

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN TEMPLATE

Month/Honoree(s): Ms. Thomasena Stokes-Marshall

Lesson Title: The Geography of Gullah-Geechee Culture

Grade Level/Course: 9-12th/Geography/World History/AP Human Geography

Subject: Social Studies

SC Academic Standards and Skills Addressed:

- Standard WG-4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.
- WG-1.2 Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and democracy).
- WG-1.4 Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic and political conditions (e.g., views of the Middle East after September 11, 2001).
- WG-1.5 Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, ethnicity, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services—in Florida)
- WG-3.3 Explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (e.g., residents evacuating from a natural disaster like Hurricane Katrina).
- WG-3.4 Evaluate the impact of human migration on physical and human systems including changes in population density, the use of resources, and the provision of services (e.g., the environmental costs of refugee settlement camps in Africa).

Introductory Statement/Lesson Overview:

This lesson will utilize various primary resources (See materials list and end of lesson) to understand & explore the:

1. Origins the Gullah-Geechee culture
2. Cultural patterns and practices of Gullah-Geechee Culture
3. Historical & Current process and practices that threaten Gullah-Geechee Culture

Students will have various options to do this by creating a pamphlet, writing an essay, making a video or a PPT (not for presentation). This lesson assumes that you have covered the pre-requisite subjects of culture, folk culture, diffusion, migration and the principles of geography.

Goals/Lesson Objectives:

- To apply the knowledge of the various types of diffusion to the Origins of Gullah-Geechee culture at the migration and cultural levels
- Identify various features of culture, including folk culture in the Gullah-geechee nation
- Apply the principles of Ethnicity, race, nationality and gender to understand the organization and type of group Gullah-Geechee culture is.

Instructional Materials:

<http://www.dailymail.co.uk/news/article-2746077/Forgotten-tribe-Sea-Islands-Poignant-photos-Gullah-Geechee-community-shed-light-descendants-African-slaves-way-life-facing-extinction.html>

<http://www.georgiaencyclopedia.org/articles/arts-culture/geechee-and-gullah-culture>

<http://www.nps.gov/guge/learn/historyculture/upload/Historical%20Background.doc>

Lesson Progression and Time Frame:

This will take two 90 minute class periods for in-class; this would make an excellent outside activity or in-class out of class product activity if time is stretched.

Activity 1:

Utilizing the Daily Mail™'s article about Gullah-Geechee culture, have students look at and interpret the pictures and then read the corresponding footnotes. Using their knowledge, guide them through a discussion as to why the article refers to Gullah culture as a “nation” (little “n”).

Re-Read/View the article and have students identify norms, folk culture, habits, customs and other features of culture such as origins and influences from European, Native American and other African Ethnicities and cultures. Specifically focus on the type of religion practiced and how it varies from its hearth.

Guiding Questions:

1. What outside threats are there to Gullah culture?
2. What significant events allowed Gullah culture to become isolated and keep its roots more than most in the world? How is that changing?
3. What customs are unique to Gullah?

Activity 2:

Using the National Park Service article (3rd source) and the Georgia Encyclopedia (2nd source) on Gullah-Geechee Culture, have students look back at the daily mail article and examine any contradictions that may arise (called historiography or critical document analysis). Using the same questions and guided questions above, guide students back through each article and look for norms, folk culture, habits, customs and other features of culture such as origins and influences from European, Native American and other African Ethnicities and cultures. Specifically focus on the type of religion practiced and how it varies from its hearth.

Guiding Questions:

1. What outside threats are there to Gullah culture?
2. What significant events allowed Gullah culture to become isolated and keep its roots more than most in the world? How is that changing?
3. What customs are unique to Gullah?
4. What migration patterns (and types of migration) are discussed that explain the origins of the culture?

Activity 3:

Utilizing the above resources and the suggestions in the outline of this lesson, students then create an artifact that gives examples, explanations and visualization to the cultural elements of Gullah-Geechee culture. Suggestions include: pamphlets, dioramas, PowerPoints (not for presentation), essay or the teacher may create AP quality Free-Response Questions for extra difficulty.

Assessment Guidelines: For each of the activity 3 assessment artifacts, the following themes or categories should be addressed:

1. Migration Patterns that influenced the culture
2. Folk Culture elements (habits, customs)
3. Cultural/Historical Origins (Afro-European/Native American)
4. Threats to the cultures survival
5. Barriers to Diffusion of the culture
6. Diffusion of outside culture & religion in to the Gullah-Geechee culture.

Extensions/Differentiation

The following guiding questions could be used as an extension follow up if you have covered Language (**either in AP or regular geography**)

1. What language branches, families, groups, make up Gullah speech?

2. Are there examples from the reading that seem to represent an Isogloss?
3. What type of literary tradition exists among the Gullah culture?
4. What makes this language a Creolized Language vs a Dialect?

Stephen Watts

Edisto High School

Orangeburg School District 4