Planning a Camp for Civil War Prisoners

In this lesson, students work in groups to plan and create camp designs for Civil War prisoners of war. The camps will be located at the actual sites of prison camps in Andersonville, Georgia, and Elmira, New York. This activity enables students to grasp the scale of effort required to meet basic human needs under such circumstances and balance that effort with the goal of developing camp designs that would have better protected the lives and human dignity of prisoners on both sides. Students take on the role of camp planners: estimating needs, delegating tasks and making plans for getting supplies.

Students also examine the basic rules from the Lieber Code of 1863 (which sets forth protections for prisoners) and apply them in planning the facilities and establishing the organization, operating procedures and rules for their camp. While inspecting each other's camp designs, they also learn about the importance of oversight of prison camps to protect the lives of prisoners through formal and informal reports and recommendations.

If students have previously completed the lesson “The Lieber Code: Limiting the Devastation of War,” they will already be familiar with the Lieber Code and how basic rules of international humanitarian law (IHL) emerged during the Civil War. They will also have been introduced to the humanitarian impact the Civil War had on prisoners, wounded soldiers and civilians and will naturally apply their insights and knowledge to this lesson.

OBJECTIVES

- To think about the circumstances confronting prisoners and the assistance and protection prisoners need
- To be aware of the scale of effort required to meet human needs arising from detention during armed conflict
- To learn about provisions in the Lieber Code designed to protect the lives and human dignity of prisoners
- To understand the dilemmas and challenges that face prison authorities and guards
PREPARATION

Students will need notebook paper, large sheets of paper or poster board for their final plan, and colored pencils, highlighters and markers for producing their camp design. Additional supplies such as colored paper, scissors, glue, and modeling clay can make for a more creative, original, and clear presentation of student camp plans.

Using the student resources provided, students should redesign either the Andersonville or Elmira Prison to provide a more humane situation for their prisoner population in the context of the Civil War era.

Be prepared to use the “Information and Instructions for Civil War Camp Planners: Andersonville Prison (Southern),” “Information and Instructions for Civil War Camp Planners: Elmira Prison (Northern)” and worksheets with small groups. Prison camp maps can be viewed online at the Library of Congress Website, or projected onto a screen in class.

TIME

Four 45-minute sessions

ADDITIONAL RESOURCES

Exploration 5B, “Planning a camp for people displaced by war,” and Exploration 5C, “Focus on protecting prisoners,” can be found in Module 5 of the Exploring Humanitarian Law curriculum at www.redcross.org/ehl.

A lesson introducing students to the basic rules of modern IHL—Exploration 2A, “Limiting the devastation of war”—can be found in Module 2 of EHL.

NOTE

If four class periods are not available to conduct this lesson, other options to consider include:

- One class period: Session 1
- Two class periods: Session 1, assign Session 2 for homework
- Three class periods: Session 1, assign Session 2 for homework, Session 3
The Lesson

**Session 1** (45 minutes)

1. **WHY PRISONERS NEED PROTECTION**

Ask students to respond to the following questions:

- Why might a person who has been detained in relation to an armed conflict be specifically at risk? *For example: the suspicion that he or she holds vital information, the suspicion that he or she is the enemy, and the captors' attitude that the enemy doesn't deserve to be treated humanely.*

- What other reasons might put prisoners at risk in times of armed conflict? *For example: chaos among and lack of control over those in charge of the prisoners and insufficient means for properly accommodating prisoners.*

Then have students work in small groups or pairs to make a list of their responses to the following question:

- What dangers and difficulties might prisoners face in captivity?

Reconvene the class and compile a list of their ideas.

For example: disappearing without a trace; summary execution; being tortured during interrogation or forced to sign a confession; insufficient food, water, clothing, shelter, or sanitary facilities; lack of opportunities for personal cleanliness; lack of access to fresh air; exposure to extreme weather conditions; inadequate access to medical care; being deprived of family news (the family might not even know that the prisoner is alive); being subjected to propaganda and to pressure to collaborate; difficulties with other detainees; the trauma of being held captive; uncertainty over the fate of one’s family; and the fear among African Americans of being sold into slavery if captured.

