

Etan R. Byansi, East Technical High School

Grade Level: 9-12

Summer 2003

Title: AFRICAN CULTURE TRANSFER

Author/School: ETAN R. BYANSI – EAST TECHNICAL HIGH SCHOOL

Course: AMERICAN & AFRICAN-AMERICAN HISTORY

GRADES: 9-12

STANDARDS MET:

HISTORY: Benchmark C.9 Imperialism 4-5a-e and 6c

PEOPLE IN SOCIETY: Benchmark C.9 Diffusion 5 a-f

GEOGRAPHY: Benchmark A.9 Places & Regions 1-3

Benchmark A.10 Places & Regions 1c,

Benchmark C.9 Movement 5, Benchmark C.10 Movement 3

SOCIAL STUDIES SKILLS & METHODS: Benchmark B.9 Communicating Info  
4 a-c SCOPE OF UNIT: 10 – 12 45min. classes

**UNIT GOALS & OBJECTIVES:** This unit is designed to meet requirements of Ohio's 9<sup>th</sup> grade Social Studies Standard Course of Study. Focusing on the experience of enslaved Africans, the lessons examine the African experience from the coasts of the Sene-gambia region, central Kongo and Angola regions, through the Middle Passage to the shores of the Sea Islands of the New World.

Introduction: They said I would know it the moment I got the "*Flash of the Spirit*" (title of a book by Robert Thompson) – that moment when it all comes together for you! I want you to know it happened during the writing of my unit plan. I participated in The Cleveland and the Great Migration Project 2003. The journey began in Cleveland, Ohio with three days of intense book discussion and technology training. My excitement grew each day as I anticipated the visit to Charleston, South Carolina and St. Helena to study the Gullah culture. It was worth the 14–16 hours bus ride to and from, because the experience can only be summarized by the projects logo printed on the back of the t-shirts – "Yah haffa go deh to kno deh." I encountered wonderful educators from around the district, artisans, researcher and South Carolinians rich in Gullah culture and hospitality. Their gift to me was the knowledge and pride in this distinct African-American culture that has managed to hold on to and honor that which makes them who they are – SONS AND DAUGHTERS OF AFRICA.

The enslaved and the descendents of enslaved Africans have endured through unfathomable conditions in the New World. It is

because of this history that the question continues to resound as I look into the faces of my students and ask the unasked questions like, HOW AND AT WHAT COST? These are the issues I felt compelled to address in my lessons. Through my participation and experience on the Great Migration Project, I have taken that next step to begin to address these questions with my students and allow my experience to be their bridge to new information. So we can begin to formulate new paradigms to meet the needs of our students and make learning real for them. I intend for the lessons to provide a more detailed examination of Slavery and the impact it has had on the social, political, economic and cultural components of American society. I plan to utilize the information about the Gullah culture to further examine development of other subcultures within the African-American population and the impact this has had on American culture. I intend to provide clarification to misconceptions about slavery and highlight the importance of the varied experiences of the enslaved. Even more importantly, is the discussion and evaluation of the global experience of the African Diaspora and the impact of slavery globally?

The images which arise when one hears the word slavery, are those planted in our memory banks by Hollywood. Raboteau, the author of "*Down by the Riverside*," provides excellent information and gives the reader a clearer view of plantation life in the Gullah regions. This is great background information to provide to students and a possible source of future projects. I chose to incorporate the use of maps to enhance the visuals and make the locations & regions real for the learner.

Come journey where I have been and just maybe you will understand my story. This was the theme for my trip to Charleston and it made the Gullah experience real for me. I have included a lesson on the Gullah culture and I hope you find learning about this culture and sharing it with your students a rewarding experience.

## DAILY LESSON PLANS

## A GEOGRAPHICAL LOOK AT THE TRANS-ATLANTIC SLAVE TRADE

Grade: 9–10

The learner will...

- Examine historic events influenced by geography
- Locate on appropriate maps the cultures being examined
- Plot on a world map those areas identified and compare patterns of climatic and geographical similarities between Africa and the New World

Time: 2–3 45min. classes

Materials: Enlarged world maps (3 for each student)/map of Africa, pencils, markers, color pencils, textbooks, atlas and Internet access with printer

Open discussion: Begin lesson by asking where enslaved persons were taken from in Africa? Allow for answers and direct lesson to the question of do we know specific locations where they were brought from Africa and can we trace specific destination points in the New World. The answer to that question should be yes and you are imparting the task of your fellow Historians to provide evidence.

Assignment: Students will generate 3 maps from this assignment.

Map One – Trans–Atlantic Slave Trade (should include the following) – legend providing information of countries involved; dates; specific regions of departure and arrival

Map Two – African Kingdoms (should include the following) – legend notating the location of kingdoms and the skills possess by the Africans

Map Three – Climate and Topography (should include the following) – color coded legend of similar climate zones and write in information on the topography of the regions under discussion

Discussion Questions: 1) The students should provide a written explanation as to why it was called the Trans-Atlantic Slave Trade 2) Ask the students to create a hypothesis about the information gathered relating to geography and the slave trade.

## AFRICAN KINGDOMS AND THEIR ROLE IN THE SLAVE TRADE

GRADE: 9-10

Time: 3-4 45min. classes

Objective: The purpose of this lesson is to understand the social, economic and cultural impact slavery and European expansion had on Africa.

The learner will...

- Identify major African Kingdoms involved in the slave trade.
- Research a brief history of each kingdom.
- Examine the role of African Kingdoms in the slave trade.
- Examine the impact of the European presence and the slave trade on the African Kingdoms.

