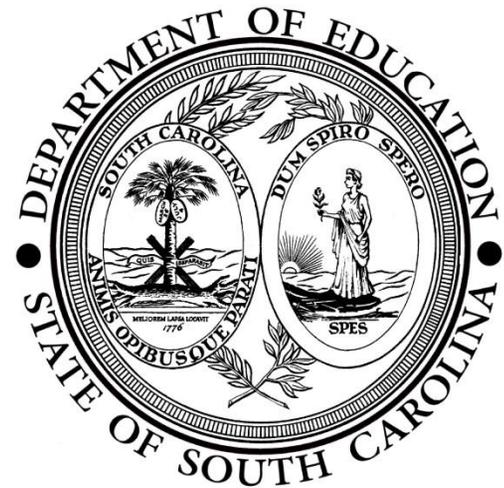


# Grade 8

# Gullah Culture: Preserving Your Story

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
October 2017



<b>Grade 8, SC/U.S. History: Gullah Culture: Preserving your Story</b>
This lesson focuses on the culture and language of the Gullah people in South Carolina during the colonial era. It will include experiences that provide a study for the past and its legacy, and how it has been preserved over time. Using creativity and communication in aligning with the Profile of the South Carolina Graduate, students will articulate their own ideas and those of others through speaking and writing. This instructional plan is intended for 3 days of 55 minutes per day instruction.
<b>Standard(s) and/or Indicator(s)</b>
<p><b>Targeted:</b></p> <p><b>Standard 8-1:</b> The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.</p> <p>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.</p> <p><b>Embedded:</b></p> <p><b>(ELA) Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b></p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
<b>“I Can” Statements</b>
<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"> <li>• <i>Day 1: I can discuss the culture that slaves brought with them from Africa.</i></li> <li>• <i>Day 2: I can explain the importance of preserving history.</i></li> <li>• <i>Day 3: I can use narrative techniques to develop and communicate my story.</i></li> </ul>
<b>Essential Question(s)</b>
<p>This is a <b>suggested</b> essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> <li>• How can I use the past to help me preserve my story?</li> </ul>
<b>Academic Vocabulary</b>
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.

- Culture
- Preservation
- Gullah/Geechee
- Call and Response Songs
- Spoken language
- Narrative

### **Prior Knowledge**

In grade three, students learned about the transfer of the institution of slavery into South Carolina, including the slave trade and the role of African Americans in the developing plantation economy, the daily lives of African American slaves, the Gullah culture, and African American acts of resistance (3-2.5).

### **Subsequent Knowledge**

In grade ten, students will learn about the different kingdoms of Africa, indigenous African religions, and the disruption within West African kingdoms as a result of the competition between European countries over slave trade. (MWH-2.6, MWH-3.6, MWH-4.7)

### **Potential Instructional Strategies**

**Day 1 Learning Target: I can discuss the culture slaves brought with them from Africa. (8-1.4)**

#### **Starter:**

Teacher will begin class by asking “What is culture?” and lead a whole group discussion (traditions, customs, language, religion, etc.).

#### **Introduction to Gullah Culture:**

Teacher will set up materials around the classroom. Students will do a gallery walk in groups about Gullah culture using a variety of primary and secondary sources, with suggestions listed under resources. While viewing and listening to these images, artifacts, and videos, students will make a list of the aspects of Gullah culture in their notebooks. When students are finished, teacher will review their answers and discuss how and why slaves in early South Carolina used these things.

#### *Materials (suggested):*

- Images or artifacts of sweetgrass baskets, African musical instruments, African dancing, woodcarvings, yams, herbal folk medicine
- Sample videos/recordings of call and response songs, Gullah storytelling, and African dance.

**Summarizer:**

Ticket-Out-the-Door: Why did the Gullah people feel the need to preserve their history?

**Note:** See the Resources section for suggested images, videos, and recordings, for more information on tickets-out-the-door and for more information on gallery walks.

**Day 2 Learning Target: I can explain the importance of preserving history. (8-1.4)****Starter:**

Teacher will begin class by asking “What does it mean to preserve?” and lead a whole group discussion.

**Louise Miller Cohen – Preserving Gullah History**

Using an electronic presentation (i.e. PowerPoint), teacher will introduce Louise Miller Cohen, stressing the importance of preserving your personal history. Teacher will show some of the work she has done through her museums, documentaries, and oral histories. Students will watch Louise Miller Cohen telling a story in Gullah, listen to an oral history and listen to “Mother Africa” – a spoken word poem.

