

Great Gullah Story Telling Packet

Garrett Morgan Cleveland School of Science

Language Arts and Social Studies for the 6th Grade

Introduction

The information gathered for the story-telling unit, have come from my personal experiences and research while a member of the Great Migration Project. The premise for the project, in my case, was to gain background knowledge and history of my students. I feel that if I can come to an understanding concerning their culture I will in turn understand them better than ever. The design of my curriculum packet has been modeled after many of the concept that I was exposed to on the trip. The activities of story telling, speaking the Gullah language, and using oral history techniques will give my students an insight to their history and culture.

English Language Arts Standards

1. Standard/Benchmark- Phonemic Awareness, Word Recognition, and Acquit of Vocabulary
2. Standard/Benchmark- Recognition and Fluency of Vocabulary
3. Standard/Benchmark- Concepts of Print, Comprehension strategies, Self Monitoring strategies

Lesson 1: Introduction to the Gullah language

Title: The Gullah Language

Subject: Language Arts

Time: 80 min. class period

Objectives:

- Gullah is a “creole” language
- Gullah is a form of speech made up of unrelated languages
- The slaves of West Africa brought to South Carolina before the civil war
- Some of the syntax is English, but many of its word are derived from West African Languages to preserve their culture
- Slaves used this to communicate, so that slave masters would not be able to understand

Dolch sight vocabulary will be listed on the board. Students will copy the word into their Gullah dictionaries. The children will then divide into learning circles and practice verbalizing the word.

The students will put together short sentences and phrases in Gullah to become comfortable with the language.

Students will complete handout called Gullah Word Translations.

When completed students will begin to look through the African Encarta for Gullah Language, Folktales, and Storytelling.

REFERENCES

Geraty L.H.D., Virginia Mixson. A Teacher's Guide to the Gullah Language. Sandlapper, Orangeburg, SC 1990.

Garity, Virginia. An Introduction to Gullah. Given to group.

Dorson, Richard, ed., Folklore and Folklife. University of Chicago Press, Chicago 1972.

Newby, A. Black Carolinians. University Press Of South Carolina, South Carolina 1973.

Jones-Jackson, Patricia. When Roots Die. University of Georgia Press, Georgia 1987.

Hamilton, Virginia. The People Could Fly: American Black Folk Tales. Dodd, Mead and Co., New York 1985.

Lester, Julius. Black Folk Tales. Grove Press, New York, 1973.

Jones, Bessie and Bess Lomax Hawes. Step It Down: Games, Plays, Songs and Stories from the Afro-American Heritage. Harper and Row, New York 1972.

Daise, Ronald. Little Muddy Waters. G.O.G. Enterprises, South Carolina 1997.

Lesson 2: Introduction to the Art of Storytelling

Title: Oral Storytelling

Subject: Language Arts and Social Studies

Time: 80 min.

Objectives:

- Discover the art of storytelling for entertainment purposes
- Find the ways that slaves used the Gullah language in storytelling to communicate within their peer group.
- Discuss the act of passing cultural history down orally

Students will be shown the slides from our group Power Point presentation concerning story telling. We will look at the different people involved in this art in Charleston.

The Children will then move into a circle. They will be given a phrase to use while the class plays the telephone game. At the end of the game we will discuss the differences that occurred while passing the phrase around.

The students will have a round table discussion on the problems that may occur when history is not written down.

The children will do a journal entry on the following topic:
Why do you think it was important for the African American community to use story telling?

Lesson 3: Gullah Folk Tales

Title: Several Super Stories
Subject: Reading as part of Language Arts
Time: 5-10 Days

The Gullah Folk Tales we will be using:

Little Muddy Waters

“Anansi Plays Dead”

“Tar Baby”

“Rabbit and the Possum”

“How the Buck Won his Freedom”

“Fox and the Goose”

Objectives:

- Reading aloud to group
- Decoding new and unknown words
- Text based meanings by looking at the other words of the text

Each story will have its own set of specific lessons not enclosed.

Here is a general idea:

For each story the children will make a written response to the folk tales in the form of a journal entry. The folk tales will be use to compare and contrast the purpose (entertainment, ect.), the point of view, and the lesson/moral addressed.

The children will be responsible for finding all of the story elements as well.

Lesson 4: Writing our Own Stories

Title: Time to Try
Subject: Writing
Time: 2-4 days

The children will now begin writing their own Gullah Folk Tales.

Objectives:

Use the Writing Process

1. Prewriting
2. rough draft
3. editing
4. revising
5. final copy

The children will be using all of the material that we have addressed in class. They are to be sure to have all five of the story elements included. The district rubric for writing will be used to grade the assignments.

The folk tales are to be presented to the entire class, as if the students are the storytellers. Rehearsal time will be give to students to be sure that they practice voice inflection, expression, and addressing a group with eye contact.