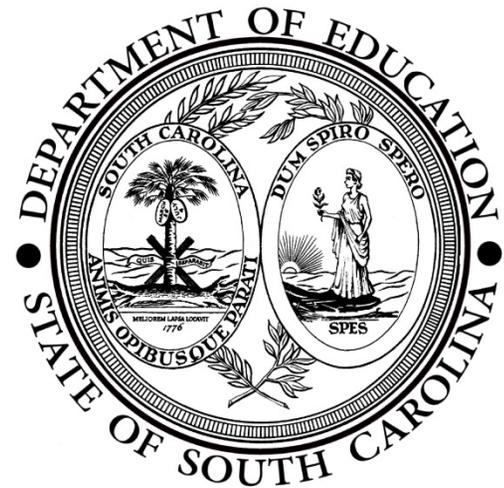


Grade 3

Louise Miller Cohen and the Gullah Culture

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
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<p>Grade 3: Louise Miller Cohen and the Gullah Culture</p> <p>This lesson familiarizes students with the Gullah culture, an important African-American; Louise Miller Cohen who works to preserve it and has the students compare/contrast the Gullah culture to their own. The purpose of this lesson is to familiarize students with an important African-American who is also a resident of South Carolina, as well as introduce students to a culture within our state which includes traditions that are derived from Africa; an ancestral home of a large population of South Carolina residents. The Profile of the South Carolina graduate expects students to utilize technology such as a smart board and have developed a set of skills that reflect a sense of civic duty such as those of Louise Miller Cohen. This lesson is estimated to take 60 minutes. The lesson can be taught in one session or two 30 minute sessions.</p>
<p>Standard(s) and/or Indicator(s)</p> <p>There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.</p> <p><u>Targeted:</u> Standard 3 Indicator:2.5 Explain the role of African-Americans in 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 enslaved people; the development of the Gullah Culture and their resistance to slavery.</p> <p><u>Embedded:</u> Embedded ELA standards will depend on the selected writing prompt. Standard 1: Write arguments to support claims with clear reasons and relevant evidence. Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>
<p>“I Can” Statements</p> <p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> • <i>Day 1:</i>

- *I can describe the importance of the Gullah culture and identify characteristics of the Gullah culture. (2.5)*
- *I can name the founder of the Gullah Museum in Hilton Head and why this person is important to our understanding of South Carolina History.*
- *I can compare and contrast the Gullah culture to our own culture.*

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.

- What is the Gullah culture?
- Who is the founder of the Gullah Museum and why is she important?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. (This statement must be included in each plan.)

- Gullah
- Gechee
- spirituals
- oral stories
- founder
- culture

Prior Knowledge

Students in Grade 3 are learning South Carolina history. It is suggested this lesson follow instruction of the Civil War and Reconstruction.

Subsequent Knowledge

Students in Grade 4 will study cultural contributions (4-2.3) and the US Civil War (4-6). Grade 5 students will study Reconstruction (5-1) and the Civil Rights movement (5-5.3). Students in Grade 8 will explore the Gullah Culture (8-1.4)

Potential Instructional Strategies

Day 1 “I Can” Statement: I can describe the Gullah culture and identify characteristics such as their language, music, arts/crafts and foods.

I can tell who Mary Elizabeth Cohen is and why she is an important figure in South Carolina history including our African-

American notables.

Direct Instruction:

The teacher will read a story aloud that relates to the Gullah culture such as: *Circle Unbroken*, *Bo Rabbit Smart for True* or *Tall Tales from the Gullah*. The teacher will write the word ‘Gullah’ on chart paper and explain that the story was an example of stories from this culture. Teacher assists students determine how and why the traditions spread.

Independent Practice

The teacher will then show a video such as one from Gullah TV, which will provide images and information about the language, foods, clothing, storytelling, art and music from the culture. Students will write characteristics of the culture on the anchor chart previously created by the teacher. The students will watch a video clip of Louise Miller Cohen engaged in a storytelling session such as *A Gullah Children’s story* on you tube and discuss the importance of oral traditions in the culture. Students complete a graphic organizer comparing their own culture to the Gullah culture.

Note: After elements of Gullah culture are exposed to students, students then complete one of the suggested writing prompts.

Potential Assessment Task

Possible Written Assessments- S.S. 3-2.5

Students write an informational piece about Gullah culture and the efforts Louise Miller Cohen has taken to preserve it.

Students write a comparative essay where they compare and contrast Gullah culture with their own.

Students write an opinion piece on whether or not we should preserve elements of human culture and give reasons why.

Resources

Compare contrast chart. Retrieved from <https://www.readwritethink.org>

South Carolina Department of Education (2011). *South Carolina Social Studies Academic Standards*. Retrieved from <https://ed.sc.gov/.../Standards.../FINALAPPROVEDSSStandardsAugust182011.pdf>

South Carolina Department of Education (2017) <https://ed.sc.gov/tests/tests-files/sc-ready-files/tda-rubric/>

What Is Gullah? Retrieved from <http://gullah.tv/what-is-gullah/>