# *Comfortable Camps: Archaeology of the Confederate Guard Camp at the Florence Stockade*

This teaching lesson is modeled after those associated with the NPS *Teaching with Historic Places* program.

It was developed as part of mitigation associated with NCA's expansion of Florence National Cemetery in 2008. It was prepared by MACTEC Engineering and Consulting of Knoxville, TN, in consultation with NCA staff.

**Comfortable Camps:**
**Archaeology of the Confederate Guard Camp at the Florence Stockade**

The Florence Stockade was constructed in September 1864 in a large field surrounded by dense pine forest and forbidding swamps near Florence, South Carolina. Built on a similar pattern to the prison at Camp Sumter in Andersonville, Georgia, the stockade consisted of a large rectangular opening surrounded by walls built with vertical logs. The prison population peaked at approximately 15,000, and of these, nearly 2,800 died in captivity. The dead were buried in long trenches that formed the nucleus of what is now the Florence National Cemetery.

The prisoners were guarded by a mix of regular Confederate Army troops and South Carolina State Reservists. One of these was Thomas J. Eccles of the 3rd Battalion, South Carolina State Reserves. Eccles wrote a column for a local newspaper during his service as a guard at the Florence Stockade and described many of the aspects of life at a rear-echelon post, including available shelter and rations. On November 11, 1864, Eccles described their camp as follows:

> *The police regulations are ample, and the men have constructed for themselves as comfortable camps as circumstances allow, being without plank or nails. Some, who were able, have brought cloth and made themselves tents, in which they can keep dry.*

Archaeological investigations of an area slated for a 9-acre expansion of the Florence National Cemetery in 2006 revealed a portion of the Confederate campground. Located north of the stockade, the project area included the remains of at least eight structures, three possible tent stands and three wells, along with a large number of latrine trenches, privies, pits, post holes and other archaeological features. Over 5,000 artifacts were recovered, including a wide variety of food and beverage containers, military equipment, camp hardware and personal items.

## About This Lesson

This lesson is based on archival and archaeological research, sponsored by the U.S. Department of Veterans Affairs, conducted by archaeologists with MACTEC Engineering and Consulting, Inc. (MACTEC), which includes the National Register of Historic Places registration file, "The Stockade," which is on-file with the South Carolina State Historic Preservation Office. The lesson was written by Paul G. Avery, RPA, Archaeologist with MACTEC. Mr. Avery served as Field Director for the archaeological research at the site and was co-author of the report. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into classrooms across the country.

### Where it fits into the curriculum

*Topics:* The lesson could be used in units on the Civil War, military camp sites or on prisoners of war. It also demonstrates how the historical record and archaeological data are used in combination to provide a clearer understanding of events in the past. Students will develop skills in reading, comparative analysis and data synthesis.
*Time period:* Mid to Late 19th century

### Objectives for students

**1)** To describe living conditions for the Confederate guards at the Florence Stockade.
**2)** To describe the equipment and supplies available to the guards.
**3)** To compare and contrast conditions for the prisoners inside the stockade with those of the guards outside its walls.
**4)** To describe the archaeological methods used to investigate the campground.
**5)** To discuss how archaeological data influences the historical record.
**6)** To compare the Civil War soldier's way of life with modern soldiers.
**7)** To understand the history of the Florence National Cemetery.

### Materials for students

The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students. The maps and images appear twice: in a low-resolution version with associated questions and alone in a larger, high-resolution version.
**1)** Two maps of Florence, South Carolina, and of the archaeological excavations;
**2)** Two drawings of the plan of the stockade and of a shelter built by prisoners;
**3)** Three readings on the daily life of the Confederate guards, the conditions for the Union prisoners and the archaeology of the campground;
**4)** Four photographs of the archaeological excavations and artifacts.

