

Lesson Title	Andersonville Virtual Field Trip 5E Lesson Plan
Grade Levels	4th, 8th-12th
Timeline	45-minute class period (or homework assignment) per section

STANDARDS

SS4H5. Explain the causes, major events, and consequences of the Civil War.

SS8H5b. Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville

SSUSH9. Evaluate key events, issues, and individuals related to the Civil War.

ESSENTIAL QUESTIONS

- Why did Camp Sumter at Andersonville face challenging prison conditions?
- What rules or laws of war should apply to the holding of prisoners of war?
- Why was Henry Wirz accused and convicted of war crimes?
- How can we explain the actions of the Raiders?

KEY VOCABULARY

prisoner of war (POW), stockade, encampment, inmate, barter, shebang, scarcity, military prison, malnutrition, exposure, overcrowding, internment, captive

MATERIALS

SOURCE: [GPB's Andersonville Field Trip](#)

SEE, THINK, WONDER: journal entry

CREATIVE QUESTIONS: printed or virtual images

POINT OF MOST SIGNIFICANCE (POMS): infographic

LEVEL OF QUESTIONS: question sets (teacher prepared)

3-2-1 PYRAMID: graphic organizer (see appendix)

BIG PAPER: large drawing paper, hanging sticky notes, or butcher paper

GIVE ONE, GET ONE: graphic organizer, questions (teacher prepared)

ENGAGE

RESOURCE (DOCUMENT): Journal Entry of Private Michael Dougherty
This document can be found in the [Andersonville Virtual Field Trip](#).

- Life in Captivity
 - Journal Entries

AND in GPB Education's [Daily Life at Andersonville Prison](#) Google Arts and Culture exhibit.

- Reading of Michael Dougherty's Journal

Read the journal entry of Private Michael Dougherty from 15 February 1864:

We were ordered forward towards the big stockade, moving quietly and painfully along, our spirits almost crushed within us, urged on by the double file of guards on either side of our column of ragged, lousy skeletons, who scarce[ly] had [the] strength to run away if given an opportunity. We neared the wall of great square logs, and massive wooden gates, that were to shut out hope and life from nearly all of us forever. The cheerless sight near the gate, of a pile of ghastly dead, the eyes of which shone with a stony glitter, the faces black with smoky grime and pinched with pain and hunger, the long matted hair, and almost fleshless frames swarming with vermin — gave us some idea that a like fate awaited us inside ...

STRATEGY: See, Think, Wonder

This strategy has been adapted from [Harvard Project Zero](#) and [Facing History](#).

Use this routine at the beginning of a new unit to encourage student interest or connect a specific resource to a topic during the unit of study. Revisit the routine later in a unit to motivate students to further apply their knowledge and ideas around an interesting theme or primary source.

1. Ask students to read the passage and answer:
 - What does the author SEE around him? What details stand out to him?
TIP: This list should include observations, not interpretations.
2. Ask students to reflect and answer:
 - What do you THINK is happening to the author? Why do you say that?
3. Ask students to share:
 - What does this journal entry make you WONDER about? What other questions do you have about the account? Is there anything you don't understand or need clarified?

Print copies of the graphic organizer in the appendix or invite students to make their own like the one below.

SEE, THINK, WONDER	
What does the author SEE around him?	
What do you THINK is happening to the author?	
What does the author's account make you WONDER about?	

Students could also Think, Pair, Share these answers with their classmates to help support more discussion around the primary source.

EXPLORE

RESOURCES (IMAGES)

These images can be found in the [Andersonville Virtual Field Trip](#).

- Don't Cross That Line!
 - Photos
 - Sole Source of Water
 - Latrines
 - Numbers Swell

