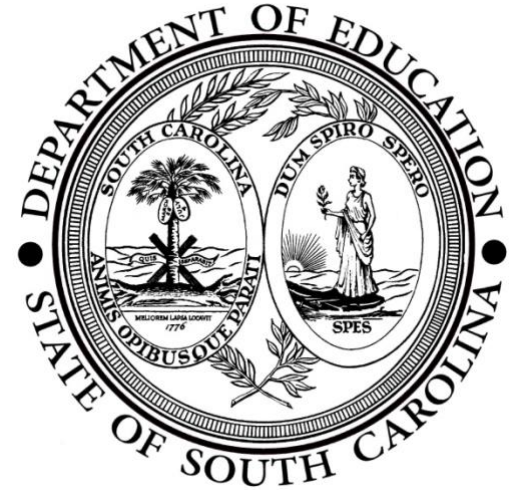


Instructional Unit Resource for the  
*South Carolina College- and Career-Ready for Henrietta  
Snype.*

Grade 3

Unit Title: Henrietta Snype

South Carolina Department of Education  
Office of Standards and Learning  
January 2019



## Instructional Unit Resource Overview

The purpose of this instructional unit resource is to provide guidance regarding how the standards in course name/grade level/unit title can be grouped together. Since this document is merely guidance, a district should implement the standards in a manner that addresses its curriculum and the specific needs of its students.

### Instructional Unit Resource Matrix for [Click here to enter text.](#)

**Grade:** [Click here to enter text.](#)

**Unit Title:** [Click here to enter text.](#)

<b>Standards/Indicators</b>				
<p><b>Standard 3-1 The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.</b></p> <p>Indicator 3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.</p> <p><b>Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.</b></p> <p>Indicator 3-2.5 Explain the role of Africans 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 the enslaved people; the development of the Gullah culture; and their resistance to slavery.</p>				
<b>Inquiry-Based Literacy</b>	<b>Reading- Literary Text</b>	<b>Reading- Informational Text</b>	<b>Writing</b>	<b>Communication</b>
<p><b>Standard 4: Synthesize integrated information to share learning and/or take action.</b></p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate</p>	<p><b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b></p> <p>5.1 Ask and answer inferential questions to analyze meaning beyond</p>	<p><b>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b></p> <p>Indicator 7.1 Compare and contrast diverse texts on the same topic, idea, or concept.</p>	<p><b>Standard 1: Write arguments to support claims with clear reasons and relevant evidence</b></p>	<p><b>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives</b></p>

examples within a text tools and develop plan to communicate findings to support inferences and conclusions. and/or take informed action.	the text; refer to details			
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<b>Instructional Unit Links</b>	<b>Instructional Unit Links</b>
<a href="#">Unit Overview</a>	<a href="#">Standard(s)</a>
<a href="#">Clarifying Note(s)</a>	<a href="#">Learning Target(s)</a>
<a href="#">Assessment Task(s)</a>	<a href="#">Prior Knowledge</a>
<a href="#">Subsequent Knowledge</a>	<a href="#">Academic Vocabulary</a>
<a href="#">Instructional Strategy(ies)</a>	<a href="#">Resources</a>

**Unit Title**

Henrietta Snype

**Unit Overview**

This unit focuses on the controversy behind basket weaving. Social Studies and literacy skills of comparison and analysis are used. The historical connection of the Gullah tradition is used as a backdrop for understanding the impact that geography, history, economics, cultural and social aspects had on the Gullah community in Charleston. These instructional plans are tied to literacy skills and encourage creativity and collaboration, all components of the South Carolina Graduate. This instructional plan is intended for 2 days of 60 minutes/day instruction.

**Standards**

**Targeted:**

**Standard 3-1 The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.**

Indicator 3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.

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**Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.**

Indicator 3-2.5 Explain the role of Africans 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 the enslaved people; the development of the Gullah culture; and their resistance to slavery.

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

Indicator 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

Indicator 11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.

**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

Indicator 7.1 Compare and contrast diverse texts on the same topic, idea, or concept.

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence**

**Clarifying Notes**

**Teacher Note:**

*KWL Chart:*

- *Be sure have a large paper copy of a KWL chart posted at the front of the room. Each student will need a total of three post-it notes. Gallery Walk:*
- *Make sure to print at least 5-10 pictures of the people and places in Charleston, from the website with the captions, ahead of time. Semantic Map:*
- *You will need to decide if you want to use a specific template or allow students to make their own web. Dialogue Poems:*
- *Make sure to introduce dialogue poems before beginning lesson.*
- *Make sure to have handouts explaining the purpose of the poem and perspectives of the argument.*

## Learning Targets

The following are **suggested** essential questions that will help guide student inquiry.

- What are the geographical challenges and benefits in the Lowcountry?
- How did the Gullah culture develop?
- What are the economic challenges and benefits of sweet grass basket making?
- Should the art of basket weaving be shared with others outside of the Gullah community?
- Over the course of history, how has the culture shifted surrounding the Gullah community?

“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).

- *I can use graphic organizers to analyze various texts. (SS3-1.3; ELA 7.1; ELA1.1)*
- *I can develop arguments for preserving the Gullah Culture. (SS3-2.5; ELA 1-1.1)*
- *I can provide evidence for our inquiry into the development of basket weaving. (3-2.5)*

## Assessment Tasks

KWL Chart

Exit Slip

Dialogue Poem

Poetry Analysis T-Chart

## Prior Knowledge

2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States. 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

6-6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.

1-1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.

## **Subsequent Knowledge**

4-2.3 Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing culture and economy of North America.

4-2.2 Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.