[https://docs.google.com/presentation/d/1MeLvCxzJ4Nd0gE0T3PL7UWrWhLJgUIH\\_CIQ5a2u8oYM/edit?usp=sharing](https://docs.google.com/presentation/d/1MeLvCxzJ4Nd0gE0T3PL7UWrWhLJgUIH_CIQ5a2u8oYM/edit?usp=sharing)

*Materials (suggested):*

- Louise Miller Cohen PowerPoint
- Video of Louise Miller Cohen storytelling
- Oral History example
- “Mother Africa” by Blackbird

**Summarizer:**

Think-Pair-Share “What are the best ways to preserve our histories?”

**Note:** For suggested materials and more information on think-pair-share, see the Resources section.

**Day 3: I can use narrative techniques to develop and communicate my history. (ELA 3.1)**

**Starter:**

Teacher will ask students “What are some ways that you are currently preserving your history?” and lead a whole group discussion.

**Preserving Your Story (final assessment)**

Teacher will introduce project emphasizing the importance of preserving history. Students will have the option of writing a song or story or recording a spoken word poem or oral history. Students will spend time in class brainstorming and writing a rough draft of their ideas. Teacher will provide examples to help students brainstorm and a “brainstorming guide” to facilitate progress.

*Materials (suggested):*

- Preserving Your Story project guidelines
- Rubric
- Examples of autobiographies and oral histories.
- Personal Narrative Brainstorming Guide

[https://docs.google.com/document/d/1\\_zhnMNNH9zMjMGftL9Q9PTxsHP9k\\_y-g2X4c\\_UscxzM/edit?usp=sharing](https://docs.google.com/document/d/1_zhnMNNH9zMjMGftL9Q9PTxsHP9k_y-g2X4c_UscxzM/edit?usp=sharing)

**Summarizer:**

Quick Write – “How can your teacher help you with this project?” Students will then share aloud and teacher will answer and provide assistance when needed.

**Note:** The timeline for this project is up for teacher discretion. You may allow extra days in class for them to complete their projects or require them to do it outside of class. Please note that some students may not feel comfortable sharing their story, in this case, you could assign a person to them that you have recently studied (take these on a case-by-case basis). Please have students use the Personal Narrative Brainstorming Guide graphic organizer. For suggested materials and more information on quick writes, see the Resources section.

**Potential Assessment Task**

Day 1 Assessment: *Ticket Out the Door – Why did the Gullah people feel the need to preserve their history?*

Day 3 Assessment: *Preserving Your Story project with provided rubric.*

**Resources**

African Dance: MALI West African Dance, African Chants, Djembe Drums, "Danza" (Diansa, Dansa). (2007, February 13). Retrieved November 10, 2017, from <https://youtu.be/F3VAkeWvKBE?t=1m7s>

Blackbird "Mother Africa" Spoken Word. (2010, September 27). Retrieved November 10, 2017, from <https://youtu.be/HRbQwWsygj8>

Gallery Walk. (2017). Retrieved October 27, 2017, from <https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk>

Gullah Children's Story as told by Louise Miller Cohen. (2011, September 22). Retrieved November 10, 2017, from <https://youtu.be/Css2m7Sof4U>

Houghton Mifflin Harcourt. (n.d.). Classroom Resources. Retrieved October 27, 2017, from <https://www.eduplace.com/graphicorganizer/>

Neilson, P. (Ed.). (2004). The Life and Adventures of Zamba, an African Negro King; and His Experience of Slavery in South Carolina. Retrieved November 10, 2017, from <http://docsouth.unc.edu/neh/neilson/neilson.html>

Scholastic (Ed.). (n.d.). Graphic Organizers for Personal Narratives. Retrieved November 15, 2017, from <https://www.scholastic.com/teachers/blog-posts/genia-connell/graphic-organizers-personal-narratives/>

South Carolina ETV Commission (Ed.). (n.d.). Gullah Culture. Retrieved November 10, 2017, from <https://knowitall.org/series/gullah-culture>

University of South Carolina University Libraries (Ed.). (n.d.). Tom Crosby Oral History Collection. Retrieved November 15, 2017, from <http://digital.tcl.sc.edu/cdm/landingpage/collection/tomcrosby>

University of South Carolina. (n.d.). Rosenwald Schools of South Carolina. Retrieved November 10, 2017, from <http://library.sc.edu/digital/collections/scrosenwald/interviews.html>

Ticket Out the Door | Watson Life Resources. (2013). Retrieved October 27, 2017, from <http://www.thewatsoninstitute.org/watson-life-resources/situation/ticket-out-the-door/>

WETA (Ed.). (2015, March 16). Think-Pair-Share | Classroom Strategy. Retrieved October 27, 2017, from <http://www.readingrockets.org/strategies/think-pair-share>

West Virginia Department of Education. (n.d.). Quick Writes. Retrieved October 27, 2017, from <https://wvde.state.wv.us/strategybank/QuickWrites.html>