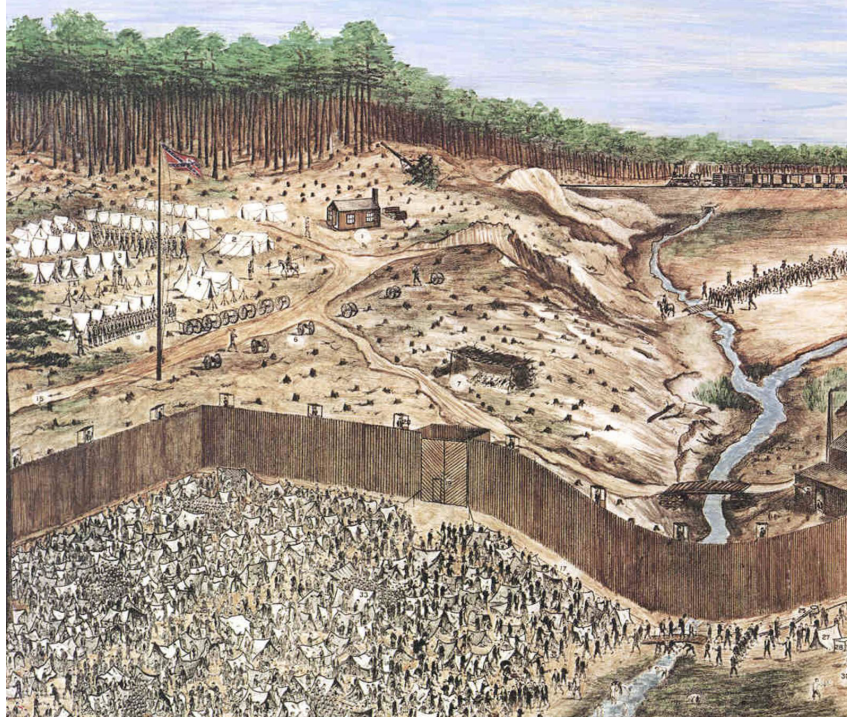
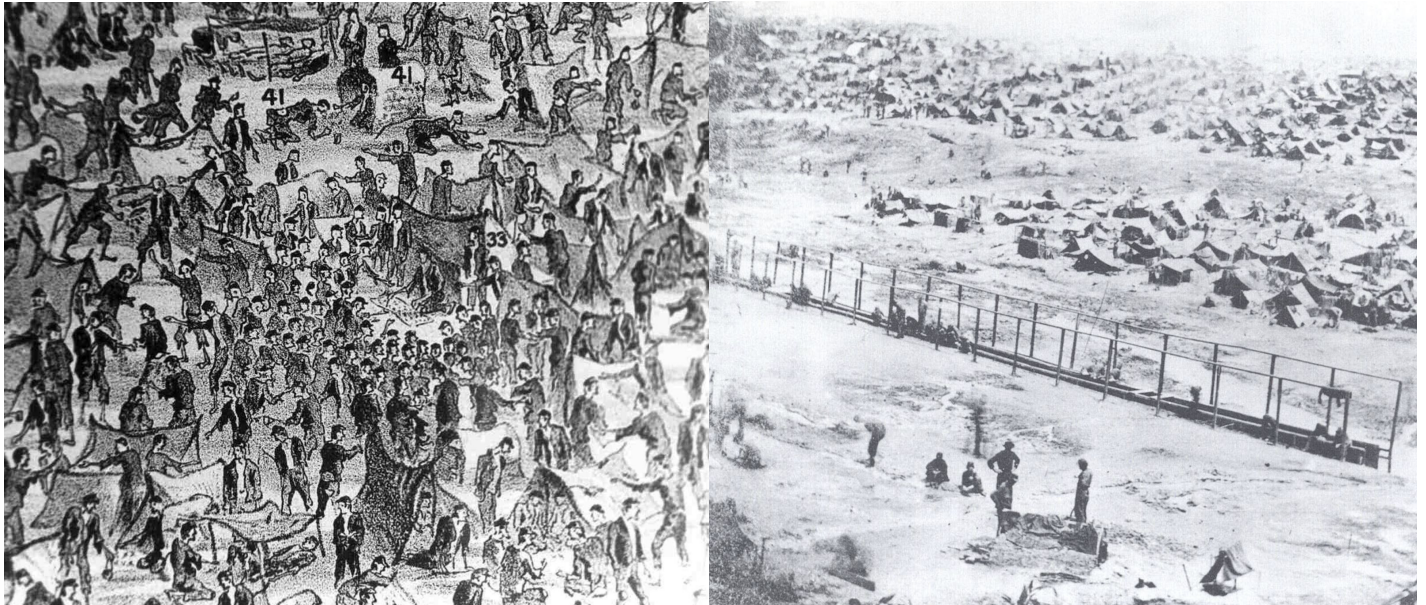
AND in GPB Education's [Daily Life at Andersonville Prison](#) Google Arts and Culture exhibit.

STRATEGY: Creative Questions

This strategy has been adapted from [Harvard Project Zero](#).

An important skill for successful student inquiry is learning how to generate the right questions. Begin by asking students what they think makes an effective question and how they can go about asking relevant questions about the past.