On the basis of the ideas students list, ask the small groups or pairs to think about what must be done to protect the lives and human dignity of people detained in relation to an armed conflict. Have them write down suggestions for specific rules. Remind them that soldiers from different units and of different ranks will be imprisoned and ask them to consider how that might affect the organization of a prison camp.

Discuss the ideas students propose.

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**NOTE**

In this lesson, the terms “prisoner of war” and “prisoner” are used interchangeably and refer to Confederate and Union soldiers who were detained in the American Civil War.
2. BASIC NEEDS OF SOLDIERS DETAINED AS A RESULT OF ARMED CONFLICT 10 minutes

Have students brainstorm about the particular human needs (physical, social and personal) of soldiers who have been detained in a Civil War prison camp.

The following categories may be used to organize students' responses:

- water collection and drainage;
- food;
- shelter;
- clothing and bedding (including laundry facilities);
- medical care;
- energy (including cooking, heating and lighting);
- hygiene and sanitary facilities (including bathing facilities);
- communication and family contact;
- security;
- exercise and employment;
- religious/worship needs;
- leadership (camp representation); and
- other.

3. HOW THE LIEBER CODE PROTECTS PRISONERS 10 minutes

Have students identify those provisions that specifically relate to prisoners. Ask students to think back to the discussion they had in their small groups (or pairs) earlier in the session when they were writing down suggestions for specific rules.

Possible questions

- Were you surprised by any of the provisions on this list? If so, why?
- Which protections, if any, might be hard for captors to provide? Why?
- What can be done to ensure that prisoners get the required protections?
- Are any of the rules in the Lieber Code similar to rules you proposed?
4. PRISON CAMPS DURING THE CIVIL WAR

Have students read and highlight problems that endangered Civil War prisoners generally and those at the Andersonville and Elmira Prisons specifically.

Possible questions

- What needs were not met?
- What were some of the challenges facing both Union and Confederate forces running prison camps?

Given the same settings and circumstances but with the benefit of hindsight, ask students to consider how these Civil War prison camps could have been designed in a more practical and humane way that could have spared lives and thus made it easier to win the peace that followed the war.

Have the students discuss specific ideas about the steps involved in setting up a camp for prisoners For example: selecting and laying out the site, ensuring access and warehousing, acquiring building materials and equipment, organizing the main services or responding to environmental concerns.

Briefly discuss the main services that should be provided to meet the basic needs of the prisoners. For example: Such services include water supply and drainage, shelter, food supply, refuse and human waste disposal, medical facilities, lighting and energy, internal security, and communication.
Session 2 (45 minutes)

1. PLAN A PRISON CAMP

Divide students into small groups of 3-5 students each.

Assign half the groups to focus on Andersonville Prison and half to focus on Elmira Prison. Distribute the student resources listed at right to each group.

Have students read the “Information and Instructions for Civil War Camp Planners” for their specific prison camps. Using the “Worksheet: Planning Report,” have groups develop a plan to meet the specific needs of the prison population in their camps. If possible, have students view maps online from the Library of Congress Website and/or project maps onto a screen.

Planning should include—

- the categories of needs addressed;
- the supplies and services needed;
- the quantity of supplies and services needed;
- a plan for acquiring supplies/services;
- a plan for distributing the supplies/services fairly and efficiently; and
- specific plans for meeting the needs of the different groups (e.g., boy soldiers, different ranks, soldiers who are wounded, injured, or sick, etc.) and for identifying the skills, strengths and resources of the prison community that might be of help in meeting their needs.

Possible questions

- How would your plan need to be changed if the camp had to meet the needs of twice as many people?
- How will you process new prisoners as they arrive at your camp?
2. DESIGN A PRISON CAMP TO MEET THE BASIC NEEDS OF PRISONERS  

15 minutes

Have students closely examine the map(s) for their camp. Give a “guided tour” (5 minutes) of how the camps were physically situated and the specifics of their locations. When starting to plan the design of their camps, direct students to consider the basic geography of the areas near Andersonville and Elmira Prisons. For example, at Andersonville Prison there is a valley surrounding Sweetwater Creek and a tributary. At Elmira Prison there is a bank of the Chemung River that includes a stagnant backwash, a bordering town and a rail line.

