

Title: The origin of sports in the Gullah Culture
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Course: Professional Development in physical education
Grade Level: 9th through 12th grade
Standards: (ELA) for CMSD

The great migration five day Standard-based unit and lesson plan

- 1. READ FROM A VARIETY OF GENRES FOR A VARIETY OF PURPOSES.**
- 2. STUDENTS WRITE IN A VARIETY OF GENRES FOR A VARIETY OF PURPOSES.**
- 3. STUDENTS COMMUNICATE BY SPEAKING EFFECTIVELY, LISTENING CRITICALLY, AND RESPONDING TO VISUAL AND AUDITORY MEDIA.**

Number of Classes: three eighty-minute classes.

Overarching Unit **Goals** and Objectives:

1. DISCUSS READING TO ENRICH COMPREHENSION.
2. SHARE EVENTS AND TELL STORIES THROUGH NARRATIVE WRITING.
3. PARTICIPATE IN-GROUP ACTIVITIES.
4. PREPARE AND DELIVER INDIVIDUAL AND GROUP PRESENTATIONS.

Objectives:

- a. Respond to questions with appropriate elaboration.**
- b. Assess how language and delivery affect the mood and tones of oral communication and make an impact.**
- c. Give reasons in support of opinions expressed.**
- d. Use a variety of tools to browse, retrieve, and select mass media information.**
- e. Report, organize and convey information and ideas accurately.**
- f. Use a range of strategies to appeal to (learners).**
- g. Identify key words as a means to hook the lesson goals and Objectives.**

Introduction to sport in the Gullah Culture:

I know your first question in my mind might be what is he talking about? What is a Gullah Culture and why do I need to know about it. Well, not to keep you in suspense. I would like for you to imagine and then express your response to the very question that you have asked. Please bear with me until you have viewed and assessed the content.

GULLAH is a language that emerges from the importation of Africans to the lowlands of South Carolina coastal islands. Social history has espoused more than enough emotional issues about West Africans being kidnapped and brought to America.

That is not the purpose of this unit plan or of the daily lessons. This Unit was established from a need to point-up The positive influence and congruence of the Afro-American spiritual foundation that help in development of Afro-Americans in the Gullah Culture, as authentic, and true Americans. From a historical perspective Africans called maroons were in what is now South Carolina in 1526. Those Africans revolted against their Spanish

Masters and escaped into the wilderness with the Indians of that region. The Sea Island Africans entered America from the West Indies and from Angola.

Inextricably entwined in the Afro-Americans quest to be free is the resilience to survive as a people and maintain some semblance of their old country traditions and mores. The uniqueness of the Sea Island Africans is in the selection of the slave traders for the specific purpose for them to be rice planters. Along with this tremendous need for laborers to plant rice was even a greater joy to have African tradesman skills utilized in America because of their economical accessibility.

Each of us have experience some kind of obligatory responsibility that we cannot escape from doing even if you know that you are free of that form of mental anguish because you have the free will to choose. Slavery in retrospect has a person frozen in a role against his will with death perceived as a way out. More so than ever before family, children, mere existence is predicated on your ability to be a viable worker. To secure human needs and protect self, family and life itself was hard. Some Afro-Americans was freed men and established a subculture and realized free movement and enterprise. Ironically the freedmen even purchased other Afro-American to subsist as slaves under the freed man's institutions.

By now you are wondering, what does this diatribe have to do with sports. In the following lessons I hope to become an enabler and bring out the essential GOOD that speaks to

the will of preserving to overcome soulful grief to be free to fly as a people and culture through knowing what and how to stay human in the unmerciful toils of the body. These lessons are dedicated to my family, your family, and our family. And especially my Grandmother, Nettie Russell who wisdom experiences and knowledge helped me daily in spirit and holiness.

Each day must build on the last day's activities and the best Way to increase participation by all students is by providing time for student input as to the ebb and flow of the lessons. Keep in mind that every day is not a happy day for everyone and it is vital that you be up-tempo when you meet and greet your students. Invite parents or other teachers into the classroom as resource person.

The success or failure of students is not the purpose nor focus of your efforts to share historical information about How small pockets of our nation's people, Afro-Americans Has truly been a major influence in professional sports? College sports, community and school sports programs for Hundreds of years. I remember clearly the joy and happiness as well as the doubtfulness of the Sea Islanders I Interview and capture some reflection of their years of free will guiding them through troubled waters.

How can you make this feeling of community of purpose?
Leap out in your approach to this standard based unit?

DAY ONE STANDARD BASED LESSON:

1. Each time the students come into the building please be at your door and Greet each student as they enter your room.
2. Please have your room print rich with student work and overall friendly Climate.
3. Attendance should be in an appropriate amount of time.
4. Post a word wall with information/words to assist in the lesson.
5. Keep procedures and routines for student to remained focus
6. Be constantly aware of your classroom and the movement of students.
7. Establish a theme for this unit for Afro-American sport in Gullah Culture.
8. Post the standard and the objectives for the lesson and discuss the purpose of this lesson as it relates to school and the community.
9. Establish how student work for today will be assessed and discuss with the students how to design a rubric for personal assessment.
10. Make time for feedback by creating a time line to pace the lesson's progress.