Invite students to carefully examine the three detailed images from Don't Cross that Line, Sole Source of Water, Latrines, and Numbers Swell. These photographs and drawings show the conditions that prisoners endured as inmates at Camp Sumter in Andersonville, Georgia.



Ask students to think about what they have observed when large groups of people gather outside, such as for picnics, concerts, or campouts. Have them brainstorm what resources were needed for everyone to be comfortable, safe, and healthy.

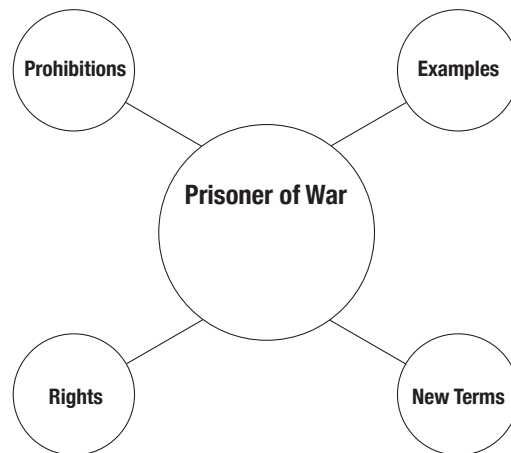
Next, return to the idea of asking good questions. Have students review their brainstorming lists and prompt them to generate a list of questions about each image with a partner. Groups should share their questions with the class.

EXPLORE

RESOURCE (DOCUMENT): [General Orders No. 100: The Lieber Code](#)

This document can be found via Yale Law School's [Avalon Project: Documents in Law, History and Diplomacy](#).

1. Divide students into pairs or small groups and have them jigsaw read Articles 48-80 of the Lieber Code. President Abraham Lincoln reissued this code in April 1863 as General Orders No. 100, also known as the Instructions for the Government of the Armies of the United States in the Field, which summarized the rules of war for the Union Army.
2. After student teams finish reading, ask them to fill out the web diagram graphic organizer in the appendix or make their own like the example below. They will first define the term prisoner of war (POW) in their own words and write this definition in the center of the diagram.



3. After teams have created web diagrams and drafted definitions, invite them to share their findings about POWs with the class.
 - Six-Word Story is one instructional strategy that can help students focus on key ideas and practice summarizing. Challenge students to condense what they learned from their article into just six words, encouraging them to present their findings briefly and concisely.
4. To help students listen closely to the team presentations and develop a deeper understanding about what constitutes a prisoner of war, have them use the web diagram to write notes in the smaller circles surrounding their POW definition.
 - Identify **EXAMPLES** of people who would be considered POWs.
 - List types of treatment that were **PROHIBITED**.
 - Summarize the **RIGHTS** of prisoners.
 - Write any **NEW TERMS** encountered (e.g., levy en masse, no quarter).
5. To move students from their readings and observations to their conclusions, ask them to consider these additional questions and other questions that they generate themselves:
 - What did you notice about the living conditions for prisoners at Andersonville? What seemed unsafe or unhealthy based on the pictures and the accounts you read?
 - Did any of these conditions seem to violate the Lieber Code adopted by the Union Army?
 - Should prisoners of war have rights? Why or why not?
 - Why do you think there are rules of war? Should such rules even exist?

EXPLAIN

RESOURCE (INFOGRAPHIC)

This infographic can be found in the [Andersonville Virtual Field Trip](#).

- Life In Captivity
 - [Infographic](#)

STRATEGY: Point of Most Significance (POMS)

This strategy has been adapted from [K20 Learn](#).

Ask students to think about the most significant point of the lesson. You can do this by starting with a review of the topic and then posing a question like, “What point from today’s lesson helped you understand ...”

Invite students to view the infographic and list any statistics they find. Tell them they can use this data as evidence to support future observations and conclusions.

Have students circle or underline what they think is the most important number for understanding the conditions at Andersonville. Students can refer back to this number when creating their Point of Most Significance.

EXPLAIN

RESOURCE (DOCUMENT): Rules of Andersonville

This document can be found in the [Andersonville Virtual Field Trip](#).

- Traitors Among Us
 - Rules of Andersonville

STRATEGY: Levels of Questions

This strategy has been adapted from [Facing History](#).

Students can learn how to comprehend and interpret a text by answering three types of questions about it: factual, inferential, and universal. This scaffolded approach helps students understand the fundamental ideas of a text and bring this understanding to their text-based conversations about deeper abstract concepts or complex historical events.