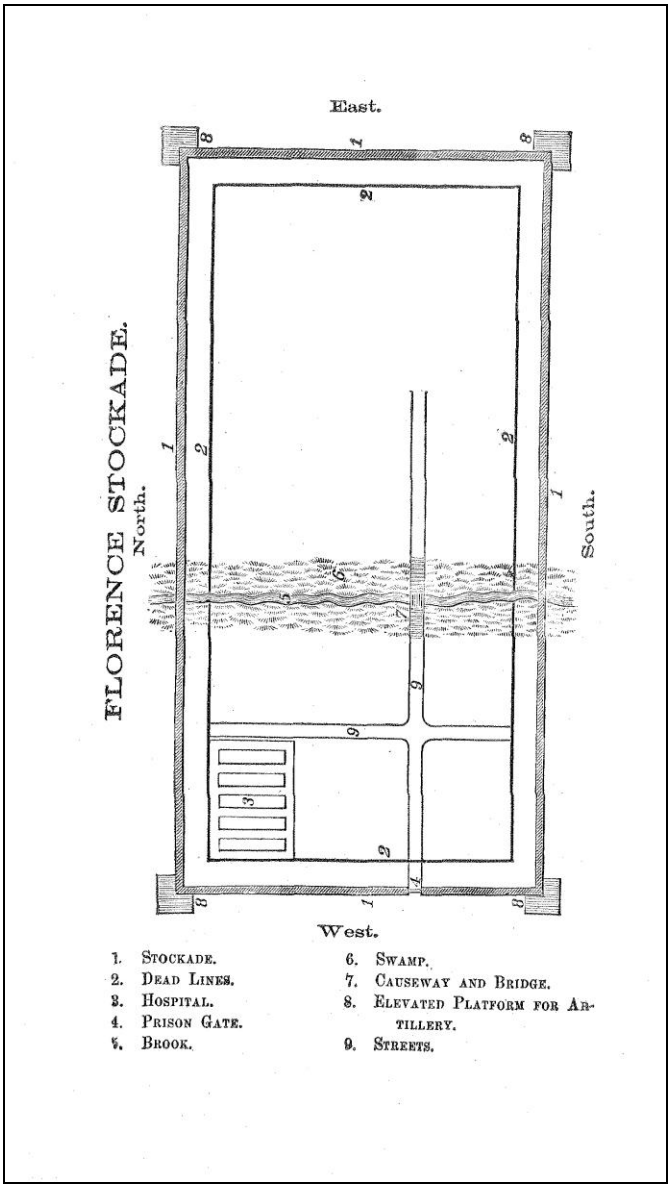
### Visiting the site

The Florence National Cemetery is located on National Cemetery Road in Florence, South Carolina. The cemetery was established in 1865 and today consists of two parts, one north of National Cemetery Road and a newer expansion to the south. The cemetery contains the remains of over 9,000 soldiers and their family members who served in

every period of peace and major conflict since the Civil War. The cemetery office is open Monday through Friday from 8 a.m. until 4:30 p.m., but is closed on Federal holidays. The cemetery contains historical markers and is open for visitation during daylight hours year round. The portion of the cemetery discussed in this lesson is located south of the main flag pole. The area where the Florence Stockade stood is located south of the project area and is not accessible for public touring at this time. For more information on the Florence National Cemetery, contact the office at 803 East National Cemetery Road, Florence, South Carolina, 29506, or visit www.cem.va.gov/CEM/cems/nchp/florence.asp. Further information on the Florence Stockade can be obtained from the Friends of the Florence Stockade by writing to them at 307 King's Place, Hartsville, South Carolina, 29550, or by visiting their website at http://home.att.net/~florencestockade/friends.htm.

## Getting Started

## Inquiry Question




**What might this place be?**

Drawing from *Life and Death in Rebel Prisons* (1868) by Robert H. Kellogg

## Setting the Stage

When work began on the Confederate prison in Andersonville, Georgia, in early 1864, it was well away from the front lines of the war and considered a safe place to keep captured Union soldiers. But with the fall of Atlanta to General William T. Sherman's Union Army in early September of 1864, this was no longer true. The Confederate government feared that Sherman's cavalry would attack the prison and free the 33,000 prisoners. To prevent this, the prisoners that were physically able to travel were shipped by rail to temporary facilities in Savannah, Georgia, and Charleston, South Carolina. The facility at Charleston was soon overcrowded, so it became apparent that another large prison needed to be constructed.

A large field surrounded by pine forests and swamps about 1 mile southeast of Florence, South Carolina, was chosen as the location for the new prison. Florence was a small town, but three separate rail lines intersected there, making it easy to ship prisoners and supplies. In addition, it was well away from the front lines, at least for the moment. Construction using 1,000 slaves provided by neighboring plantations began in early September 1864 and was completed in November. The first prisoners arrived on September 15, just after construction began. These first 6,000 prisoners were kept in an open field near the prison and guarded by just over 100 soldiers and armed locals. Many of the early arrivals managed to escape, but the surrounding terrain was inhospitable and all were recaptured.

The prison at Florence was built as a stockade, which is a large, open area surrounded by high walls. The stockade was rectangular and measured 1,400 feet long and 725 feet wide, enclosing approximately 23 acres. The walls were constructed of whole logs placed vertically in a trench about four feet deep. A five foot deep dry moat was dug around the outside of the walls to prevent prisoners from tunneling out. The soil from the moat was piled against the outside walls, which provided a walkway for the guards around the top of the walls. Artillery emplacements were located at each corner and at the main gate. A shallow ditch located 10 to 15 feet inside the walls marked the "dead-line." Any prisoner crossing that line would be shot without warning.

Sherman's army continued their march across Georgia until December when they captured Savannah, Georgia. After taking Savannah, they turned into South Carolina and by February of 1865, they were near Columbia. Florence was only 100 miles east of Columbia, so the prisoners had to be moved again. This time, there was nowhere safe to send them. The Confederate government decided to send the prisoners home. The first group left on February 15, with the sick going to Wilmington, North Carolina, and the healthy to Greensboro, North Carolina, where they were transferred back in to Union hands. By March 1865, the Florence Stockade was empty.

