

Gullah Culture, Quilting
Dr. Barbara J. Harris, Cleveland Extension High School
Grade level: 9-12 Integrated Mathematics II
Summer 2002

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Title: Gullah Culture, Quilting
Author/School: Dr. Barbara J. Harris, Cleveland Extension High School
Grade Level: Integrated Mathematics 2
Standards Met: Art, History, Mathematics, and Technology

Day One: Introduction to Gullah
80 minute class period

Show Video: " Gullah Tales." Los Angeles: Direct Cinema, 1987. (Video 25).

Journal Writing: Reflections from the Video

Class Discussion: from Journal writings

Math Goal: Identify and classify polygons.
Find angle measures of polygons.

Key Terms: polygon, side of a polygon, vertex of a polygon,
diagonal of a polygon

Teacher Directed Discussion: Types of Polygons

Homework Assignment: Pages 306-308 (8-42)

Day Two
80 minute class period

Teacher Directed Discussion: Gullah Culture and Traditions

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Show Video: "Voices of the Gullah Culture: The Hallelujah Singers."
Columbia, South Carolina ETV, 1993. (Video 83).

Journal Writing: Reflections from the Video

Teacher Directed Discussion: Translations

Math Goal: Identify and Use translations.

Key Terms: translation, image, transformation

Homework Assignment: Pages 155-159 (9-24, 26-44 even, 45, 49-59, Quiz3)

Day Three
80 minute class period

Cooperative Learning Group Activity: WebQuest Activity: Use the Internet to find "slave narratives" of six slaves.

Journal Writing: Reflections from WebQuest of Slave Narratives.

Teacher Directed Discussion: Reflections and Symmetry

Math Goal: Identify and use reflections and lines of symmetry.

Key Terms: image, reflection, line of symmetry,

Homework Assignment: Pages 286-290 (8-40, 42-55, Quiz 3)

Day Four
80 minute class period

Authentic Resource: Patchwork Quilter and StoryTeller

Cooperative Group Activity: Begin to design a Story Quilt or Patchwork Quilt using construction paper. You will create an individual story block of your own. Your block may be based on a favorite story from a book, or airy tale, a personal story. Identify the visual images that are necessary to tell your story. Draw those images on construction paper. Use crayons, markers, etc. to create the look of assorted fabrics. Cut out the images and use glue stick to mount them on background block.

Teacher Directed Discussion: Rotations

Math Goal: Identify rotations and rotational symmetry

Key Terms: rotation, center of rotation, angle of rotation, rotational symmetry

Homework Assignment: Pages 636-639 (10-32, 37-45, Quiz 3)

Day Five

80-minute class period

Audio: Been in the Storm So Long: A Collection of Spirituals, Folk Tales, and Children's Games from Johns Island, South Carolina

Math Goal: Apply the concepts of shapes, transformations, translations, rotation and symmetry.

Cooperative Group Activity:

- Design and Complete a 3X5 feet quilt using construction paper.
- Hang Quilt on wall.
- Report out to class

Extra Credit

During students own time

Math Goal: Visually apply transformations including reflections, rotations, and translations.

Discuss how artist, M.C. Escher, has used transformational geometry in their artwork.

Design a quilt using transformational geometry

Gullah Culture

Gullah (sometimes referred to as Geechee) is a name for the people, a language, and the culture of the southern coasts of South Carolina, Georgia, and it's surrounding Sea Islands. The Gullah language, a Creole blend of Elizabethan English and African languages, was born of necessity on Africa's slave coast, and developed in the slave communities of the isolated plantations of the coastal South. The language continued to flourish due to the isolation of many plantation communities and secluded Sea Islands. Because the Sea Islands were only accessible by boat until the 1950's, the Gullah language continued to perpetuate.

Derived from English dialects along with African roots, the Gullah language has been spoken for generations and many continue to speak the language today. Like many of the first slaves in this country a great part of the speech patterns reveal a similar correlation to the language spoken on

the Western Coast of Africa. It is believed that one particular country and language, which draws a direct correlation to the Gullah language, in Sierra Leone and the spoken language of Krio. Many of the words are similar to those spoken in English. However, variations come from intonations in pronunciation, shifts in consonant sounds, and spelling omissions. Here are some examples: chillun (children), 'leb'n (eleven), mout' (mouth) box-up (closed tightly), 'e mout' all box-up (His mouth has a sullen expression). Some examples of common Gullah words (some of which the students may already know) are: goober (peanut), juju (magic), jigger (a type of flea), voodoo (witchcraft), and yam (sweet potato).