Ask students to read the document Rules of Andersonville, think about the conditions faced by prisoners at Fort Sumter, and answer some combination of the questions below. Teachers may choose to differentiate question assignments by level (i.e., each level is increasingly more complex) or assign one question per level to each student, pair, or group.

Level 1 — Factual: can be answered clearly using facts from the document

Level 2 — Inferential: requires analyzing and interpreting one part of the document

Level 3 — Universal: is open-ended and provokes discussion

LEVEL 1

- How were prisoners divided, grouped, and counted within the prison?
- How were rations distributed among prisoners?
- What was the punishment for stealing?

LEVEL 2

- Why would prison officials withhold rations “unless all men are present at roll call”?
- Why do you think prison officials punished sergeants if any of their division escaped?
- Why did they shave the heads of prisoners convicted of stealing?

LEVEL 3

- Why would a Union officer agree to manage and discipline his own troops while they are all imprisoned?
- Prisoner exchanges between armies are common, even today. Why do you think the Confederacy refused to continue prisoner-for-prisoner exchanges after the Emancipation Proclamation was issued?
- Punishing a large group of people because of the infractions of one or more individuals is called collective punishment. Why do you think it is used, and do you think it is effective?

EVALUATE

RESOURCES (VIDEO): [The Appalling Conditions at Andersonville Prison](#)

This video can be found in the [Andersonville Virtual Field Trip](#).

- Life in Captivity
 - Watch

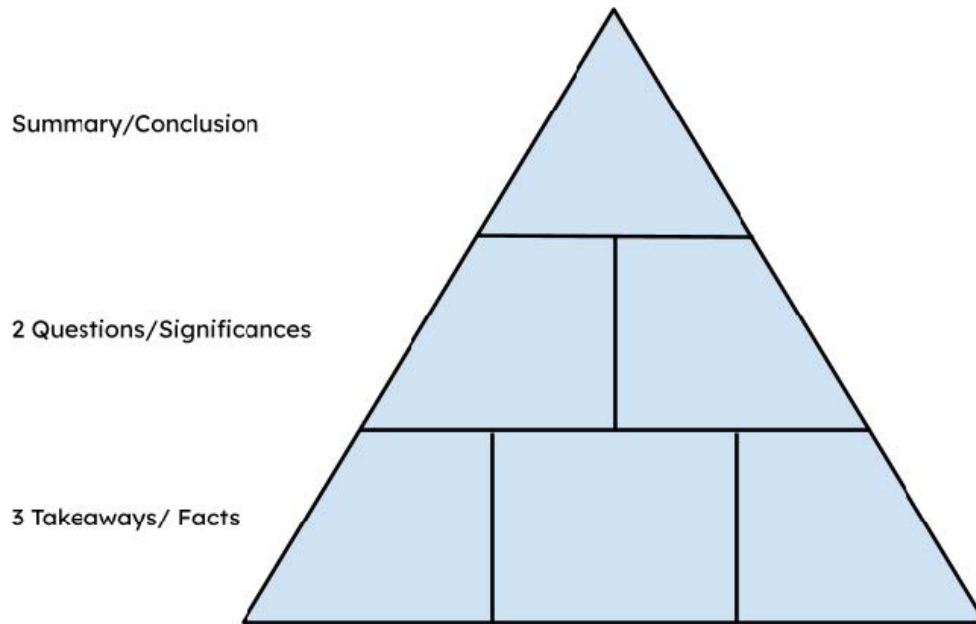
AND in GPB Education’s [Daily Life at Andersonville Prison](#) Google Arts and Culture exhibit.

STRATEGY: 3-2-1 Pyramid

This strategy has been adapted from [Facing History](#).

Students use the 3-2-1 prompts to help structure their interpretation of the content by describing three takeaways, two questions, and one summary or conclusion. This format provides a clear way for teachers to check understanding and gauge student interest in a topic. Sharing 3-2-1 responses is also an effective way to initiate a class discussion or to review material from a previous lesson.

Print copies of the graphic organizer in the appendix or invite students to make their own like the one below.



Have students watch the Life in Captivity video all the way through while thinking about what it was like to be a prisoner at Fort Sumter in Andersonville. They may want to watch the video a second time and take notes that will help them complete the pyramid.

1. In the bottom row, students should write three facts that stood out to them from the video.
2. In the middle row, they should explain why those facts are important for understanding the conditions at the prison.
3. In the top row, they should answer, “What was it like to be imprisoned at Andersonville?”