## Locating the Site

**Map 1: The location of Andersonville, Georgia, and Florence, South Carolina**
Map reproduced from *Images from the Storm: Private Robert Knox Sneden* (2001), edited by Charles F. Bryan, Jr., James C. Kelly and Nelson D. Lankford


This map, prepared by a Union soldier who survived both Andersonville and Florence, shows a portion of the route taken by Union prisoners of war from Richmond, Virginia, to Andersonville, Georgia. It also shows the rail lines connecting Andersonville with Savannah, Georgia and Charleston, South Carolina, as well as those two cities with Florence, South Carolina.

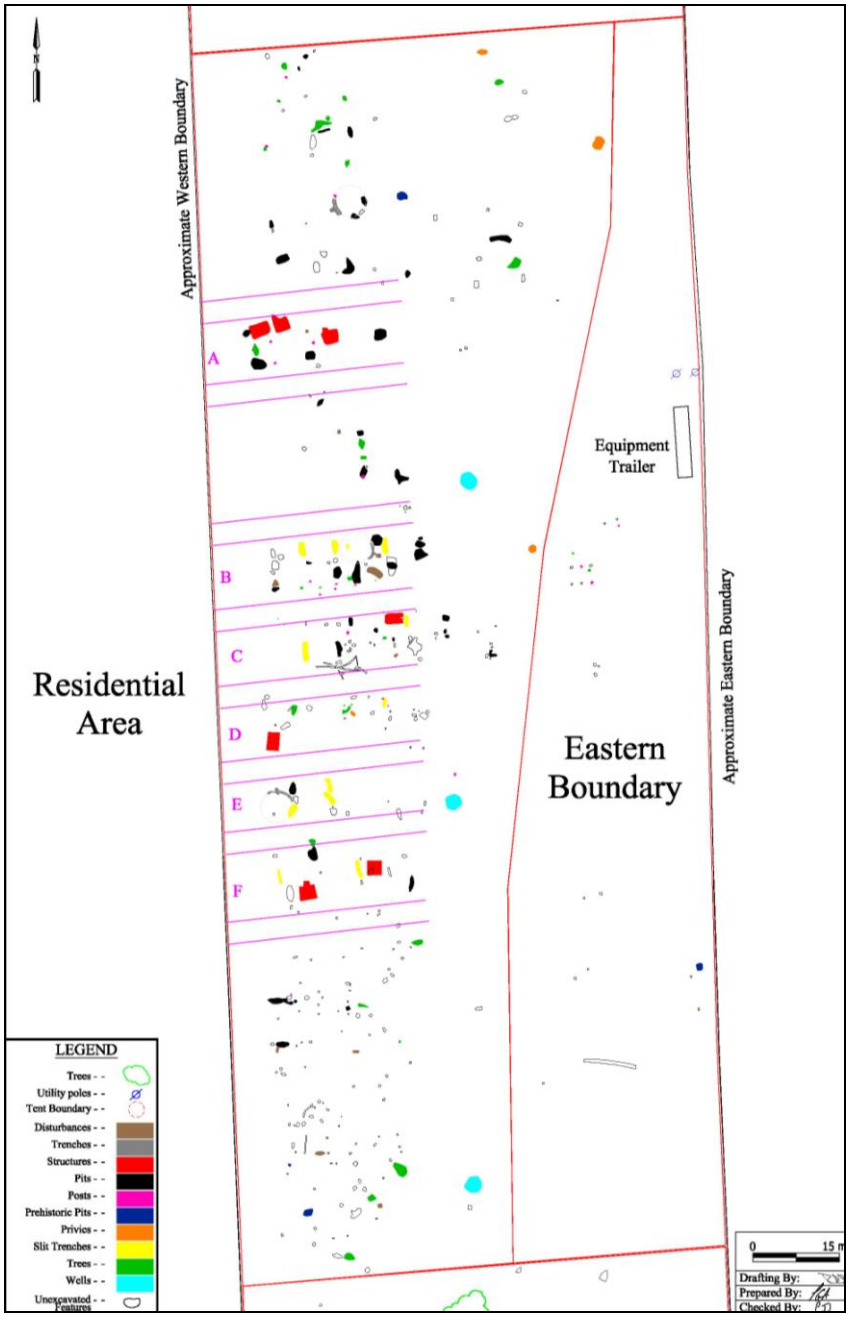
### Questions for Map 1

**1)** Compare this map with a modern map of South Carolina, paying special attention to where towns are located. Is this map accurate?

**2)** List the cities and towns that you think a prisoner being sent from Andersonville to Charleston would pass through. Why do think that would be the best route?

**3)** Based on this map, why was Florence a good place for a prison camp?

**Map 2: Plan map of some recorded archaeological features.**
Map created by the author.




This map shows a portion of the area that was excavated by archaeologists. This area is where some of the Confederate guards lived. Each shape represents an archaeological feature. A feature is an area of disturbed soil caused by human activity, such as digging a pit or building a hut. Each color represents a different type of feature. Red features are structures, yellow features are latrines, black features are pits and the blue ones are wells.

Latrines were open trenches used by the soldiers as toilets. The purple lines mark the locations of possible company streets.

