

GULLAH & SCHOOLS  
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Great Migration Project  
Grades 3-5  
Library Lessons

Scope- This curricular package contains two units with 3 lessons each. Each lesson should take one 40-minute class period.

Introduction- As the library media specialist for a K-5 elementary school, I plan on extending and supplementing the lessons on this subject matter as taught by the regular classroom teacher. It is my hope that I could work collaboratively with these teachers to present this unit, building upon what is happening in each other's classrooms. Described here are some possible extensions that can be presented in the library, along with required library skills.

Objectives-

1. Students will learn various aspects of the Gullah culture
2. Students will learn about the ways in which the Gullah culture relates to their own culture
3. Students will learn research skills which includes technology
4. Students will present their newly acquired knowledge using a variety of techniques, such as oral presentations, written assignments, and artwork.

\*Note: Although my area of focus during the Charleston trip has been the history of the education of African-Americans, practically, I would have to relate this information during a more comprehensive unit of the Gullah people and their culture for use with elementary students.

## Content Elements

### **Unit 1-Intro to Gullah**

Description—While the classroom teacher introduces Gullah culture in his/her classroom, the librarian will supplement this lesson by the following:

- a. Give a brief example of the difference in speech patterns between Gullah and Standard English.
- b. Reading/listening to a Gullah folktale
- c. Discussing the important key elements of the story that make it uniquely Gullah.
- d. Allowing time for students to share the origins of their own "basket names" or nicknames through inter viewing each other, writing and speaking.

#### Activities

##### Day 1

1. Working from what may have been introduced by the classroom teacher, begin by addressing the differences/similarities between Gullah is based on English, in which many pronunciations changed, and some African words and variations.
2. Play two versions of "Miss Mary Mack" (Standard English and Gullah). Ask students compare/contrast versions. Ask:
  - a. Why does the Gullah version reference a river, gray hoss, hoe, etc? (things in their environment)
  - b. Give examples of language differences on graphic organizer.

##### Day 2

1. Tell students they will hear a Gullah folktale, Little Muddy Waters by Ronald Daise. Let students know that Gullah traditions are expressed, such as superstitions, folk remedies, crafts and naming practices. Ask them to listen to similarities in their own families.
2. Show pictures in the book while children listen to CD version of story.
3. Discuss items mentions in #1 above.
4. Ask students to ask family members to describe the individual "basket names" or nicknames within their families and the meanings behind them. Draw a picture depicting the name to share during the next class period.

### Day 3

1. Recalling the discussion of "basket names," students will tell each other their nicknames and the history behind it.
2. Pair up students so that they may interview each other about their nicknames.
3. Give students 5-10 minutes to interview and briefly record descriptions given by partners.
4. Allow students to orally share what they have learned.

#### D. Evaluation

Student success will merely be determined by interest, writing product and oral presentation.

## **Unit 2- A Little Bit of History on Schools**

Description- This is a series of 3 lessons (6 sessions) that explore education of the past, focusing mainly in the south.

### Activities

#### Day 1

1. Read Virgie Goes to School With Us Boys by Elizabeth Fitzgerald Howard. (A story about an African-American girl who walks 7 miles to school each day with the boys because she values education.) Discuss why she must have done this. Ask if students if they would work that hard to get to school if they had to.
2. Discuss the school structure and setting. How does it compare to today's schools?
3. List all responses on a piece of chart paper.

#### Day 2

1. Read/look at several other books about schools and schooling in the past, such as Going to School in 1876, by John J. Loeper, Going to School, by Philip Steele, and School in Grandma's Day, by Valerie Weber.
2. Discuss these books and ask students to ask their grandparents about what school was like when they attended. Have them think of questions to ask during class and write them down. Ask students to write what they learned in a small essay to share with the class. Have students bring in a photo or drawing of their grandparent to share.

Day 3

Share grandparents' stories aloud.

Day 4

1. Use Encarta Africana and specified websites to further explore this topic. Show students how to use Encarta and share Power Point project with students (or modified Power Point which includes more photos) of the Charleston trip research.

Day 5

Students look up information on Encarta. Each student should find one thing they find interesting about this topic, be able to find it, and share during the next class period.

Day 6

Share information found during last lesson.

Evaluation

Student success is determined by oral and written products as well as content of assignments.

Standards

4-5:W1.3 Share their writing

4-5:W3.1 Make a variety of choices that impact style and syntax.

4-5:W3.4 Write legibly

4-5:W3.5 Use punctuation, capitalization, and other conventions to make written communication clear.

4-5:S1.1 Participate in group activities

4-5:S1.3 Prepare and deliver individual and group activities

4-5:S1.5 Listen critically

Bibliography

Children's Books to use with this topic.

Going to School in 1876

Going to School During the Civil War

School in Grandma's Day

One Room School House

Early Schools

America's Country Schools

Virgie Goes to School With Us Boys

Going to School

Other reading

Don't Whistle in School: The History of America's Public Schools

Cracking the Wall of Segregation: The Little Rock Nine