EXPLAIN

RESOURCE (READINGS)

These readings can be found in the [Andersonville Virtual Field Trip](#).

- Camp Command
 - Camp Commanders

AND in GPB Education’s [Punishment and Tragedy at Andersonville Prison](#) Google Arts and Culture exhibit.

RESOURCE (VIDEO): [Andersonville Prison’s Command Center](#)

This video can be found in the [Andersonville Virtual Field Trip](#).

- Camp Command
 - Watch

AND in GPB Education’s [Punishment and Tragedy at Andersonville Prison](#) Google Arts and Culture exhibit.

STRATEGY: Big Paper

This strategy has been adapted from [Facing History](#).

Invite students to use silent writing as a tool for thoughtfully exploring a topic. Students write out their informal answers to targeted questions, allowing them to slow down their own thinking and carefully process the responses of their classmates. Big Paper also creates an initial record of student thoughts and questions that the class can revisit later during the unit. This strategy especially helps engage students who are less likely to participate in a verbal discussion.

Questions:

- A. Why would it be challenging to run a prison during wartime?
- B. What rights should prisoners of war have?
- C. What was the purpose of the Union blockade on the Atlantic Ocean?
- D. Why do you think Confederate officials positioned Camp Sumter in this particular location within Georgia?
- E. Should withholding food from prisoners of war be a crime? Why or why not?
- F. Andersonville was originally a resting place only for Union dead. Why do you think it later became a cemetery for others as well?
- G. Union prisoner Dorence Atwater worked for Confederate prison officials. Why do you think he chose to do this? Did it make him a traitor?

1. Write each question A through G on a large post-it note or section of butcher paper, for a total of seven big papers.
2. Lay out the different question papers around the classroom.
NOTE: Online white boards or collaborative boards can be substituted for paper in a virtual learning environment.
3. Introduce each question to the class and provide a few minutes for students to discuss their initial thoughts with a partner.
4. Watch the *Command Center* video for additional information to help students form responses to the essential questions.
5. Once the video has concluded, allow student pairs to circulate among the big paper questions, writing their thoughts with colored markers.
6. After responding to each question, students should revisit the questions and add notes, highlight or circle comments with which they agree, or pose additional questions in response to their peers. They may use arrows to help direct the silent conversation.
7. As a class, review the comments and questions that resonated the most on each sheet.
8. After discussing the initial big paper responses as a class, divide students into small groups and assign each group one of the two camp commanders.
9. Ask each group to read the biography of their official and watch the *Command Center* video again, paying particular attention to the words used throughout. Tell students to write down three important words from the video and three important words from the biography that might help them better understand the questions they answered earlier.
10. Invite student groups to revisit the big paper conversations and add new comments based on this vocabulary exercise.
TIP: Choose one color marker for the initial round and a different color for the final round.
11. Revisit the expanded big paper conversations and prompt class discussion with some of the new comments and questions.

ELABORATE

RESOURCE (READING): Raiders' Graves

This reading can be found in the [Andersonville Virtual Field Trip](#).

- Traitors Among Us

RESOURCE (VIDEO): [How Rogue Soldiers at Andersonville Terrorized Fellow Prisoners](#)

This video can be found in the [Andersonville Virtual Field Trip](#).

- Traitors Among Us
 - Watch

AND in GPB Education's [Punishment and Tragedy at Andersonville Prison](#) Google Arts and Culture exhibit.

RESOURCE (ARTICLE): [How to Write Headlines](#)

STRATEGY: Give One, Get One

This strategy has been adapted from [Facing History](#).

Students formulate initial positions and arguments in response to a question or prompt and share them through a structured procedure that allows them to test, refine, and strengthen their own ideas while also being active listeners to their classmates' ideas.

Print copies of the graphic organizer in the appendix or ask students to create their own by folding a sheet of paper in half to create two vertical columns. At the top of the full page, write the question, "Why would prisoners from the same country, state, or unit steal from one another?" Have them label the left column as GIVE ONE and the right column as GET ONE like the example below.

Why would prisoners from the same country, state, or unit steal from one another?	
GIVE ONE	GET ONE
After Viewing and Reading	

Allow students a few minutes to think about the question and write a few ideas in the left column.

Students should then pair-share their answers with a partner. Each partner will "Give One" response from their list in the left column. If their partner shares a response they had not thought of before, they will add it to their own "Get One" column on the right. Students can circulate among as many partners as possible within the available time.