**Questions for Map 2**

**1)** Look at the structures. Based on their shapes, how many different types of structures do you think were here?

**2)** Military regulations dictated that camps should be organized and orderly. Does this camp appear to follow regulations? Why or why not?

**3)** Look at the gray feature in the area labeled 'E'. This is a portion of trench for the wall of a large, circular tent. Notice that there is a latrine near the south end of the trench. The position of the latrine would have placed it partially inside the tent. This means that either the latrine was located inside the tent or that the latrine was used after the tent was removed. Which do you think happened and why?

## Determining the Facts

### Reading 1: Life as a Prisoner of War at Florence

While the exact number of prisoners that were held at the Florence Stockade is not known, the population never exceeded 15,000 at one time. For these men, the war was over, but they still had to struggle just to survive. Many of the prisoners held at Florence had been transferred from Andersonville, so they were already weak from the horrible conditions there. They would find Florence no better.

Much of what is known about the conditions inside the prison come from diaries kept by prisoners and memoirs published after the war. The prisoners had little to do, so writing letters or keeping a diary was a popular past-time if writing supplies were available. One account was written by Ezra Ripple of the 52nd Pennsylvania Infantry, which provides general descriptions of his time in Florence. Another prisoner, John Hoster of the 148th New York Infantry, recorded in his diary what he ate every day among other details. These types of documents provide a clear picture of the extreme misery faced by the prisoners every day.

The prisoners at Florence had to overcome several major problems in order to survive. The first was finding shelter. No shelter of any form was provided by the Confederates for the prisoners. In September when the stockade opened it was very hot, but the weather turned wet and cold as winter arrived. Some prisoners were lucky enough to have a shelter half, part of a small tent carried by soldiers during the Civil War, but most of them had nothing. The most common form of shelter used by the prisoners was called a shebang. A shebang was a hole dug into the ground that was covered by pine boughs, blankets or whatever material was available. Some were big enough for just one man while others were large enough for several who pooled their resources. Ezra Ripple lived in a shebang which he described in his memoirs:

> *There was nothing left to do but dig a hole in the ground. As it would have to be roofed over with our gum blankets, we could only dig it as long and as wide as they would permit, and in that hole the four of us had to harbor for the winter. We dug it about three feet deep, but could not make it long enough to allow us straighten out our legs, or wide enough to permit us to lie in any other way than spoon fashion. Our shoulders and hip bones made holes in the ground into which they accurately fitted, and so closely were we packed together that when one turned we all had to turn. Lying all night in our cramped position with no covering, keeping life in each other by our joint contribution of animal heat only, we would come out of the hole in the morning unable to straighten up until the sun would come out to thaw us and limber our poor sore, stiff joints.*

Another serious issue was the lack of adequate food and water. Rations varied by what was available, but generally included small amounts of corn meal, flour, rice and beans. Sweet potatoes were sometimes issued but green vegetables were never provided. Beef

was the only meat available and this was almost never provided to the prisoners. More rations were available to prisoners who worked within and around the stockade at tasks such as gathering wood. John Hoster was part of a police force made up of prisoners that helped maintain order within the prison. His diary indicates that he received beef and other rations more frequently because of his job. The rations issued were never cooked, but no cooking utensils were provided to the prisoners. Tin pails and halves of canteens were used as cooking pans and were closely guarded by their owners.

Water for the prison was supplied only by Pye Branch, which flowed through the stockade. The water was fairly clean at first, but as more Confederates camped around it and more prisoners moved into the stockade, it became polluted with human waste. The contamination of the water supply led to sickness and death for many of the prisoners.

Exposure to the elements, combined with malnutrition and contaminated water, led to widespread disease among the prisoners. Scurvy, a disease caused by not having a proper diet, and dysentery, caused by drinking polluted water and not eating the right balance of foods, were responsible for the deaths of a large number of the prisoners. Very little medical care was available to the prisoners, although a sheltered hospital was constructed within the stockade. Doctors were stationed at the prison, but they did not have the proper medicines or enough of them to help everyone that needed treatment.

Life inside the prison was very boring as there was nothing for the prisoners to do unless they had a specific job. Many spent their time cooking what little food was available or trying to improve their shelter. One interesting event occurred in November of 1864, when the Confederate guards allowed the prisoners to vote in a staged election for President of the United States. In 1864, General George B. McClellan ran for president against Abraham Lincoln. Those who wanted to vote were given one black pea and one white pea. Those who voted for McClellan dropped a white pea in the bag while black peas were used for Lincoln. Speeches were made by prisoners for each candidate, and in the end, Lincoln won.

There was little hope of escape from the Florence Stockade. Some tried and nearly all failed. Ezra Ripple was a member of a small orchestra made up of prisoners that was allowed to go outside the stockade to play for the guards. He and the rest of the orchestra tried to escape, but were quickly tracked down in a dense swamp by vicious blood hounds kept near the prison by the guards. The only other way out was to swear allegiance to the Confederacy and join a unit of others who had done so. These men were called ‘galvanized Yankees’ and not trusted by either the guards or the prisoners.

