

Title: *Mitchelville and the Emancipation Proclamation*

Grade Level: 4

Standard Indicators: 4-6.3, 4-6.4, 4-6.5

Literacy Elements:

1. Establish the chronological order in reconstructing an historical narrative
2. Interpret visual information to deepen the student's understanding of the topic
3. Identify and explain cause-and-effect relationships

Essential Questions:

(The following essential questions are numbered to align with the above literacy elements.)

- What prompted the settlement of Mitchelville as a safe haven? (*Literacy Element(s)* – 1, 2, 3)
- How did the government (laws and rules) of Mitchelville develop? (1, 3)
- What new federal regulations were generated by the Emancipation Proclamation? (1, 3)

Terms to Learn:

- Emancipation
- Contraband
- Freedman
- Blockade

Mini- lessons:

"The choice having been made to attack the Confederacy in the deep South, a union fleet of about 60 ships and 20,000 men sailed from Fortress Monroe at Hampton Roads, Virginia on October 29, 1861, and arrived off the coast of Beaufort, South Carolina on November 3rd thru 5th. The naval forces were under the direction of General T.W. Sherman. The attack on the Confederate Forts Walker (on Hilton Head Island) and Beauregard (at Bay Point on St. Phillips Island) began about 10 a.m. on November 7. By 3:00 p.m. that afternoon the Union Fleet had fired nearly 3,000 shots at the two forts and the Confederate forces had retreated, leaving the Beaufort area to Union forces. Within 2 days of the Union victory on Hilton Head, Sea Island blacks began descending on the out post. As early as April 1862, a military order was issued freeing the blacks in the Sea Islands"

(Taken from: The Civil War, Hilton Head, and the Evolution of Mitchelville – 975.799MIT)

Classroom Discussion Questions:

- What plan did the army develop to deal with the growing number of escaped slaves arriving daily on Hilton Head?
- How did this plan differ from the “plantation task system” which was used by the plantation owners?

Learning Activities:

- Examine illustration, photographs, and maps of Mitchelville
- Using present day maps of Hilton Head, locate our school/your home along with the location of Mitchelville

- Make a timeline to show the development of Mitchelville and the Emancipation Proclamation
- Visit Mitchelville (Freedom Park).

Learning Assessments:

- Using primary/secondary sources, write a three paragraph essay describing the freedoms given to blacks in Mitchelville and how this settlement provided reinforcement for the freedoms set forth in the Emancipation Proclamation
- Classroom participation in discussions, presentations, and group work

Sources – Primary and Secondary:

- Hilton Head Island in the Civil War, Robert Carse
973.73 CAR
- A Short History of Hilton Head Island, David B. McCoy
2012, 075.799
- Mitchelville: A Compilation of Research Articles 2010,
975.799MIT
- Mitchelville After the Civil War,
<http://www.sciway.net/hist/chicora/mitchelville-2.html>
- The Forgotten History-A Photographic Essay on the Civil War Hilton Head Island, 973.73McC
- www.ducksters.com/history/emancipation_proclamation.php
- Civil War, Hilton Head, and the Evolution of Mitchelville, 975.799MIT

Recommendations for Further Study:

- Explore the social and economic conditions in the South at the close of the Civil War on Mitchelville
- Discuss the repercussions of reconstruction in the South