Lastly, have students read the introduction to the Traitors Among Us section of the virtual field trip and watch the video [How Rogue Soldiers at Andersonville Terrorized Fellow Prisoners](#). Challenge them to reconsider their initial responses and those of their partner, and write their summarizing thoughts at the bottom of the page under the heading "After Viewing and Reading."

DIFFERENTIATION

CHOICE AND VOICE

1. Research first-hand accounts from survivors of Andersonville prison. Find one of these resources, called a primary source. Think of three things you would ask this survivor of Andersonville prison if you could speak with him today.

OR

2. Write a short letter (one paragraph) to President Abraham Lincoln, explaining the conditions of Andersonville prison. Suggest at least two solutions that might help the prisoners and improve conditions there.

SENTENCE STARTERS:

- Dear President Lincoln, The conditions here in Andersonville are absolutely ...
- I cannot believe that ...
- I propose that we ... to help the soldiers imprisoned there.

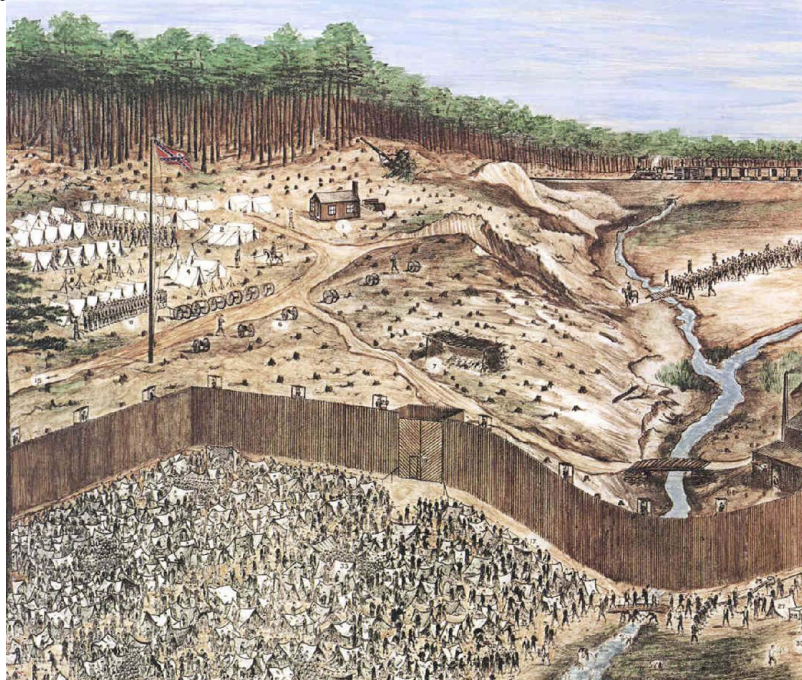
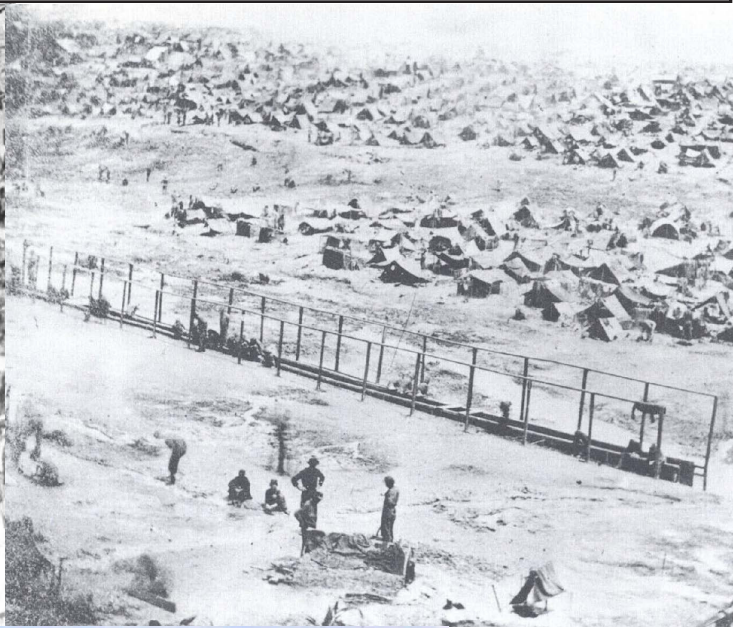
ADDITIONAL RESOURCES