Have groups sketch a basic outline of their camps, including boundaries and key facilities. When students plan the layouts of their camps, they may orient the enclosures as they see fit. They should approximate the size to the scale that they calculate will be needed for the estimated camp populations.

Session 3 (45 minutes)

CREATE OR BUILD THE CAMP DESIGN

Provide the groups with the materials that are available to produce their camp designs or models. Have groups transfer the detailed information from their worksheets and sketches to their larger camp designs.

While groups are working on their camp designs, provide each group with a copy of the “Worksheet: Civil War Camp Inspection Form” to guide the development of its design and meet the requirements by which it will be judged. They may also use this form to score themselves as they develop their camp designs.

Students should label their camp designs as much as they can using a key to organize their labels. Specific information, such as any rules by which their camps will operate, where supplies and other items will come from, and who will be in charge, can be noted in the margins or on a separate attached sheet. If the detailed planning was successfully completed during Sessions 1 and 2, the production of the final camp design should be completed in 30-40 minutes depending on the materials that are being used. Extend the time as needed, but keep students working together in their groups.

NOTE

Because of the limited time for this exercise, students’ plans will not be judged on accuracy to scale but on how thoroughly they meet prisoners’ needs in a practical way. Students can present their ideas in a variety of ways.
Session 4 (45 minutes)

1. INSPECT THE CAMP DESIGNS  
15-20 minutes

Direct each group to evaluate another group’s camp design. Andersonville Prison groups should evaluate camp designs for Elmira Prison groups and vice versa. As an alternative, different classes could evaluate each other’s camp designs. Each group should score its assigned camp design as objectively as possible and note any comments and questions to justify its scores. Reassure students that inspection scores will not be converted into grades. Remind students that besides providing constructive feedback on the specific camp design, facilities and services, the primary purpose of the inspection process is to help camp leaders and guards improve the conditions of the prison and treatment of prisoners.

Groups should select representatives to explain their camp designs or respond to questions. Consider rotating representatives for each group so students have the opportunity to observe and evaluate the work of other groups. Groups should have previously evaluated their own camp designs on their original inspection forms and will later have the opportunity to respond to their evaluators in writing. When the time is called, inspectors are to initial and leave their inspection forms with comments and scores with the camp designs they evaluated.

2. REVIEW THE CAMP INSPECTIONS  
10 minutes

Allow groups to return to their own camp designs to read and respond to the inspection forms completed by the evaluation groups. They should respond to their scores and comments in writing so that the inspection and review may be presented together later.

STUDENT RESOURCE
Provide a blank worksheet: “Civil War Camp Inspection Form”
3. DEBRIEF THE STUDENTS

Facilitate a discussion about lessons learned from this exercise.

Possible questions

- What were the easiest services to provide? The hardest?
- What were the most original and practical ideas seen for providing different services?
- What was planned to meet the non-physical needs of prisoners?
- What rules made the most sense?
- Which camps involved prisoners in the running of the camp, and how?
- Would you rather have been a prisoner at the camp you designed or at the camp you evaluated? Why?
- How could the inspection of prison camp conditions help to improve the treatment of prisoners? What specific examples can you provide from the inspection process of the camps prepared by the groups in your class?
- What questions do you have?
- What other situations—current or historic—does this exercise make you think about?

**KEY IDEAS**

- Responding to the needs of soldiers held prisoner as a result of armed conflict requires a great deal of planning and effort and ample resources.
- In addition to their immediate biological needs, the social, psychological and spiritual needs of prisoners must also be addressed to enable them to maintain their human dignity.
- Assistance should be provided in a manner that aims to minimize any unintended harm it may cause.
- The lives and human dignity of prisoners are at risk.
- The fundamental concepts found in the Lieber Code are based on the balance between military necessity and protecting the lives and human dignity of captured combatants.
- Prison camp authorities often encounter difficult dilemmas while carrying out their tasks of guarding and providing for prisoners under their control.

