherman: from the passage of Peach Tree Creek, July 19th, 1864 to the commencement of the movement upon the enemy's lines of communication south of Atlanta, August 26, 1864

Link: **https://www.loc.gov/item/2006459233/**

Purpose: The teacher and students will use this source during Objective 2 and 3. In Objective 2, it will be used to illustrate the locations of the Union and Confederate fortifications around Atlanta. In Objective, 2, it will be used to show images and text related to the destruction of Atlanta. The map will be presented using the annotated ThingLink map.

Source 3:

Title: Rebel fortifications, Atlanta, Ga.

Link: **https://www.loc.gov/item/2011649190/**

Purpose: This stereograph will be viewed using stereograph viewers. During Objective 2, students will analyze this source to gain an understanding of what intrenched positions during the Civil War.

Source 4:

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

Link: **https://www.loc.gov/item/2004682790/**

Purpose: This stereograph will be viewed using stereograph viewers. During Objective 2, students will analyze this source to gain an understanding of what intrenched positions during the Civil War. Additionally, Union General William Tecumseh Sherman is present in this image.
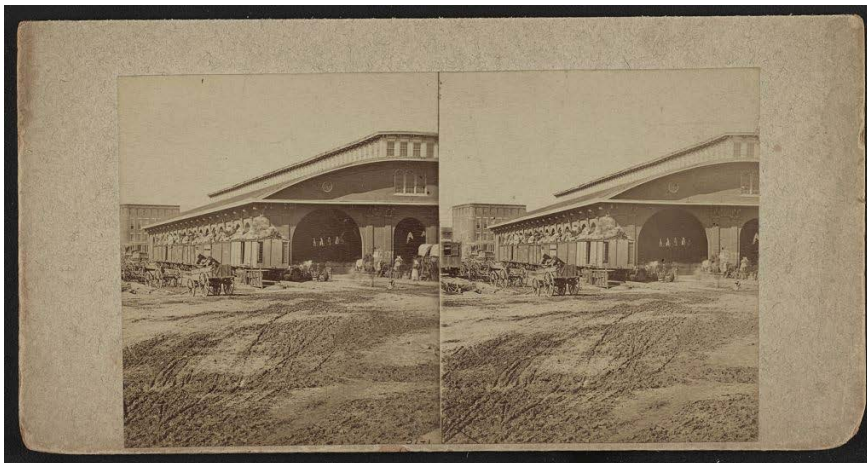
Source 5:

Title: Picket station near Atlanta, Ga.

Link: **https://www.loc.gov/item/2011660082/**

Purpose: This stereograph will be viewed using stereograph viewers. During Objective 2, students will view this image to learn about how a picket station was different than an intrenched position.

Source 6:

Title: Last train out, Atlanta, Ga.

Link: **https://www.loc.gov/item/2011648000/**

Purpose: This stereograph will be viewed using stereograph viewers. This image demonstrates the state of Atlanta before it was abandoned by the Confederates. The train station is present in other sources but is destroyed.

Source 7:

Title: Atlanta, Georgia, just after its capture.

Link: **https://www.loc.gov/item/2004682784/**

Purpose: This stereograph will be viewed using stereograph viewers. During Objective 2, students will analyze this source to gain an understanding of what intrenched positions during the Civil War. This image demonstrates the state of Atlanta immediately after the Union occupied it but before they abandoned and destroyed it. This is the same train station as source 6.

Source 8:

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

Link: **https://www.loc.gov/item/2005681143/**

Purpose: This stereograph will be viewed using stereograph viewers. This image demonstrates how the Union destroyed the railroads. The demolished building is the train station from sources 6 and 7.

Source 9:

Title: Potter's House [i.e., Ponder House], on the lines N.W. of the city, showing the effect of shots, Atlanta, Ga., Nov. 1864

 Link: **https://www.loc.gov/item/2005681137/**

Purpose: This stereograph will be viewed using stereograph viewers. This image is of damage to a house done during the battle and siege of Atlanta, but not as a part of the deliberate destruction of the city. It shows "normal" damage as a part of a battle as opposed to the deliberate destruction of the railroad.

Source 10:

Title: A view in Atlanta, Ga., Nov. 1864

 Link: **https://www.loc.gov/item/2005681133/**

Purpose: This stereograph will be viewed using stereograph viewers. This image illustrates the Union destruction of industrial capacity in Atlanta.

Source 11:

Title: Ruins of the passenger station, (car shed), Atlanta, Ga. - Nov. 1864

Link: **https://www.loc.gov/item/2005681127/**

Purpose: This stereograph will be viewed using stereograph viewers. This image demonstrates how the Union destroyed the railroads. The demolished building is the train station from sources 6 and 7.