

Event: Establishment of Mitchelville (1863)

Grade Level: 9-12

Subject: English Language Arts

<http://www.corestandards.org/ELA-Literacy/WHST/11-12>

- **CCSS.ELA-Literacy.WHST.11-12.1** Write arguments focused on *discipline-specific content*.
- **CCSS.ELA-Literacy.WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **CCSS.ELA-Literacy.WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **CCSS.ELA-Literacy.WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-Literacy.WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- **CCSS.ELA-Literacy.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Items/Materials Needed:

1. Copy of the 2014 African American calendar
2. "Contrabands of the Civil War." *Contrabands of the Civil War*. N.p., n.d. Web. 15 Nov. 2013. <http://www.civilwarhome.com/contrabands.htm>
3. "Hilton Head, SC | HiltonHead.com." Mitchelville Preservation Project -. 15 Nov. 2013 <<http://www.hiltonhead.com/mitchelville-preservation-project/>>.

4. Peter Jackson. Mitchellville: The hidden town at dawn of freedom. BBC News, Mitchellville, South Carolina. 29 February 2012
<http://www.bbc.co.uk/news/magazine-16754502> .
5. Film ‘Remnants of Mitchellville’
6. "Home - Mitchellville." Home - Mitchellville. 15 Nov. 2013
<<http://www.mitchelvillepreservationproject.com/>>.
7. The Civil War, Hilton Head, and the Evolution of Mitchellville
<http://www.sciway.net/hist/chicora/mitchelville-1.html>.
8. "University of South Carolina." Dawn of Freedom: The Freedmen's Town of Mitchellville. 15 Nov. 2013
<<http://artsandsciences.sc.edu/mckissickmuseum/node/269>>.

Goal/Objectives

Students will be able to chart the history and development of Mitchellville, SC.

Activity 1

1. Students will work with partners to create a timeline.
2. Each student in the group will read one of the articles and take notes on dates, places, and key names.
3. Timeline should be presented neatly on poster board with pictures and headings

Activity 2: Write a series of journals from the perspective of a “contraband of war” that covers the era from his/her release to the establishment of Mitchellville.

Journal 1: Day of Delivery Write about what life was like on the plantation. Then describe what happened the day or night the plantation was taken over. Finally discuss how you felt: feelings of anticipation. What did you think about the situation and your future, and what caused the overthrow of the plantation?

Journal 2: What Do We Do Now? Discuss how you feel to be free. What anxieties do you have? What choices do you have? Why did you decide to follow the soldiers?

Journal 3: Do the Soldiers Really Like Us? Discuss what life was like as “contraband of war.” What did you eat? Where do you sleep? What did you do during the day? How do the soldiers talk to you? Are they approving or disparaging?

Journal 4: Mitchellville: Home Sweet Home. Describe your home within the Mitchellville settlement.

Journal 5: Letter to the Future. How do you feel about what has happened to Mitchelville in 2014?

Journal 6: Write a poem about the trek to Mitchelville or the trek of Mitchelville. The Trek to Mitchelville would recount the slave's journey. The Trek of Mitchelville would recount the establishment of Mitchelville to the present.

Activity 3: Compare and Contrast informational texts for point of view.

Step 1: Read an article about the Mitchelville community to determine the point of view of the author in terms of the African slaves. Who is the author? What is the Title of the article? What is the publication or site where the article appears. What is the date of the article? Summarize the article. Does the author have a connection to Mitchelville? What is his/her view about the original residents and/or descendants of original residents of Mitchelville. How do you know? Copy quotes from the text to support your view.

Step 2: Read a second article about the Mitchelville community to determine the point of view of the author in terms of the African slaves. Who is the author? What is the title of the article? What is the publication or site where the article appears? What is the date of the article? Summarize the article. Does the author have a connection to Mitchelville? What is his/her view about the original residents and/or descendants of original residents of Mitchelville. How do you know? Copy quotes from the text to support your view.

Step 3: Write a one or two paragraph composition comparing and contrasting the point of view of the authors. How are they alike? How are they different?

Activity 4: Write an argumentative essay discussing the issue of the preservation of history vs. development.

Activity 5: Write a letter to the editor asking for restoration of Mitchelville

Activity 8: Prepare for and participate in debates on the following topics.

1. The issue of the "contrabands of war."
2. Preservation of History vs. Development on Hilton Head Island

