

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): November/ Thomasena Stokes-Marshall

Lesson Title: A Sandlapper's Entry into the Gullah Culture

Grade Level/Course: 3rd and 8th Grade South Carolina History

Subject: Social Studies

SC Academic Standards and Skills Addressed:

3-2.5 Explain the role of Africans in the developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.

8-1.4 Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves

Introductory Statement/Lesson Overview: Thomasena Stokes-Marshall is a true cultural gem of her community. She obtained her bachelor's degree from New York University after which she would serve 24 years with the New York Police Department. After returning home to Mt. Pleasant, South Carolina, she became the first African American to serve on her town's council. Some of her accomplishments include creating a partnership with Trident Technical College and Mt. Pleasant, serving as chair of the Committee for the Aging Population and leading the efforts to have a Senior Services Center constructed. Her greatest achievement has been her efforts to preserve the Gullah Culture, especially the art of sweetgrass basket weaving.

Goals/Lesson Objectives: Students will analyze the importance of the Gullah Culture on South Carolina. This will include locating Mt. Pleasant, South Carolina on a map and analyzing the location in regards to the Gullah culture. Students will also be able to develop stories that will highlight their understanding of the Gullah language.

Instructional Materials: Smartboard or projector, 2016 AT&T African American History Calendar, pencils, crayons or colored pencils, maps of South Carolina, and paper

Lesson Progression and Time Frame:

Activity 1: After a brief introduction of Ms. Stokes-Marshall, students will locate Mt. Pleasant, South Carolina and other prominent locations of Gullah culture on the map. Then, students will complete a “KWL” prompt. (5-6 minutes)

Activity 2: Using the website <http://www.knowitall.org/gullahtales> , students will explore the Gullah Language as a class. (10 minutes) Then, students will pick a story to listen to. The stories are read by “Auntie Pearlie Sue”. The stories are well known fables. (5-10 minutes)

Activity 3: Students will use some of the words learned in the first activity to create a drawing (3rd grade) or an 8-10 panel comic strip (8th grade). Work must be colored and students will have to correctly use at least three Gullah words (3rd grade) to six (8th grade) words. (15-18 minutes)

Extensions/Differentiation: Students can do projects that go along with this lesson. Some ideas include creating their own “sweetgrass” baskets, writing and acting out a play using some of the Gullah words and if possible, plan a field trip down to Charleston, South Carolina.

Assessment: Using exit slips, students are to write one thing that they have found interesting about the Gullah culture, their favorite word, and something that they are unsure about.

Lekena Ackerman

Southeast Middle School

Richland School District One

Resources

Know It All

<http://www.knowitall.org/gullahtales>