



Topic: Mitchelville

Grade Level: Elementary/Middle High

Subject: Social Studies, English Language Arts, Science, Mathematics

Objectives: To enlighten students about the development, culture, history, geography, and achievements of Mitchelville, the USA's first planned town for recently enslaved Americans of African descent on Hilton Head Island, SC.

Standard:

1. Explain the social, economic, and political effects of the Civil War on the United States of America

Materials: Map of South Carolina where the battle took place, pencil, paper, puzzle pieces, crayons, map outline; Play-Doh; and other project materials

Lesson: Mitchelville: America's First Freeman Town Welcome Packet

- 1.) Students will have to complete a welcome packet that will cover the history, economy, education, legalities, and achievements of Mitchelville.
- 2.) The Mitchelville Welcome Packet will be provided upon their arrival at the Morris Center for Lowcountry Heritage.

Lesson: Mitchelville Environmental Project

- 1.) Students will have to conduct research on Mitchelville's location (on Hilton Head Island) and identify a natural disaster that the area is prone to experiencing (tornadoes, hurricanes, floods, erosion, and believe it or not, earthquakes). Students will then have to design the Mitchelville settlement with at least 5 features that will protect it or help it survive one of the aforementioned disasters (e.g. shock absorbers for earthquakes, building houses on stilts for flooding).
- 2.) Mitchelville's decline came about as many of the freed black residents left for more economic opportunity and the area of Hilton Head Island where Mitchelville was located was not fertile. This shows that in order for an area to thrive, it needs to have industry and industry in return sustains a functional economy.
- 3.) Students will have to conduct research and find at least 10 industries that Mitchelville could have taken advantage of in order to create a strong economy. These industries can be modern byproducts (e.g. a jellyfish processing plant, eco-tourism, fishing) or can be industries that would have been feasible at that time. Students will have to identify how much money the industry would have brought the community and what skills the citizens of Mitchelville would need in order to participate in the identified industries. Students will need to be creative. One example could be the industry that seeks to fight erosion. Erosion is a problem in many coastal communities throughout the world and businesses that are in the field of reversing the effects of erosion employ millions of people.
- 4.) Students will create a replica of Mitchelville with the safety features it needs to combat the natural disaster they highlighted and with facilities used to host the industries they highlighted. Students will then write a report summarizing Mitchelville's history and present standing. The present standing will be based on

their replica and in that world, Mitchelville is still a thriving community that has withstood the natural disaster they highlighted.

- 5.) As a bonus, students can place Mitchelville in an alternative habitat and then have to design the community to fit that setting. For example, if Mitchelville was in the desert, their homes would be constructed from different materials, their economy would be drastically different, and etc.

Mitchelville Environmental Project

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Aesthetics	<i>The model is exceptionally attractive in terms of design, layout, neatness, and includes all ten economies and the five safety features.</i>	<i>The model is attractive in terms of design, layout, neatness, and includes all ten economies and the five safety features.</i>	<i>The model is acceptably attractive though it may be a bit messy.</i>	<i>The model is distractingly messy or very poorly designed. It is not attractive.</i>
Required Elements	<i>The reports includes all required elements as well as additional information.</i>	<i>All required elements are included in the reports.</i>	<i>All but one of the required elements are included in the reports.</i>	<i>Several required elements were missing from the reports.</i>
Cataclysm-Safety Features	<i>At least five safety features are presented in correspondence with the identified cataclysm.</i>	<i>At least three to four safety features are presented in correspondence with the identified cataclysm</i>	<i>At least one to two safety features are presented in correspondence with the identified cataclysm</i>	<i>No safety features are presented in correspondence with the identified cataclysm</i>
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