- [GPB Andersonville VFT User Guide](#)
- [DOE GA Studies Teacher Notes](#)
- [DOE 4th Grade SS Teacher Notes \(Civil War\)](#)
- [New Georgia Encyclopedia: Andersonville Prison](#)
- PRIMARY SOURCE: Maile, John L. (2012) *Prison Life in Andersonville: With Special Reference to the Opening of Providence Spring* [ebook edition]. Project Gutenberg.
<https://www.gutenberg.org/files/39584/39584-h/39584-h.htm>

APPENDICES

Journal Entry of Private Michael Dougherty, 15 February 1864

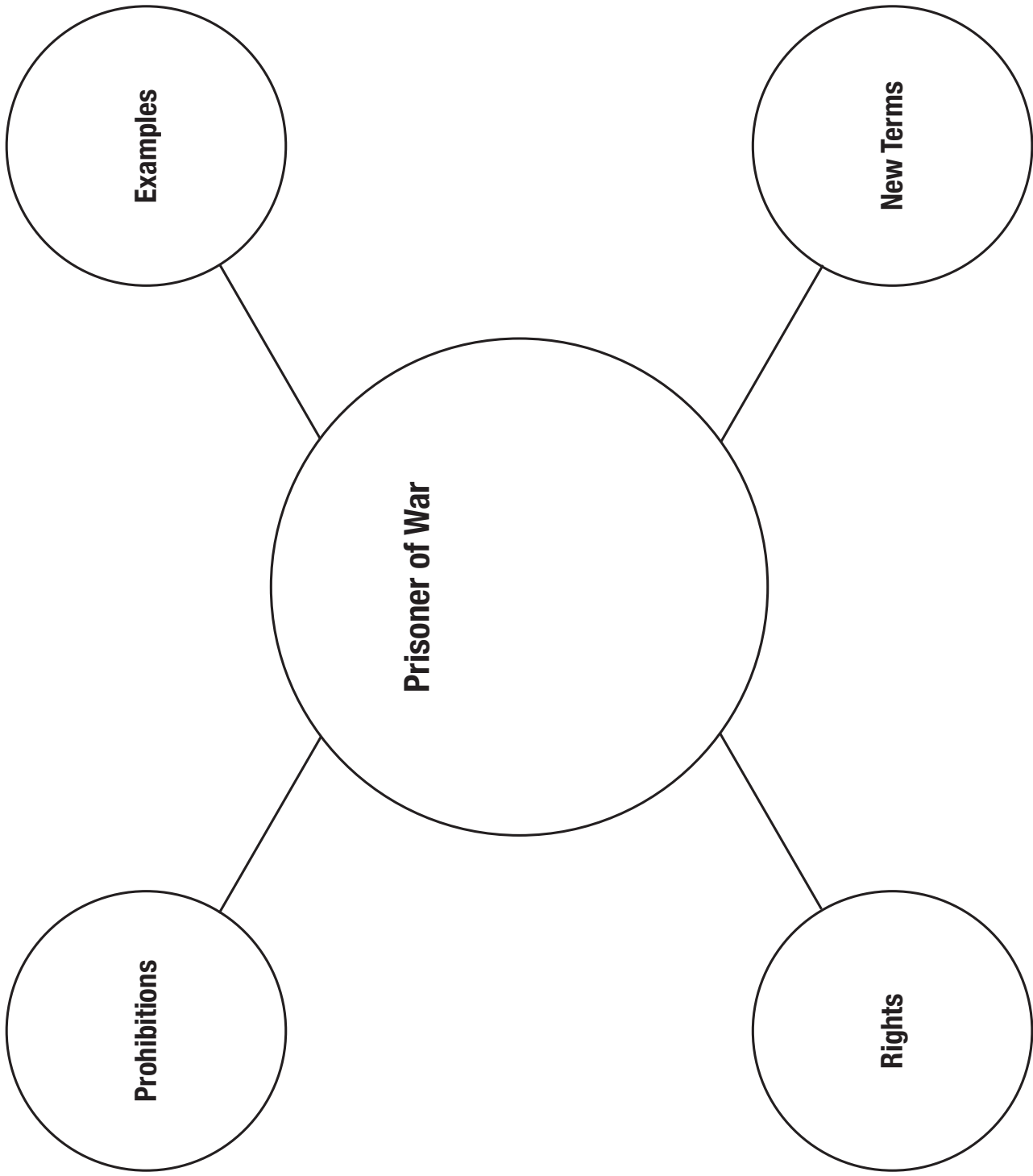
