



## Museum Scavenger Hunt



**Suggested Age:** 5th-12th Grade

**Objectives:** At the end of the activity, the students will be able to:

- Students will learn about the conditions that led to the creation of large prisons in the Civil War.
- Students will examine the challenges faced by prisoners at Andersonville.
- Students will explore some of the controversies surrounding Civil War prisons.

**Materials:** Provided by Teacher – photocopies of the scavenger hunt included with this lesson.

### Applicable Georgia Performance Standards

High School (United States History) SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

Middle School (8th Grade GA Studies) SS8H6 The student will analyze the impact of Civil War and Reconstruction on Georgia.

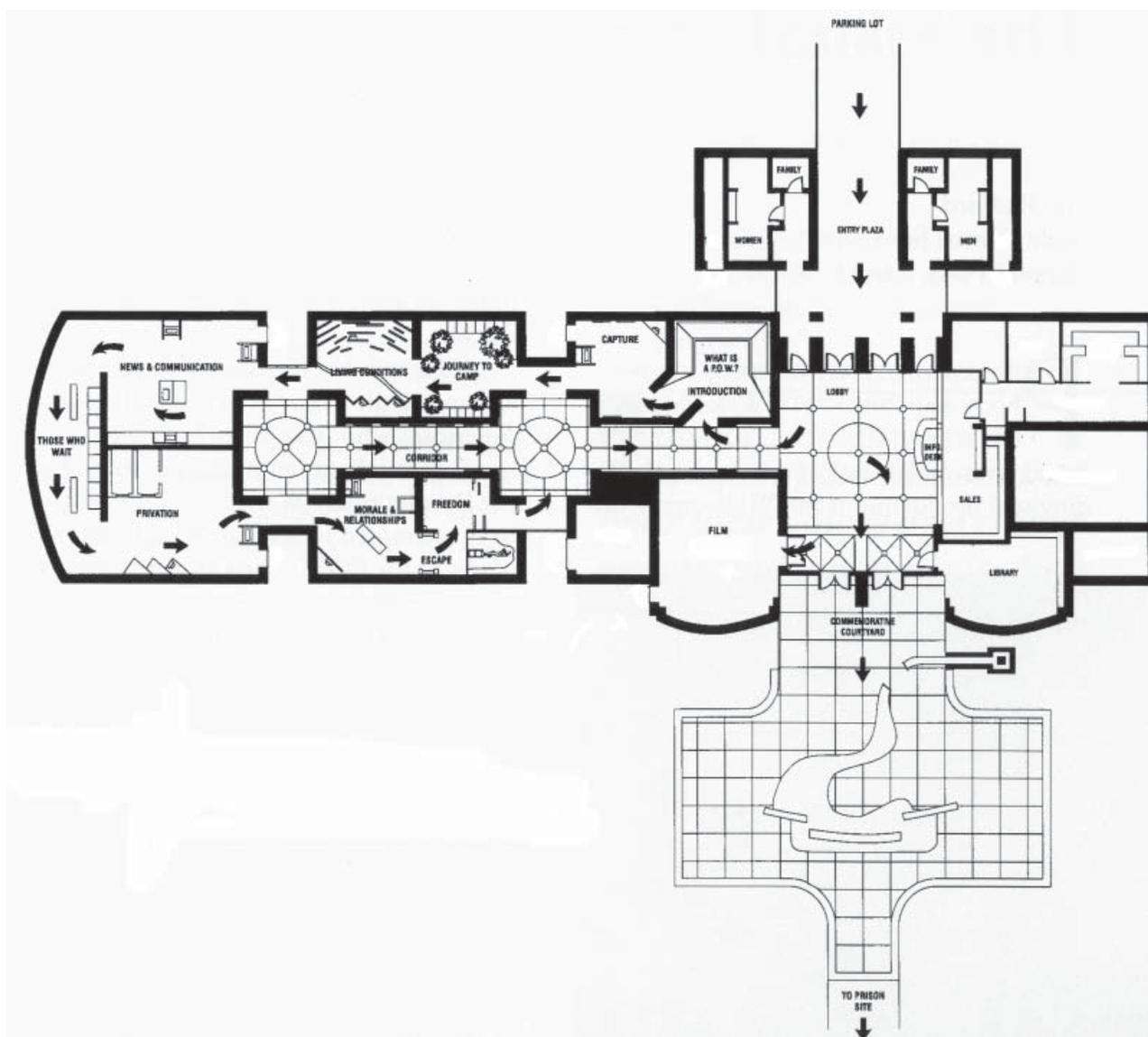
b. State the importance of key events of the Civil War, include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

Elementary School (5th Grade Social Studies – American History) SS5H1 The student will explain the causes, major events, and consequences of the Civil War.