**SOURCES:**

American Red Cross. http://www.redcross.org. (See also: Restoring Family Links program for families separated by conflict.)


International Committee of the Red Cross (ICRC), http://www.icrc.org. (See also: protection work for prisoners of war and other persons deprived of their freedom during armed conflict.)

PLANNING A CAMP: A REDESIGN OF CIVIL WAR PRISON CAMPS

BACKGROUND

Civil War Begins

The Civil War began in 1861 as a conflict that was long feared, but never fully expected. Neither the North nor the South had anticipated the length or the cost of the conflict that began in April with the firing on Fort Sumter.

1861-1862: Prisoner exchanges on both sides

In the opening year of the war, prisoners of war were often exchanged following battles at the initiative of the opposing commanders. Prisoners were also offered an opportunity to be paroled in the early years of the war. By 1862, a formal exchange called a “cartel,” based on rank, was agreed to for prisoner exchanges. Throughout 1862, prisoners were at worst held only temporarily until terms for their parole could be negotiated, which included rules such as not taking up arms against the opposition until officially notified that they had been exchanged.

1863: Prisoner exchanges suspended—prison populations grow

In 1863, however, the North unilaterally suspended prisoner exchanges for both political and military reasons. One of the great disadvantages of the South was its smaller population—Southern prisoners kept by the Union couldn’t return to fight again, meaning the South would lose a war of attrition. In addition, there were issues involving the unequal treatment of captured black Union soldiers that led to the Union’s refusal to continue prisoner exchanges.

From 1863 on, both sides were forced to house far greater numbers of prisoners than they had ever anticipated. Neither side provided adequate conditions for their prisoners, even given the issuance of General Orders No. 100 to the Union Army in 1863 (also known as the Lieber Code) which set standards that, by later in the conflict, applied to both sides. The South in particular was hard pressed to care for prisoners—it was feeling the economic effects of a coastal blockade and suffering the infrastructural damage caused by two years of fighting on primarily Southern territory. Union prisoners kept by the South were a tremendous burden on its resources.

1863-1865: Prison conditions worsen

The worst of the Southern Camps—Camp Sumter at Andersonville, Georgia (Andersonville Prison)—was hastily designed to house 10,000 troops. It was quickly packed with more than 33,000 Union
PLANNING A CAMP: A REDESIGN OF CIVIL WAR PRISON CAMPS

prisoners, who could not be housed humanely. More than 13,000 prisoners died of disease, malnutrition and exposure.

The worst of the Northern camps—Elmira, in New York (Elmira Prison)—was a compound of quickly converted barracks designed to house 5,000 that was soon overcrowded with a total population of 12,000 Confederate prisoners, 2,933 of whom died of disease, malnutrition and exposure.

Approximately 410,000 soldiers were held as prisoners by both sides, of whom 30,218 Union soldiers perished in Southern camps (a 15% mortality rate), while 25,976 Confederate soldiers perished in Union camps (a 12% mortality rate). The mortality rate of soldiers in Civil War prison camps on both sides was higher than the mortality rate of soldiers in battle.

The horrors of Civil War prison camps were not necessarily intentional, although rumors, media exaggeration and politics led both sides to retaliate against their prisoners through occasional withholding of food, clothing and shelter. Neglect and inexperience, more than anything, were to blame for the tragedy. Neither political leaders, military officers, medical personnel, civilian contractors, nor civilians living near the prisons really knew what to do with the prisoners that had become their responsibility. Everything was learned by trial and error. All were overwhelmed, and prisoners tragically paid with their lives.

In the spring of 1865, when Union victory seemed assured, prisoner exchanges were resumed. In the fall of 1865, Captain Henry Wirz, who commanded Andersonville Prison, was charged with war crimes. He was tried, convicted and executed. No other prison officials on either side were held accountable for the human costs of Civil War prison camps.

It can be assumed that bitterness stemming from the knowledge of prison camp conditions on both sides underlay the struggles in the post-war reconstruction attempts to rebuild the Union.