## **Academic Vocabulary**

*Academic vocabulary should not be taught in isolation. Rather, academic vocabulary should be taught within the context of this unit.*

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
- Natural Resources
- Gullah
- Community
- Controversy
- Benefit
- Challenges
- Economy

## **Instructional Plan**

**Day 1 Learning Target: I can identify and analyze the benefits and challenges related to the geographical landscapes of the Lowcountry.**

**Essential Question:** What are the geographical challenges and benefits in the Lowcountry?

## **Semantic Maps**

The students will use a graphic organizer that helps them visually organize the relationship between the vocabulary words and the content. The teacher will put the key words on the board. Students will then read the key word and are asked to think about other words that come to mind when they read the word. Students then make a list of all of the words. Students share the recorded words, then as a class the words are categorized. Once category names are assigned, a class map is created and discussed. Students are then encouraged to suggest additional categories for the map, or add to the old ones. Any new words that relate to the topic are added to the map as students read through the text.

## **KWL Chart**

The teacher will give each student will receive 2 blank post-it notes. The KWL chart is labeled “Challenges and Benefits of the Lowcountry region”

The teacher will instruct the students to write something they know about challenges and benefits of natural resources located in the Lowcountry on one post-it note and something they would like to know on the other post-it note. After each student is done, the teacher will instruct him or her to place the post-it notes on the appropriate column on the chart paper. After each student has placed a note on the chart paper, discuss things previously learned and share the things wanted to learn. After the lesson, hand the students an additional post-it note. They will place one thing they have learned about the Lowcountry on the note and paste it on the L column.

### **Think-Pair-Share**

The teacher needs to distribute a copy of the book, “P Is for Palmetto: A South Carolina Alphabet ” by Carol Crane, to each student. Teacher read the book aloud. Students will then turn to a partner and discuss the following questions: What natural natural resources are described in the book? Possible challenges/ benefits to the people living in SC? How does the book relate to our key words? Have one partner share ideas that were discussed with the entire class.

**Day 2 Learning Target: I can explain how slaves contributed to the development of the Gullah Culture.**

**Essential Question:** How did Gullah Culture develop through the slaves in the Lowcountry?

**Whole Group Read Aloud: The Gullah: Rice, Slavery, and the Sierra Leone-American Connection**

### **Gallery Walk**

Students will observe primary sources (pictures and articles) from a photo blog titled “A Unique African-American Culture, Hundreds of Years Old, That Could Go Extinct” Picturescan be taken from: <http://www.slate.com/human-interest/2018/06/detainees-family-members-are-reviewing-border-detention-centers-on-facebook-and-google.html> As students walk around, they can use post-it notes to make notes, write thoughts/feelings, ask questions and make connections to the content we are covering. After everyone is done, we will gather around and discuss poignant things that stuck out to us.

**Exit Slip: Have students give one take away from what they learned today.**

**Day 3 Learning Target: I can explain the economic challenges and benefits of sweetgrass basket making?**

**Essential Question:** What are the economic challenges and benefits of sweetgrass basket making?

### **Whole Group Read Aloud**

*Founded on Sweet Grass, Ancient Craft Blossoms in Carolina* and look back at “A Unique African-American Culture, Hundreds of Years Old, That Could Go Extinct” and analyze the pictures pertaining to sweetgrass baskets.



## T-Chart

Label one side of the chart “Challenges” and the other side “Benefits”. Give each student 2 sticky notes, so that they can write down 1 challenge and 1 benefit. And then discuss whole group.

## Day 4 and 5

**Learning Target: I can develop arguments either for or against the preservation of sharing the art of basket weaving outside of the Gullah community.**

**Essential Questions:** Should the art of basket weaving be shared with others outside of the Gullah community? Over the course of history, how has the culture shifted surrounding the Gullah community?

## Read Aloud

Artist Henrietta Snype Preserves African Basket Making Tradition. Revisit the quote “A lot of basket makers will not teach because they feel like it’s giving away the craft but I feel you’re not actually giving it away. You’re sharing it.” Break your students into groups and have the discuss whether they agree or disagree that basket making should be shared.

## Art Pop Crawl

Divide the class into 4 groups and students will rotate to different stations. Students should expect to spend a minimum of 5-7 minutes at each station. At each station, students will analyze each form of art and complete a literary web.

*Poem*-The Gullah [https://www.poetrysoup.com/poem/the\\_gullah\\_449122](https://www.poetrysoup.com/poem/the_gullah_449122)

*Poem*-The Low Country <http://charlestondaily.net/low-country-original-poem-by-mike-weaver/>

*Song*- SongsuvdeeGullahPee-pul<https://knowitall.org/audio/songs-gullah-net>

*Art*- Jonathan Green <http://www.artnet.com/artists/jonathan-green/>

## Dialogue Poems

The teacher will divide the students into pairs. The students will work in pairs to analyze two articles discussing the teaching of basket weaving. Instruct the students to write a dialogue poem depicting two perspectives from people in the Gullah community: teach the craft to outsiders or pass it down only through Gullah families. After each pair is done, have the students share the poems with the class.

## Henrietta Snype Articles:

<https://www.afro.com/artist-henrietta-snype-preserves-african-basket-making-tradition/>

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<http://www.scartshub.com/s-c-arts-awards-henrietta-snype/>

## Resources

<https://glc.yale.edu/gullah-rice-slavery-and-sierra-leone-american-connection>

<https://www.afro.com/artist-henrietta-snype-preserves-african-basket-making-tradition/>

<https://www.nytimes.com/1987/12/27/us/founded-on-sweet-grass-ancient-craft-blossoms-in-carolina.html>

<http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary>

## Books

P is for Palmetto: A South Carolina Alphabet by Carol Crane

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S. (2018, March 16). Artist Henrietta Snype Preserves African Basket Making Tradition. Retrieved June 20, 2018, from <https://www.afro.com/artist-henrietta-snype-preserves-african-basket-making-tradition/>

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