The horrible conditions at the Florence Stockade led to the deaths of nearly 2,800 of the Union prisoners. This is a very large number considering that the stockade was only in operation for six months and never had more than 15,000 prisoners. Those that survived were released in February of 1865. Ezra Ripple wrote that when he was released,

> *…our hearts were so full of joy that we could not act like sane persons, but would cry and laugh and hug each other, and do the most foolish things in our unutterable joy.*

The bodies of the prisoners that died in the stockade were gathered every day by a burial detail whose job was to remove the remains for burial. The first 400 or so were buried on a small rise just north of the stockade. The available space was soon filled, so a larger plot was used further to the north on a neighboring plantation. The bodies were buried in long trenches and a board marked with a number was placed at the head of each man. The number was recorded in a death register along with the person's name and home state if known. The death register was lost after the war and no complete record of those buried in the trenches exists. These burial trenches served as the starting point for the Florence National Cemetery.

**Questions for Reading 1**

**1)** What were the major problems faced by the Union prisoners? How does each problem affect the others? Why do you think the Confederates treated them so poorly?

**2)** Define the terms *shebang, scurvy, dysentery* and *galvanized Yankee*.

**3)** Imagine that you are a Union soldier who was captured by the Confederates and sent to the Florence Stockade. Discuss what you would do first when you reached the inside of the prison and why. Then describe what you would do first if you were released and why.

## Determining the Facts

### Reading 2: The Confederate Guards

By the time the Florence Stockade opened in September 1864, the Confederate Army was in desperate need of men able to fight. Because of this, they began a program of conscription, where every man might be called on to serve. Men of military age, usually between 18 and 45 years old, were sent to front-line combat units while older men (45 to 50 years old) and younger boys (17 or 18 years old) were placed in reserve units located in each state. These units were used as guards for a wide variety of facilities, which freed regular army units for combat. Although their function was very important, they received little training and were issued little equipment.

The majority of the guards at the Florence Stockade were members of South Carolina State Reserve battalions. Each battalion was made up of men from several adjacent counties. The 3rd, 4th, 5th, 6th and 7th State Reserves were assigned to Florence. Guards from two regular army units were also stationed there for short periods of time, both of which suffered major losses in combat before being assigned to non-combat roles. Members of the 5th Georgia Infantry were there from September until November 1864. They were replaced by 90 members of the 55th Georgia Infantry in November. The 5th Georgia lost over half of its members at the Battle of Chickamauga, while the majority of the 55th Georgia was captured at Cumberland Gap in Tennessee.

Guard duty was tedious and tiring. Guards were posted around the earthen wall outside the stockade, at posts along the base of the wall and at posts scattered in various places further from the stockade. Every man served his time on duty, which often consisted of standing guard during one day, and during the night of the next day. This schedule, coupled with the daily work required in camp, was very demanding. As many as 300 men were required for guard duty every day out of no more than about 1,600 that were available.

Very few written accounts of the guards at Florence are known to exist. Second Lieutenant Thomas J. Eccles of the 3rd South Carolina State Reserves wrote a column describing their activities and the conditions for a newspaper. Those columns have survived and represent the best known descriptions from inside the Confederate camp. A few other contemporary descriptions are known, but they are very general and provide very little information on the camp. Other sources include a series of short daily reports filed by officers from each of the reserve battalions.

It is clear from these descriptions that the Confederate guards, especially the reservists, were not well equipped. When they first arrived at Florence in October 1864, Eccles indicated that his men had no shelter and were using blankets as tents. He wrote:

> *Our men have exercised great ingenuity in construction of tents and huts, which has infringed greatly on their supply of bed clothes, which will inconvenience them greatly when winter sets in.*

As the guards settled in to their new camp, their shelter improved. On November 11, Eccles wrote:

> *…the men have constructed for themselves as comfortable camps as circumstances allow, being without plank or nails. Some, who were able, have brought cloth and made themselves tents, in which they can keep dry.*

By late January 1865, the guards were comfortable enough that they did not want to leave Florence. Eccles indicated:

> *…those who have been anxiously looking for a removal, now express a willingness to remain until the winter is over, as they are generally well provided with comfortable cabins, or tents, with chimnies attached.*

It is apparent from Eccles' descriptions that shelter took many forms for the guards and that they were often allowed to erect whatever form of structure they preferred. A few large, conical tents, called Sibley tents, were available that could house several men at once. Most of them built small cabins or huts from split logs. A common method of construction was to dig a hole three to four feet deep and as long and wide as desired, then build short walls out of logs on top of the hole. Poles were then laid across the walls to form a frame for a roof, which was usually covered by shelter halves or split boards. A chimney made of either sticks and clay or clay-lined barrels or crates was located on one end over a small fireplace or stove. If sawn lumber was available, the dirt walls and floor inside the hut could be lined to keep out moisture.