Looking back, and given the same settings and circumstances (but with the benefit of hindsight), could these Civil War prison camps have been designed in a more practical and humane way that could have spared lives and thus made it easier to win the peace that followed the war?

SETTING UP A CAMP INVOLVES:

- selecting and laying out a site;
- ensuring access and warehousing;
- acquiring building materials and equipment; and
- organizing the main camp services.

MAIN CAMP SERVICES ARE AS FOLLOWS:

- water supply and drainage;
- shelter;
- food;
- medical facilities;
- energy (including cooking, heating and lighting);
- refuse and human waste disposal;
- security; and
- communication.
Prisoner Population Information:
Estimated prisoner population to be housed at this camp:
10,000 (300 officers, 1,200 non-commissioned officers and 8,500 enlisted troops)

Number of sick and wounded among them: 3,000

Camp location: A low-lying open field in a creek valley, among forested area and farmland and along a rail line. The nearest town is two miles away; the nearest city is 60 miles away. The closest site of recent combat is 300 miles away, though the Union army seems to be organizing for an offensive in the direction of this camp.

Time of Year: Late spring 1864. Summers are hot and humid, with temperatures averaging in the 80s °F. Winters are damp and chilly, but temperatures rarely drop below freezing.

Length of time you can expect to be providing for this population: Indefinite. A resumption of prisoner exchanges would ease the burden. Without this, prisoners might need to be kept until the end of hostilities.

Conflict status: The war has been going on for three years and, despite numerous large battles, has no clear end in sight. Casualties have been high on both sides, and lines have moved back and forth, but the military situation remains stalemated. This is a civil war in which the Confederacy is seeking to become an independent country wherein the institution of slavery is preserved.

The North is fighting to preserve the union and has declared its intent to abolish slavery in those states in rebellion. The war effort has exhausted the economy, and supplies, funds and military personnel for operating this camp are limited.

Attitude of the local population toward prisoners of war: Hostile because of personal losses in the war and disruption of the economy due to a coastal blockade and battles being fought on Southern territory.

Characteristics of prisoners: Prisoners are of diverse backgrounds, ages, languages, religious faiths, educational levels, and professions. While all are from the same army, they are from different units drawn from different parts of the country and will be brought in from all fronts in the war. Some of the officers and non-commissioned officers are career soldiers, but most began their military service with this war. Half of the prisoners volunteered for military service; half were conscripted. Many will not be acclimated to the environment in which they will be detained. Most will be unfamiliar with the local culture and customs.

Rations: To be provided (to the extent they are available) through a contract with the local populace. It is understood that fresh vegetables are important for preventing scurvy and other illnesses related to malnutrition. The standard Union and Confederate army ration is as follows (per soldier per day): 12 ounces of pork or bacon or 20 ounces of fresh or salt beef, 22 ounces of hard bread or 20 ounces of cornmeal or wheat flour, rice, beans, peas, coffee, tea, sugar, molasses, dried vegetables and fruits, pickles, and cabbage as available.
WATER
Assume an average of 5.3 gallons of water per day (0.80 gallons per day = minimum drinking water needed for survival).

How much water will be needed?
Does the drinking water have to be treated?
How will water be obtained for the population?
How will water be provided?

SANITATION
Since poor sanitation can lead to medical/health problems, your plans should consider how to prevent disease.

How many latrines need to be constructed?
Where will they be located?
What tools and materials will be needed to construct them (e.g., wood, branches and sheet metal)?
What are your plans for cleaning and maintaining them?
How will you dispose of solid waste?
Where will people wash?

FOOD
Every adult needs the equivalent of 2,250 calories and a standard ration of about 1.3 pounds per day. This can be broken down into approximately:
- 1 pound of wheat
- 1.5 ounces of edible oil
- 1.5 ounces of powdered milk
- 1 ounce of sugar
- 0.1 ounce of tea

How much food is needed?
How will you acquire it?
How will you distribute it?
Will it be necessary to cook? If so, how will it be done? What kinds of equipment will be required?
List the various types of food you will provide.