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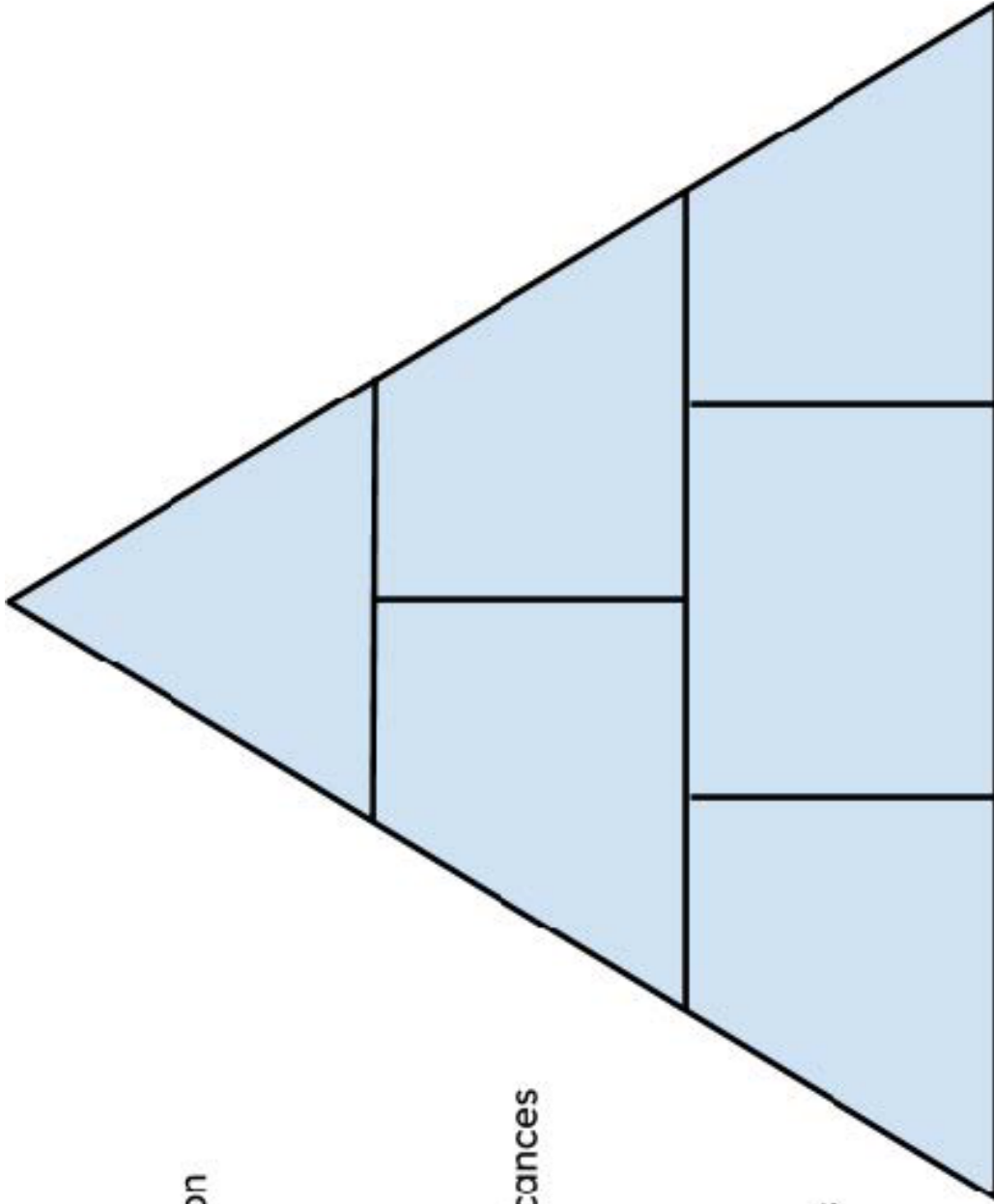
NAME: _____

SEE, THINK, WONDER	
What does the author SEE around him?	
What do you THINK is happening to the author?	
What does the author's account make you WONDER about?	

NAME: _____



NAME: _____



Summary/Conclusion

2 Questions/Significances

3 Takeaways/ Facts

NAME: _____

Why would prisoners from the same country, state, or unit steal from one another?	GIVE ONE	GET ONE
After Viewing and Reading		