The food provided for the guards appears to have lacked variety, but was adequate to keep them relatively healthy. Cattle were brought to the camp where they were butchered and the beef distributed to the men. Although fresh vegetables were likely hard to come by for the guards, it is likely that they were available for purchase from local farmers. Corn meal, flour, rice and beans were available, as was molasses. In one of his reports, Eccles called his rations "short" because of a lack of tobacco. This does not seem like something he would mention if he was starving.

Although they were well sheltered and adequately fed, the guards were not well equipped. They were apparently issued no uniforms or clothing at all, as several daily reports mention a lack of coats or even shoes as a problem. It is unclear what military equipment, if any, was issued. It appears that they were issued at least a musket, although probably an older model, a bayonet, ammunition and a canteen. Cooking vessels and utensils were available as well. Local sources were probably utilized to provide what the Army could not. For instance, Eccles reported that no shovels were available to help dig a well. It is known that wells were completed in the camp and that

shovels were used. This suggests that a local blacksmith may have made supplies such as shovels.

With shelter, adequate food and clean water from wells, the Confederate guards remained relatively healthy. Eccles reports small outbreaks of measles, mumps and typhoid, which were treated at the hospital in the town of Florence. He mentions the deaths of seven members of his battalion, three of these to typhoid. Despite exposure to the elements while on duty, it is apparent that the overall health of the guards was good.

**Questions for Reading 2**

**1)** Define the terms *conscription* and *Sibley tent*.

**2)** Why do you think the 5th and 55th Georgia specifically were pulled from combat and placed on guard duty?

**3)** If you were a guard, what kind of shelter would you build and why? Remember that you have to do the work by hand and might not have the tools you need for certain tasks.

**4)** Compare and contrast the conditions for the prisoners described in Reading 1 with that of the guards. Specifically discuss issues such as shelter, food and health.

## Determining the Facts

### Reading 3: Archaeology in the Guard Camp

The property where a portion of the Confederate guard's camp was located is now owned by the Department of Veterans Affairs, as part of the Florence National Cemetery. The 10-acre tract is located south of the existing cemetery and north of where the western end of the stockade once stood. As the national cemetery was quickly running out of space for burials, it became necessary to expand onto this property. The construction plans called for the installation of underground irrigation lines, storm water drainage and a new road in addition to the burial shafts themselves. All of these activities had the potential to disturb anything buried beneath the ground surface. Because of this, an archaeological investigation of the area was required before construction could begin. The northern-most one acre of the property lay outside the boundaries of the site, so archaeologists only monitored the construction to ensure that no archaeological materials were disturbed. The remaining nine acres were intensively investigated.

The field where the excavations were to take place had been used as an agricultural field and to grow pine trees since the Civil War. Fortunately, no construction had taken place there. The plowing of the field over the years created a thick *plowzone*, the upper layer of soil disturbed by the plow. This layer was about 30 centimeters thick and lay on top of a light-colored, undisturbed soil. Although the plowzone very often contains artifacts, they have been moved around by the plow, so archaeologists do not know where they were originally located. This greatly reduces their scientific value as an artifact's position in the soil relative to other artifacts is critical to understanding how it got there. This is called the artifact's *context*.

Since the context of the artifacts in the plowzone was not known, this layer was removed using first a backhoe and then a pan, which is a large earth-moving machine. As the plowzone was removed, an archaeologist watched the soil for changes in color which might indicate some form of human activity. These are called *features*. When features were located, the archaeologist marked them with a small flag and scraped the remaining plowzone away to reveal its edges so that it could be mapped and photographed.

The plowzone was removed from the entire nine-acre property, which revealed 521 features. A sample of 179 of these was excavated. The features were excavated using small trowels and sometimes dental picks and brushes. All of the soil, except for a small sample, was screened so that any artifacts could be recovered. The small soil samples were taken back to the laboratory to see if small seeds or other plant materials were present. Using these methods, almost 6,000 artifacts were recovered, most of which dated to the Civil War.

Many different types of features were excavated. What some of them were used for was easy to tell just from the shape, while the function of others is still unknown. Feature

types included structures, latrines or privies, pits, post holes, trenches and wells. Most of the features were dug by the Confederate guards, but a few were caused by tree roots.

The artifacts included a wide variety of materials and objects owned or used by the Confederate guards. Items related to the construction of shelters or other structures are called *architectural artifacts*, and included nails, brick fragments and window glass fragments. Artifacts used to store, cook and consume food and beverages were very common and included whole glass bottles, hundreds of bottle fragments, pieces of ceramic plates and jugs, metal cans and utensils. Military artifacts included bullets, percussion caps, bayonet fragments, a tin cartridge box, a nearly complete tin canteen and fragments of other canteens. Artifacts that belonged to one soldier, called *personal artifacts*, included teeth from hard rubber combs, hard rubber finger rings, buttons and part of a picture frame. Other artifacts included various types of metal hardware, such as two shovel blades.