CLOTHING
Clothing should be appropriate for weather conditions and take into account cultural and religious practices.

What types of clothing are required?
Is bedding needed? What can be used?
How will people wash their clothes?

MEDICAL SUPPLIES AND TREATMENT
Expect 100 patient consultations per day.

What kinds of medical supplies will be needed?
Calculate the quantity of medical supplies needed.
What medical personnel are needed?
What procedures need to be established?

SHELTER
Ideally, each person should have 323 square feet of space. When circumstances do not allow this, the amount of space allotted to each person can be reduced to about 108 square feet. In very difficult situations, such as in mountainous or urban areas, it can be reduced to about 32 square feet per person.

Calculate the total space that you will require.
If a tent measures 1,614 square feet, how many tents will be needed?
What effect will the weather have on your plans for shelter?

FUEL
Fuel is necessary for such things as cooking, heating, and lighting.

How much fuel do you estimate your camp will need?
What type of fuel will be used? How will it be supplied?
What are some fuel-related dangers that need to be avoided? What precautions are included in your plan?
INFORMATION AND INSTRUCTIONS FOR CIVIL WAR CAMP PLANNERS--ANDERSONVILLE, GEORGIA (SOUTHERN)

Map showing the plan of Andersonville Prison, including the stockade, the town of Andersonville Station on the Macon and Americus Railroad, the locations of Confederate units serving as guards, and the headquarters of camp commandant Henry Wirz. Map by Robert Sneden, 1865. To view in color: http://hdl.loc.gov/
Prisoner Population Information:
Estimated prisoner population to be housed at this camp:
5,000 (150 officers, 600 non-commissioned officers, and 4,250 enlisted troops)
Number of sick and wounded among them:
1,500

Camp location: A former Union Army barracks and training center south of the Chemung River and bordering the city of Elmira, New York. The location was chosen because of pre-existing structures, the ease with which it could be fenced/stockaded, and its location along a major rail line. So far, no Southern offensive has come near this camp’s location.

Time of Year: Late spring 1864. Summers are mild, with temperatures averaging in the 70s °F. Winters are cold and snowy, with temperatures often falling below freezing for extended periods of time.

Length of time you can expect to be providing for this population: Indefinite. A resumption of prisoner exchanges would ease the burden. Without this, prisoners might need to be kept until the end of hostilities.

Conflict status: The war has been going on for three years and, despite numerous large battles, has no clear end in sight. Casualties have been high on both sides, and lines have moved back and forth, but the military situation remains stalemate. This is a civil war in which the Confederacy is seeking to become an independent country wherein the institution of slavery is preserved. The North is fighting to preserve the union and has declared its intent to abolish slavery in those states in rebellion. The war effort has greatly expanded the Northern economy and ample supplies of every kind are readily available.

Attitude of the local population toward prisoners of war: Curious mostly—or somewhat hostile depending on personal connections to the war and its causes.

Characteristics of prisoners: Prisoners came from diverse backgrounds, ages, languages, religious faiths, educational levels, and professions. While all are from the same army, they are from different units drawn from different parts of the country and will be brought in from all fronts in the war—though most would have been captured during fighting in the East between the capitals of Washington and Richmond. Some of the officers and non-commissioned officers are career soldiers, but most began their military service with this war. Most of the prisoners to be detained volunteered for military service, few were conscripted. Many will not be acclimated to the environment in which they will be detained. Most will be unfamiliar with the local culture and customs. Coming from slave states in the South, there may be issues involving contact between Southern prisoners and Union Colored troops.

Rations: To be provided (to the extent they are available) through a contract with the local populace. It is understood that fresh vegetables are important for preventing scurvy and other illnesses related to malnutrition. The standard Union and Confederate army ration is as follows (per soldier per day): 12 ounces of pork or bacon or 20 ounces of fresh or salt beef, 22 ounces of hard bread or 20 ounces of cornmeal or wheat flour, rice, beans, peas, coffee, tea, sugar, molasses, dried vegetables and fruits, pickles, and cabbage as available.
INFORMATION & INSTRUCTIONS FOR CIVIL WAR CAMP PLANNERS—ELMIRA, NEW YORK (NORTHERN)

WATER
Assume an average of 5.3 gallons of water per day (0.80 gallons per day = minimum drinking water needed for survival).