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

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

## Museum Map



## Procedure

1. After checking in with park staff, divide your group among any and all self-guided activities you may have selected. The scavenger hunt is intended as an activity to focus student groups into the most relevant portions of the exhibit areas in the National Prisoner of War Museum.
2. Distribute to each student the scavenger hunt worksheets included with this lesson. When beginning this activity, please remind students of the behavior requirements of the museum, and that they are not to disturb the experience of other visitors. It is the responsibility of the teachers and group chaperones to control student discipline and behavior.
3. Exhibit cases and displays are not tables; please do not place objects on museum displays or use them as writing surfaces. We recommend that clipboards, notebooks or other items be used by students completing the scavenger hunt.
4. Allow the students to disperse through the exhibit area. For thirty students, we require a minimum of three accompanying chaperones.

### Please remind students of the following:

No food or drinks are allowed inside the National Prisoner of War Museum.  
Students should be courteous and refrain from running, shouting, or horseplay.  
Please do not touch or place objects on any of the museum displays

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# Museum Scavenger Hunt

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Begin by reading the exhibit panels in the central hallway.

## **Prisoner Exchange & Parole; A House Divided; and US Colored Troops Wall**

1. Briefly explain what happened to captured soldiers early in the Civil War (1861 to mid-1863).
  
2. Why did prisoner exchanges stop?

## **Citizen, Sympathizer, or Spy?; The Raiders; War Crimes Trial Wall**

1. Who were the “Raiders” & what happened to them?
  
2. Who was Henry Wirz? What happened to him and why?

## **Thomas O’Dea’s Drawing**

1. Look at the drawing for a minute. Pay close attention to the details. Based on what you see, list 3-5 words that describe Andersonville Prison.
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## **Union & Confederate Prisoners**

1. How many prisoners were at Andersonville?
2. How many prisoners died at Andersonville?
3. What was the death rate at Andersonville?

## **This Hallowed Ground**

1. Who was Dorence Atwater and why is he important to the creation of Andersonville National Cemetery?
2. Who can be buried in a National Cemetery today?

## **Civil War Prisons**

1. Looking at the pictures on the map and at the bar graph, write a 1-2 sentence comparison of northern and southern prisons.
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Enter the main part of the museum on the right side of the hallway near the main lobby

### **Who is a POW Room**

1. Write your own definition of “Prisoner of War.”
2. What was the “Leiber Code?”

### **Capture Room**

1. Watch clips of interviews with at least two prisoners on the video. Write down their names. Describe how you would feel if you were in their situation.

### **Living Conditions Room (room surrounded by stockade walls)**

1. Look around at the exhibits on display that are from the Civil War. List two artifacts that you find interesting.
  2. Using the interactive computer screen, read about the experiences of at least one Civil War prisoner of war. Write down his name\_\_\_\_\_.
  3. Based on the artifacts you see and what you learned from the computer screen, in your own words briefly describe living conditions for Civil War Prisoners.
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## News and Communication Room

1. Explore this room – read some of the displays inside the shelves and drawers. Use the interactive display to learn about a Civil War Prisoner. In your own words explain how Prisoners of War communicate with each other and with family back home.

## Those Who Wait (large room with video monitors on the wall)

1. Watch at least 5 minutes of the video. What challenges are faced by the families of Prisoners of War? How do these videos make you feel?
  
2. The videos focuses on the story of POWs' families from the Korean War, the Vietnam War, and World War II. What do you think a Civil War POWs' family members might say if they could be interviewed?

## Privation Room (room with concrete cells)

1. Using the interactive computer display, learn about a Civil War prisoner of war.  
Write down his name\_\_\_\_\_.
  
  2. Look at the ball & chain that is on display. Feel free to touch it. How would you feel if you had to wear this at Andersonville Prison? Why did prisoners have to wear the ball & chain at Andersonville?
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### **Morale (room with large cross)**

1. Look around at the objects in the room. Describe how prisoners tried to boost their morale.
  
2. What “theme” do many of the objects on display here have in common?

### **Escape Room – Freedom**

1. What did Captain Wirz threaten to do when he heard about a possible large escape attempt in May 1864?
  
  2. What percentage of Andersonville prisoners successfully escaped? How did most of these people get out?
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# Scavenger Hunt Answer Key