The shovel blades are indicative of the difficulties faced by guards. As discussed in Reading 2, Thomas Eccles wrote that his men were having difficulty digging a well because they had no shovels. A shovel was a common, factory-made item by the mid-19$^{th}$ century and should have been easy to acquire. One of the major problems that the Confederacy as a whole faced by 1864 was a lack of ability to manufacture or import basic materials like shovels. This was one of the main reasons that the North was victorious. The shovels recovered from the camp were hand-forged by a blacksmith, so it is likely that a local person was hired to make them for the guards.

Another important type of artifact was animal bone. Thousands of fragments of animal bone weighing about 88 pounds were recovered. Most of this came from cows, but some from pigs, chickens and other birds was also found. The presence of this much bone proves that the Confederate guards had meat to eat, while it is known that the prisoners had almost none. It has been a long-standing idea that the Union prisoners were allowed to starve because the guards were starving as well. In his column, Eccles mentioned this twice. On October 7, 1864, he wrote that, "…they cook their own rations, which of course they complain of, however plentiful they may be." On November 4, he wrote, "They are well fed, drawing the same rations we do." This is obviously not true, as proven by the large amount of bone recovered during the excavations.

**Questions for Reading 3**

**1)** Define the terms *plowzone, context, feature, architectural artifact* and *personal artifact*.

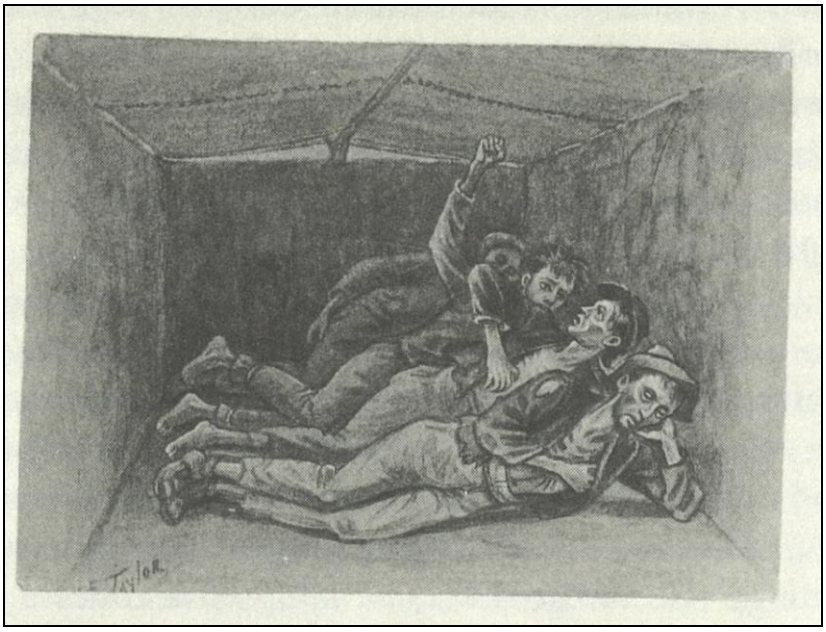
**2)** How do you think the planned construction would have affected the archaeological features and why?

**3)** How is the shovel blade recovered from the camp symbolic of the Confederacy's coming defeat?

**4)** Discuss how the information gained from the archaeological investigations either verifies or disproves information gained from the documentary evidence. Give one specific example of each.

## Visual Evidence

### Drawing 1: In a hole.



This drawing is part of a series commissioned by Ezra Ripple for his book about his time as a prisoner at Florence from 1864 until 1865.

Reproduced from *Dancing Along the Deadline* (1996), edited by Mark A. Snell.

### Questions for Drawing 1

**1)** Refer to Reading 1 and describe where these men are what they are trying to do.

**2)** How was the shelter pictured constructed?

**3)** Why do you think the two men in the foreground are scratching?

## Visual Evidence

**Photograph 1: Feature excavation.**
Photograph by the author.

### Questions for Photograph 1

**1)** Based on what you learned in Reading 3, what is this man doing?

**2)** What kind of tool do you think he is using?

**3)** How do you think he will know when to stop digging?

**Visual Evidence**

**Photographs 2 and 3: Artifacts.**
(Photographs by Patrick H. Garrow)


**Photograph 2**


**Photograph 3**
(Note: The scale bar in the above photographs is 10 centimeters in length)

**Questions for Photographs 2 and 3**

**1)** What is the artifact in the first photo and what was it used for? Based on what you know from Reading 1, if it had been owned by a prisoner, what might he have used it for?

**2)** What type of artifact is this (refer to Reading 3)?

**3)** Referring to Reading 3, how do you think this shovel blade was made?

## Visual Evidence

**Photograph 4: Artifacts at the bottom of a well.**
Photograph by the author. The scale bar is 50 centimeters in length.


These artifacts were recovered from the base of a well, approximately 20 feet below the surface of the ground. This photograph shows how they related to one another before they were removed.

**Questions for Photograph 4**

**1)** The relationship of these artifacts to one another is called what? (refer to Reading 3)

**2)** How many artifacts do you see? What do you think was the function of each.

**3)** How do you think these artifacts got where they are in the photo? Why do you think they were put there?

**4)** The artifact in the bottom center of the photograph is a ceramic container found with a glass bottle inside of it. The mouth and neck of the bottle are sticking out of the soil inside the container. How do you think the bottle came to be inside the ceramic vessel?

