

Event: Establishment of Mitchelville (1863)

Grade Level: 3, 8

Subject Area: Social Studies & English Language Arts

Standards addressed:

3-4.4 Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the Hunley submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.

3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.

8-4.5 Compare the military strategies of the North and the South during the Civil War and the fulfillment of these strategies in South Carolina and in the South as a whole, including the attack on Fort Sumter, the Union blockade of Charleston and other ports, the early capture of Port Royal, and the development of the Hunley submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.

8-4.6 Compare the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age.

CCSS:

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Items/Materials Needed

1. Copy of Calendar
2. Map of SC
3. Computers for students or copies of the information
4. Paper, pencil, pen

Goal/Objectives

Students will be able to explain and/or compare the origin of Mitchelville and the effects on community construction and social classes.

Source(s)

<http://www.sciway.net/hist/chicora/mitchelville-1.html>

Steps/Strategies

1. SC Map used to identify Sherman's March and the arrival in Beaufort SC.
2. Students will look at pictures and give Observation/Inference/Evidence from the pictures on the site listed below.
3. Students can pair-share or do a graphic organizer provided by teacher or student made.
4. The students can refer to the graphic organizer and draw a conclusion. The conclusion would be written in a summary sentence. Then students can turn and talk to a peer and compare similarities or parallel conclusions.
5. 8th Grade: Close reading from the internet article. Take the primary sources- readings and interpret the quotes into Standard English. Write a conclusive statement reflecting the information supplied. 3rd Grade: Teachers will do guided reading and use the information from the graphic organizer to form conclusive sentence.
6. Create an acrostic with the word Mitchelville.
7. Write an informative essay on the origin of Mitchelville and the effects on community construction and social classes. Students can also compare Mitchelville to communities today where they reside. The essay should include population numbers, construction, ethnic movement, and evidence from the text.