How much water will be needed?
Does the drinking water have to be treated?
How will water be obtained for the population?
How will water be provided?

SANITATION
Since poor sanitation can lead to medical/health problems, your plans should consider how to prevent disease.

How many latrines need to be constructed?
Where will they be located?
What tools and materials will be needed to construct them (e.g., wood, branches and sheet metal)?
What are your plans for cleaning and maintaining them?
How will you dispose of solid waste?
Where will people wash?

FOOD
Every adult needs the equivalent of 2,250 calories and a standard ration of about 1.3 pounds per day. This can be broken down into approximately:

• 1 pound of wheat
• 1.5 ounces of edible oil
• 1.5 ounces of powdered milk
• 1 ounce of sugar
• 0.1 ounce of tea

How much food is needed?
How will you acquire it?
How will you distribute it?
Will it be necessary to cook? If so, how will it be done? What kinds of equipment will be required?
List the various types of food you will provide.

CLOTHING
Clothing should be appropriate for weather conditions and take into account cultural and religious practices.

What types of clothing are required?
Is bedding needed? What can be used?
How will people wash their clothes?

MEDICAL SUPPLIES AND TREATMENT
Expect 100 patient consultations per day.
What kinds of medical supplies will be needed?
Calculate the quantity of medical supplies needed.
What medical personnel are needed?
What procedures need to be established?

SHELTER
Ideally, each person should have 322.8 square feet of space. When circumstances do not allow this, the amount of space allotted to each person can be reduced to about 108 square feet. In very difficult situations, such as in mountainous or urban areas, it can be reduced to about 32 square feet per person.

Calculate the total space that you will require.
If a tent measures 1,614 square feet, how many tents will be needed?
What effect will the weather have on your plans for shelter?

FUEL
Fuel is necessary for such things as cooking, heating, and lighting.

How much fuel do you estimate your camp will need?
What type of fuel will be used? How will it be supplied?
What are some fuel-related dangers that need to be avoided? What precautions are included in your plan?
Plan of U.S. Military Prison, Elmira, New York. The city of Elmira bordered this compound to the south. South is at the top of the map. Not far to the north was the Chemung River. The water shown was a stagnant backwash. Map made by David J. Coffman, with Co. D., 7th Virginia Cavalry (sic), while he was a prisoner of war at Elmira, N.Y. Military Prison. Source: Library of Congress, Map Collection of the Library of Virginia. To view in color: http://hdl.loc.gov/
# PLANNING REPORT

## CATEGORY OF NEED

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## SPECIAL PLANS FOR CERTAIN GROUPS

Sick and wounded:

Boy soldiers:

Officers:

Non-commissioned officers:

Enlisted troops:

Other:
CIVIL WAR CAMP INSPECTION FORM

How well has your group design for a prison camp taken basic human needs and Lieber Code rules into account? Review the information from the “Planning a Camp” and “Information and Instructions for Civil War Camp Planners” documents to ensure you are considering all necessary factors.

**Basic Human Needs** On a scale of 1 to 5, with 5 being the best, what rating do you give your camp for providing the following? Please give specific details to justify each rating.

1. Clean water supply and distribution ................................................................. Rating ____

2. Medical supplies and care .................................................................................. Rating ____

3. Food supply and distribution .............................................................................. Rating ____

4. Sanitation and hygiene ...................................................................................... Rating ____

5. Shelter, bedding and clothing ............................................................................ Rating ____

6. Internal and external security ............................................................................. Rating ____

7. Other (please specify) ....................................................................................... Rating ____

**Lieber Code Requirements** On a scale of 1 to 10, how well do your camp organization, facilities and rules uphold related provisions of the Lieber Code?

Circle  1  2  3  4  5  6  7  8  9  10

Comments:

Total Score (Add basic needs rating points plus Lieber Code score)