## Putting it all Together

**Activity 1: Learn about a National Cemetery**
Find out if there is a national cemetery nearby. The National Cemetery Administration's website (www.cem.va.gov) has a list of them with maps and driving directions. Visit the cemetery and have the students talk to the staff and look at the markers. If there is no National Cemetery in the area, have students pick one from the list and contact the staff there. The students can write a short essay answering the following questions:

1. When was the cemetery opened?
2. Why was the cemetery located there?
3. In what wars did the veterans buried there serve?
4. Is there anyone of historical importance buried there?

**Activity 2: Design a Campground**
Have each student draw a map of what they think a Civil War campground should look like. They can design it anyway they want, but they must consider the circumstances which existed during the war. Tools were available, but some were scarce. For example, an entire unit might have one axe and one shovel for everyone. Also, sawn lumber and nails were often difficult to acquire. Each camp must include at least one form of shelter, a latrine and a trash pit. They can add any other structures or fences that they think would be needed.

After they have mapped out the camp on paper, have each student build a diorama of part of their camp. They can give a short presentation to the class on what their camp includes and why they chose those elements and why they placed them where they did. They should also discuss what an archaeologist might find after their camp was abandoned.

**Activity 3: Hold an Election**
One of the few diversions that the prisoners were allowed was the mock presidential election of 1864 discussed in Reading 2. Have the students reenact this event. Have the class research the two candidates, George B. McClellan and Abraham Lincoln, to find out on what platform each man ran. Pick one student to give a campaign speech for each candidate, then have the class vote using white peas for McClellan and black peas for Lincoln, just like the prisoners did at Florence.

**Activity 4: Women in the Civil War**
One of the more unusual stories related to the Florence Stockade is that of Florena Budwin. Her husband was a Union soldier and she could not bear to see him leave for the war. She disguised herself as a man and followed him through the war until they

were captured and sent to Florence. Her true gender was discovered by a doctor while she was in prison and legend says that she actually gave birth there. She remained in the prison afterwards and acted as a nurse until she died of sickness. She is buried in the National Cemetery with her own marker.

Have the students research the roles of women during the Civil War and compare them with women in the military today. They can prepare an essay describing what they discover.

## Supplementary Resources

Beyond the primary sources, little has been written about the Florence Stockade, and even less about the Confederate guards that lived there. However, written and Internet sources on other Civil War prisons and archaeological sites are readily available.

**Friends of the Florence Stockade**
The website maintained by the Friends of the Florence Stockade (http://home.att.net/~florencestockade/friends.htm), a local group interested in the preservation of the site, contains a great deal of information about it. Several links to primary sources and other information are also provided.

***Official Records of the War of the Rebellion***
Starting in 1880, the U.S. government published a comprehensive history of the Civil War comprised of reports of action, correspondence and orders from the entire war. The 70th and final volume was published in 1901. The *Official Records* serve as the starting point for almost any research on the military aspects of the Civil War period. While some libraries have the complete collection, it can be difficult to find. Cornell University offers a website where the entire work can be either browsed or searched for specific subjects. The website is http://cdl.library.cornell.edu/moa/browse.monographs/waro.html and is simple to use. The *Official Records* allow the reader to view accounts of actions and correspondence written by the men themselves.

**Civil War Soldiers and Sailors System**
This web-based database (http://www.civilwar.nps.gov/cwss/) allows the user to search for information on individual soldiers, regiments and battles of the Civil War. Information on soldiers includes their affiliation (Union or Confederate), regiment and rank, all of which is derived from their muster cards. Regimental histories include when and where the unit was formed, what battles they participated in and when and where they were mustered out of the service.

***Archaeology's* Interactive Dig: Unlocking a Civil War Prison**
This website (www.archaeology.org/interactive/johnsons/index.html), hosted by Archaeology Magazine, allows students to learn about archaeological investigations that are being conducted at the site of the Union prison on Johnson's Island, Ohio. The website includes background information on the prison, the archaeological methods used to investigate the site and the results of that work. Students can read field reports, see photographs of field work in progress and artifacts, and even ask questions using a message board format.

**Texas Beyond History: Uncovering Camp Ford**
Archaeologists from the University of Texas at Austin have conducted extensive historical and archaeological research on the site of Camp Ford, the largest Confederate prison camp west of the Mississippi River, near Tyler, Texas. Their website (www.texasbeyondhistory.net/ford/uncovering.html) provides the historical background

and describes the archaeological research conducted on the camp, along with photographs of the work in progress.

**Southeast Archeological Center**

The Southeast Archeological Center provides technical support on archeological issues for the National Park Service in the southeast. Their website (www.nps.gov/history/seac/seac.htm) provides links to many different projects conducted by their staff, including Civil War sites. Their work at Camp Sumter (Andersonville) is well documented on the website and includes the history of the site and descriptions of the archeological excavations.