## Prisoner Exchange & Parole; A House Divided; and US Colored Troops Wall

1. Briefly explain what happened to captured soldiers early in the Civil War (1861 to mid-1863).

*Throughout the early stages of the Civil War, soldiers captured in battle were usually paroled or exchanged back to their own army in an arrangement known as the Dix-Hill Cartel.*

2. Why did prisoner exchanges stop?

*The prisoner exchanges initially stopped in late 1863 because the Confederacy refused to recognize captured African American soldiers as Prisoners of War. Because the Confederacy refused to exchange African American prisoners, the Union forces halted all prisoner exchanges, arguing that exchanges would apply to all soldiers or to none at all. The halting of prisoner exchanges led to both sides needing build large prison camps, like Andersonville, which opened in early 1864. Later on, the Union leaders, especially Gen. Ulysses S. Grant, also articulated the belief that prisoner exchanges benefited the Confederacy, which was running out of men to serve in its armies.*

## Citizen, Sympathizer, or Spy?; The Raiders; War Crimes Trial Wall

1. Who were the “Raiders” & what happened to them?

*The Raiders were a group of prisoners at Andersonville that turned to crime as a means to ensure survival. They often beat new prisoners and stole their belongings, including food and clothing. In some cases, they even killed their fellow prisoners. By early summer of 1864 the rest of the prisoners arrested the Raiders and held a trial. The six leaders of the Raiders were found guilty of murder and theft and were hung inside the prison on July 11, 1864. They are buried separate from the rest of the prisoners in the National Cemetery.*

2. Who was Henry Wirz? What happened to him and why?

*Henry Wirz was the Confederate officer in charge of operations inside Andersonville Prison. After the war, he was held responsible for the awful conditions of the prison and its high death rate. At his trial numerous former prisoners testified that Wirz carried out atrocities against the prisoners and was responsible for their suffering. He was found guilty by a military tribunal and was hung in November 1865.*

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## Thomas O’Dea’s Drawing

1. Look at the drawing for a minute. Pay close attention to the details. Based on what you see, list 3-5 words that describe Andersonville Prison.

*Responses may vary, but general speaking they should note the crowded conditions and the sanitary issues like the water. They may also note the guard force surrounding the prison. The size of the prison, the train, and the vignettes surrounding the main drawing are also details that students usually notice.*

## Union & Confederate Prisoners

1. How many prisoners were at Andersonville?

*45,000 total, although around 33,000 was the most at one time*

2. How many prisoners died at Andersonville?

*Just under 13,000, making this the single deadliest place in the entire Civil War. More men died at Andersonville than at Gettysburg, Antietam, or any of the other major battles.*

3. What was the death rate at Andersonville?

*29%*

## This Hallowed Ground

1. Who was Dorence Atwater and why is he important to the creation of Andersonville National Cemetery?

*Dorence Atwater was a prisoner from Connecticut that served with a New York regiment. Captured in the Gettysburg campaign, he was among the first prisoners to be brought to Andersonville. In the early summer of 1864 he was assigned to work in the prison hospital and maintain the “Death Register,” or list of men who died at the prison. He secretly copied this list, and after the war he returned to the prison with a detachment from the Army, and accompanied by Clara Barton, and helped identify the 13,000 graves at Andersonville National Cemetery. Afterwards, he published the list of the dead in the New York Tribune for the benefit of the families of those who died here at Andersonville. Many of those families had not known that their loved one had died at Andersonville until Atwater published this list.*

2. Who can be buried in a National Cemetery today?

*Any veteran of the US Armed Forces who was honorably discharged or killed in action can be buried in a National Cemetery, along with their spouses.*

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## Civil War Prisons

1. Looking at the pictures on the map and at the bar graph, write a 1-2 sentence comparison of northern and southern prisons.

*Student answers will vary, However, they generally should reflect that northern prisons appear more organized & neat. More prisoners died in southern prisoners.*

## Who is a POW Room

1. Write your own definition of “Prisoner of War.”

*Answers vary, but in general POWs are military personnel captured and held by the enemy during a time of war.*

2. What was the “Leiber Code?”

*The “Leiber Code” was designed to ensure that Confederate civilians and captured soldiers would be treated humanely. A good discussion to have with your students may be to ask them if they think that enemy soldiers who have been captured SHOULD be treated well. Suppose that they were President Lincoln, would they consider captured Confederates as POWs or would they consider them as traitors against the United States. This type of debate continues today over the treatment of captured enemy combatants in the conflicts in Iraq & Afghanistan.*

## Capture Room

1. Watch clips of interviews with at least two prisoners on the video. Write down their names. Describe how you would feel if you were in their situation.