CULMINATING TASK: THE PRIMARY TASK FOR THIS CLASS IS TO ESTABLISH AND PROVIDE STUDENTS WITH OPPORTUNITIES FOR DEVELOPING PATHWAYS TO ASSESS SELF AND PROVIDE FEEDBACK ON THE PROCESS.

Standard: Students read from a variety of genres for a variety of purposes.

Objective: After today lesson all the students will be able to develop resources for collecting information on the Gullah people.

Assessment: Each student will be able to know and do his or her own self-rubric.

Instructional strategies: Set up several learning stations for students to work at their own pace. Group the student in cooperative groups, and introduce several different activities to fit their learning style and multiple intelligence profile. Most of all provide time for the students to interact within their groups then determine time limits and extensions on the interaction of the various students. Feedback before the end of classes is essential to the next day's lesson.

Resources: Internet assesses, videotapes selected articles on Gullah language. Assorted phamlets.

The students are to present some kind of project or process to identify what they have realize and learned how motor skills influence the Development of the Gullah culture.

Today we will continue to focus on Gullah tradition and how human movement influences the Gullah Culture. How did physical activity assist? Gullah people to have free will? Do you possess free will? If so, why? Why are games, playing, so important in the lives of these Afro-Americans,

Day two standard based lesson plan:

Daily class routines are necessary to refine focus.

Daily goals/objectives: To connect the literature and information gathered and distributed on Gullah Culture for hands on review and discussion.

Time line for learning activities: four 20-minute sessions for each activity.

Teaching/learning strategies and methods:

Cooperative learning groups.

Several learning centers for learning style variations and multiple learning profiles.

Questions and respond time interactive groups discussion

Materials: Journals, music and recorder

Culminating task: Connect with interrelated information
Share ideas with large group and small groups
Write ideas in journal for future revision

Today the students will view a slide show on the Gullah people and places in the sea coast islands. What is the connecting thread between creativity as a slave and creativity as a freedman? Do you visualize any connection between play, games and religion?

Day three standard based lesson plan:
Continue to follow daily procedures and routines
Discuss briefly the unit plan assessment procedure and pass out to each student.

Daily goals/objectives: Analyze the slides as to their relationship to human movement in The Gullah Culture. Have the students record any resemblance to qualitative or quantitative impressions of Human movement in the slide presentation.

Time line for learning activities: breaks the slide presentation into parts so that each student has an opportunity to participate in free discussion of recorded insights on human movement.

Teaching/learning strategies and methods: divide class by gender and small groups as well. Try to elicit quick responses to this movement of persons by gender. Direct instruction is very important; utilize the teaching moment in a very brief time limit.

Materials: Audio-visual equipment, journals

Culminating task: Have each student write in their journal on the ideas they visualized while watching the slides. Have the student interview three other students and report their interview about their impressions of the class activity.

Continue to review the reactions from yesterday's class activity and continue to remind students of the assessment project. Explain today's procedures and individual responsibilities. Give feedback on the rubric assessments.

Day four standard based lesson plan: keep following the daily procedures to Stay on focus.

Daily goals/objectives: The students will continue writing and recording information on Human movement from the slides as well as Identify similar human movements of self and others through observations

Time line for learning activities: the block will be divided into two twenty-minute time sessions and four ten minutes sessions.

Teaching/learning strategies and methods:

Feedback session for ten minutes at the beginning of class

Twenty minutes of closing out on the slide show viewing and recording.

Ten minutes for large and small group discussion

Materials: Audio/visual equipment

Culminating task: Students situated in small groups will discuss an overview of their results from analyzing the slides for motion and/or observations of others movement
Feedback from individual with special needs.

Day five standard based lesson plan:

Each student may present verbally or written presentation with a attachment
Of each day's rubric assessment of self.

Daily goals/objectives: Emphasize how the lack of freedom did not dispose Afro-Americans to give up hope and rituals, religion, and recreation releases the spirit and soul to fly. To dismissed the fallacy that free will can be totally stifled and we must accept our place in life.

Time line for learning activities:

The entire eighty-minute block will be used for the culminating task.

Teaching/learning strategies and methods:

Each student will be give three minutes or less to high light their critical views

Each student must honor the time and the process for each other.

The remaining time will be used for an open forum about Gullah people.

Materials: student work

Culminating task: The class members will share presentation and start to prepare for tomorrow's new unit.

Standard based lesson plan:

Daily goals/objectives:

Time line for learning activities:

Teaching/learning strategies and methods:

Materials:

Culminating task:

Resources:

The Avery Research Center at Charleston University, in
Charleston, South Carolina,

Robert Farris Thompson book on Flash
Spirit and his subsequent lecture inspired me.

The countless chapters of text and articles over the years
accumulated inside my very existence as a free thinker and
molded me to express the inner self.

The experience of being a Afro-American Athlete prepare
my thoughts

The Good people that have pass in and through my life
Have guided me.