But, Gullah is more than a language or dialect. It is a culture! The Gullah shout is a rhythmic translation of forbidden drums and the oldest of plantation melodies. The Call and Response is a style of music, song, and dance that involves repetition that was brought to the Americas by black slaves and still carried on by African Americans. Old spirituals and songs spoke of storms and other events in the lives of slaves and were used as codes for meeting times and places and as messages for freedom. Still standing are the Praise Houses, with a sacred past and present. The culture of the African elders met its people here, combining religious worship,

consolation, and hope. It is a way of life that is always being threatened by the ever increasing coastal development around these areas.

The Gullahs who lived on the island are descendants of West African slaves who worked the rice and cotton fields before they were freed and offered a chance to purchase their land. As whites deserted the coasts in favor of milder climates inland, the Gullah lived in isolation for generations, allowing them to maintain their African culture longer than any slave descendants in America.

Still surviving in communities around Charleston, Hilton Head, and Georgetown the Gullah island lifestyle is simple in practice, but rich in heritage. The rich culture flourishes today; in their language, their music, their art, their skills and their foods. Storytellers spin their tales, entwining fun and wisdom. Choirs preserve the haunting songs and the old rhythms. Sweetgrass basket weavers, long strip-quilters, and fabric artists combine their modern materials and ancestral skills in ancient ways to produce remarkable wares. Chefs create the magic of the old recipes. This is the heritage of Gullah!

Quilting

Africans did not bring the art of quilting to the United States. It was not needed due to the tropical climate in Africa. Initially slaves were required to perform the drudgery for their masters, instead of it being an expression of creativity.

The appliqué and piece quilts are the two most prevalent types of quilting in which patterns of decoration most strongly reflect African influences. Applique and other quilting techniques brought to the United States by enslaved Africans from Senegal, Ghana, Nigeria, and Angola have had an influence on the story quilts made by contemporary African-American quilters. Not all quilts had an African influence. Mrs. Harriett Powers of Athens, Georgia is known to have sewn as least two pictorial quilts between 1886 and 1898 that derived their content from Biblical sources.

The strip quilt is a form of piece quilt that is particularly favored by African American quilters. The scraps of cloth are first sewn into strips and then assembled into various patterns

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Integrated Mathematics 2
Grades 9-12

CMSD Standards and the Ohio Department of Education Standards are aligned

Standard 3: *Geometry and Spatial Sense*

Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems.

Name: _____

Date: _____

Project Title: _____

Teacher(s): Dr. B. J. Harris

Quilting Project



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

Homework Rubric

Cleveland Extension High School
Assignments (Classwork/Homework)



Name: _____

Teacher: Dr. B. J. Harris

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	4	3	2	1	
Assignment Completeness	All items attempted	9/10 of items attempted.	At least 1/2 of the items attempted.	Less than 1/2 of all items attempted.	___
Accuracy	All items are correct.	9/10 of items are correct.	Between 1/2 and 9/10 of items are correct.	Less than 1/2 of all items are correct.	___
Demonstrated Knowledge	Shows complete understanding of the questions, mathematical ideas, and processes.	Shows substantial understanding of the problem, ideas, and processes.	Response shows some understanding of the problem.	Response shows a complete lack of understanding for the problem.	___
Requirements	Goes beyond the requirements of the problem.	Meets the requirements of the problem.	Does not meet the requirements of the problem.		___
Legibility	Legible handwriting, typing, or printing ..	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	___
				Total---->	___

Teacher Comments:

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Cleveland Extension High School

Cooperative Learning Group Activity

Name: _____

Teacher: Dr. B.J. Harris

Date: _____

Title of Work: _____

Skills	Criteria				Points
	1	2	3	4	
Helping The teacher observed the students offering assistance to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Listening The teacher observed students working from each other's ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Participating: The teacher observed each student contributing to the project.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Persuading: The teacher observed the students exchanging, defending, and rethinking ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Questioning: The teacher observed the students interacting, discussing, and posing questions to all members of the team.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Respecting: The teacher observed the students encouraging and supporting the ideas and efforts of others.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Sharing: The teacher observed the students offering ideas and	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____

reporting their findings to each other.					
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Total Points	_____
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Teacher Comments

Reflective Journal

In a Reflective Journal entry the student identifies the activity, then reflects on the material learned.

Reflective Journal		
What happened?	How do I feel about it?	What did I learn?

References

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Videos

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"Voices of the Gullah Culture: The Hallelujah Singers." Columbia: South Carolina ETV, 1993. (Video 83).

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Pre-Integrated Mathematics
Grade 9

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CMSD Standards and Ohio Department Standards are the same

Standard 6: Data Analysis and Probability

Students pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Students develop and evaluate inferences, predictions and arguments that are based on data.

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