*Answers will vary. Most of the prisoners profiled here are Vietnam, World War II, or Korean War POWs. Ask students to consider how their experiences are similar.*

## Living Conditions Room (room surrounded by stockade walls)

1. Look around at the exhibits on display that are from the Civil War. List two artifacts that you find interesting.

*Answers will vary. Artifacts on display here include homemade clothing, sewing kits, canteens, and even packs of cigarettes. As the students leave this room they may notice a piece of the Andersonville stockade wall on display, along with a piece of the deadline, and the original lock, key, and hinge from the south gate.*

2. Using the interactive computer screen, read about the experiences of at least one Civil War Prisoner.  
Write down his name\_\_\_\_\_.
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3. Based on the artifacts you see and what you learned from the computer screen, in your own words briefly describe living conditions for Civil War Prisoners.

*Answers will vary, but generally they will describe bad living conditions, poor food, inadequate shelter & clothing, and even boredom.*

### **News and Communication Room**

1. Explore this room – read some of the displays inside the shelves and drawers. Use the interactive display to learn about a Civil War Prisoner. In your own words explain how Prisoners of War communicate with each other and with family back home.

*Civil War Prisoners were often not held in isolation, so communication with each other was not an issue. What was a very issue for Civil War Prisoners, and for all POWs, was communicating with home. It was very difficult to send or receive mail from POW camps. What mail was allowed was often very short and censored. Many prisoners of war were totally unable to communicate with anyone outside of the prison. A good discussion point for this with students would be get them to consider how easy communication is today (text messaging, social media, etc. . .) and to consider the emotions of being completely out of communication with any friends or family.*

*Those Who Wait (large room with video monitors on the wall)*

1. Watch at least 5 minutes of the video. What challenges are faced by the families of Prisoners of War? How do these videos make you feel?

*Answers will vary. However, challenges include everything from communication, to the uncertainty of knowing if your husband/father/son is even alive. How long should you wait? This was especially an issue in Vietnam, where some men were held captive for more than six years. Could you wait that long on your loved one? Another important theme here is how the POW experience changes men. Families would be concerned that captivity would have changed their loved one physically or emotionally. How do families “go on” with life while their loved one is away? Imagine your father being captured when you were a kid and he came home and you were an adult. It’s also important to keep in mind that unlike prisoners in jail for crimes, neither prisoners of war nor their families knew how long captivity would last. They could be held the entire war, and when the war is being fought, you never know how long that’s going to end up being.*

2. Most of the videos tell the story of POWs’ families from the Korean War, the Vietnam War, and World War II. What do you think a Civil War POWs’ family members might say if they could be interviewed?

*Answers will vary, but they would reflect the same themes as question 1. Uncertainty, fear, lack of communication.*

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### Privation Room (room with concrete cells)

1. Using the interactive computer display, learn about a Civil War Prisoner. Write down his name.
2. Look at the ball & chain that is on display. Feel free to touch it. How would you feel if you had to wear this at Andersonville Prison? Why did prisoners have to wear the ball & chain at Andersonville?

*Answers regarding feelings will vary. But prisoners were forced to wear the ball & chain for attempting to escape.*

### Morale (room with large cross)

1. Look around at the objects in the room. Describe how prisoners tried to boost their morale.

*Students may not know what “morale” means. So be prepared to discuss this concept (raising spirits, feel better, etc. . .) Many of the objects in this room are religious objects – the large cross, Bibles, etc. Religion is an important way prisoners tried to boost morale. Many artifacts here are objects related to simply passing the time – diaries, a baseball, the photos on the wall show prisoners participating in events, or making things like rings, jewelry, etc. . .*

2. What “theme” do many of the objects on display here have in common?

*Many of the items on display in this room are religious in nature, or have religious symbolism – like the wedding ring, etc. . .*

### Escape Room – Freedom

1. What did Captain Wirz threaten to do when he heard about a possible large escape attempt in May 1864?

*He posted a sign up threatening to shoot canon into the prison. Since all of the prisoners were veterans of the battlefield they knew full well the effect this would have.*

2. What percentage of Andersonville prisoners successfully escaped? How did most of these people get out?

*Less than 1%, and they escaped by running away from work details instead of by tunneling.*

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