MATERIALS: Computer lab with internet/word processing and printing capabilities, Library, Atlases, TV/VCR, and the PBS video Wonders of the African World: Slave Kingdoms (PBS, 1999), Discussion questions can be created to address the needs of your students.

## TEACHING STRATEGIES: CO-OPERATIVE GROUPS

1. Divide the class into four groups. Two groups will research the Ashanti Kingdom and the other two will research the Dahomey Kingdom. The groups will use the World Wide Web and books to find information on the history, social, and economic structure of

each kingdom. Students should take notes as they research. Each group will create a poster of the information they researched.

These websites should prove most helpful in compiling information:

[www.pbs.org/wonders/](http://www.pbs.org/wonders/)

[www.africaencarta.com](http://www.africaencarta.com)

Students will view video Wonders of the African World: Slave Kingdoms. Students complete viewing guide questions (taken from "Slave Kingdom Viewing Guide" or Teacher created guide.

#### DISCUSSION QUESTIONS:

- 1) Describe the relationship between Europeans and the African Kingdoms/rulers.
- 2) What role did African Kingdoms play in the depleting of its human resources?
- 3) Why didn't the rulers of the kingdoms do more to stop the slave trade? What did they get in exchange for their own people?

Students can now use their research, answers to viewing guide questions, pictures and the computer to create their posters

Poster Themes: History of the Ashanti; History of the Dahomey; The Role of African Kingdoms in the slave trade; The economic, social, and cultural impact of the slave trade on the African Kingdoms.

## THE GULLAH – RICE CONNECTION

GRADE: 9–10

TIME: 3–4 45min classes

MATERIALS: Copies of the book “*The Water Brought Us*” by Muriel Miller Branch; Teacher constructed questions for Chapters 1–3; paper, pen/pencil, Map of the Coastal Island (may be obtained from AAA or internet source) and copy of movie Daughters of the Dust by , Comparison chart

OBJECTIVE: to introduce the student to the unique African–American culture that emerged out of the Sea Islands of North America

The learner will...

- Examine the culture of the Gullah in the Sea Islands
- Determine the influence and development of this culture on the surrounding states
- Identify the characteristics that makes Gullah different and similar to African and African–American Culture
- View movie “Daughters of the Dust” as a conclusion of lesson

Open Discussion: Ask the student to provide an example of a term they use that means something different from the way it sounds. Provide them with an example from Miller Branch’s book (pgs. 63–64) i.e....dayclean – means dawn. Introduce the topic of the Gullah culture and how they have retained a unique culture in America. Tell them they will be studying this culture for several days and open for any questions they may have. At this time provide information about the Culminating Activity.

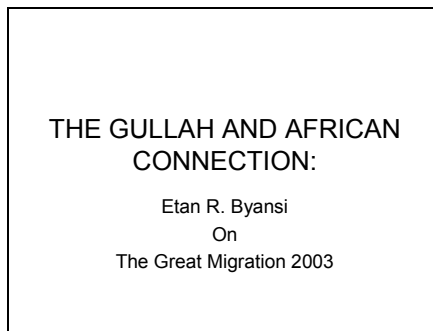
Assignment: Provide time in class for them to read and answer guided reading questions with a partner. If multiple copies of book available this

may also be assigned as homework. Use class time to discuss reading, view photos review questions, listen to music, and stories.

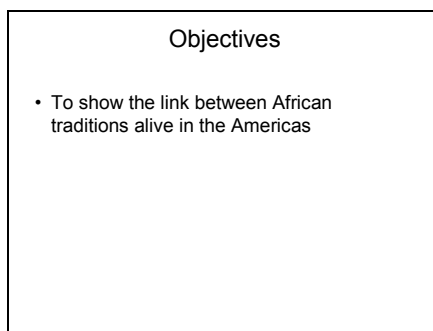
Conclusion: View the movie and eat a favorite Gullah snack

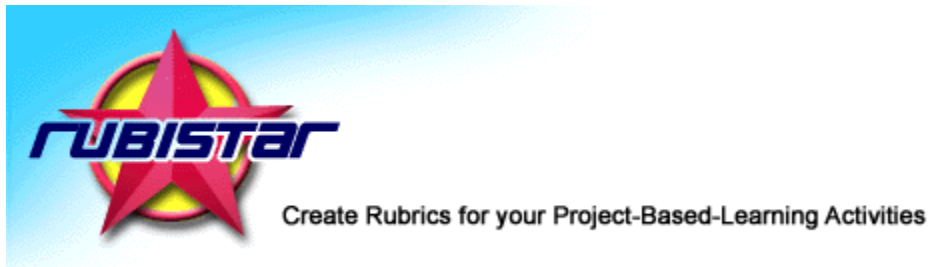
Culminating Activity: Students are to perform an Oral Presentation of a Gullah story, poem, or song in Gullah.

Slide 1



Slide 2





## Oral Presentation Rubric : **Oral Presentation - Gullah**

Teacher name: Ms. Byansi

Student Name \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Pitch</b>	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.

<b>Pauses</b>	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Attire</b>	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
<b>Listens to Other Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

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Slide 1

THE GULLAH AND AFRICAN  
CONNECTION:  
Etan R. Byansi  
On  
The Great Migration 2003

Slide 2

Objectives

- To show the link between African traditions alive in the Americas

Basket weaving



Gullah woman weaving a sweet grass basket