

Exploring Gullah Culture ... through Language and Numbers

Curricular Package – 3 class periods

Standards Met

Reading Standards: 1:R3.4 Use strategies to comprehend new vocabulary (Learn new words every day from speech and books read aloud)

1:W2.3 Produce functional and procedural writing (Write in response to an on-demand task.

1:R2.4 Read with comprehension

Math Standards: Math Standard Number 6, Number Sense and Numeration: Construct number meanings through real-world experiences and use of physical materials

Introduction

In this curricular package, first grade students will be introduced to the language and culture of the Gullah people. They will use Gullah language in relation with saying the days of the week and counting in math. Students will learn about the importance of respecting their elders (people older than themselves) through discussion of literature read to them on this topic. Before beginning the lessons in this curricular package first graders will be given information about who the Gullah people are and where they live.

Objectives

- ◆ Students will learn number words and days of the week in Gullah language.
- ◆ First grade students will be able to recognize similarities and differences between the English language and Gullah language.
- ◆ First grade students will be able to write about an elder they respect and explain why.

Ways to Extend Package Beyond the Classroom

- ◆ Encourage parents to take students to library to find more Gullah folktale books.
- ◆ Schedule a field trip for class to take and hear a folklore storyteller.
- ◆ Have students create take-home Gullah counting books to teach family members how to count using this language.

Lesson#1 Days of the Week in Gullah

Objectives:

- ◆ Students will be able to say the days of the week using the Gullah language.
- ◆ Students will be able to write the days of the week in Gullah.
- ◆ Students will be able to interpret their writing in Gullah to the English word.

Materials:

- ◆ chart paper
- ◆ writing paper
- ◆ pencils
- ◆ marker
- ◆ Picture of Africa& South Carolina

Introduction

Begin lesson by telling students we are going to be learning about Gullah people. Explain that they are African-Americans but speak in a different language. Place pictures of Africa and South Carolina on the chalk board. Point to area on Africa where Gullah people came from. Then show students area on South Carolina picture where Gullah people live now. Briefly question students about other languages they have heard people speak in besides English.

Development

Have students recite days of the week in English from Sunday through Saturday. Tell students we will be learning how to say the days of the week in Gullah. On chart paper draw two columns one showing Gullah language the other with same word in English. Model to students' pronunciation of Sunday while pointing to the word on the chart. Students recite word after I have spoken. Ask students to look closely at each word and comment on what they observe are similar/different in each word. Continue with each day of the week modeling how to pronounce words and students saying it after. On completion have students say the days of the week in Gullah as a class without assistance.

Closure

On writing paper, have students fill in the days of the week using Gullah language for sentences

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Today is _____.
Yesterday was _____.
Tomorrow will be _____.

Assessment: Students will be assessed on their ability to write the days of the week in Gullah using our class chart and interpret its spelling in English under the three sentences

Lesson#2 Counting Using Gullah Language

Objective:

- First graders will be able to count in Gullah to ten.
- First graders will be able to make sets of numbers and match them to appropriate numbers.

Materials:

- De Gullah Story book C.D. by Ronald Daise
- Beans
- Egg cartons
- CD player
- Chart paper
- Marker
- Money, dimes

Introduction

On chart paper write the Gullah word numbers one, two, t'ree, fo', fibe, six, seb'n, ait, nine, and ten. In the column next to these numbers write the numbers and the third column should have the English spelling of the number words. Tell students they will now be learning how to count in Gullah and repeat the words after me. Recite number words in Gullah from one through ten. Show students the De Gullah Story book cover and tell them they will be listening to the story that will help them learn how to count in Gullah.

Development

Play De Gullah Storybook CD by Ronald Daise for students. Once CD has finished tell students we will now be working with beans to learn how to count using Gullah. Explain and model how students will count out sets of beans and place them in the spaces in the egg cartons marked with that number. Allow students time to complete all numbers that are on their egg cartons. As students are counting out beans they should be saying the

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numbers in Gullah. Circulate around the room to assist students with pronunciations and help any that are having difficulty.

Conclusion

Give each group of four students a number one through 10 and have them present how to count their beans using the Gullah Language.

Assessment/Enrichment: Once students have mastered counting to 10 continue with new lesson teaching students how to count by tens in Gullah using dimes.

Ten twenty t'irty fo'ty fibty sixty seb'ty aity ninety one hund'ud

Lesson#3 Gullah Folktale

Objectives:

- Students will be able to recall events in a story.
- Students will be able to write about a person who they respect and explain why

Materials:

- Book, Little Muddy Waters by Ronald Daise
- Writing paper
- Pencils
- Chart paper
- Marker

Introduction

Discuss with students that in the Gullah culture it is a tradition to give their children “basket names” which means the same as a nickname in our culture. Allow each student in our class to discuss their nickname and chart nicknames on paper next to their names.

Development

Introduce Little Muddy Waters by Ronald Daise and explain to students that there was a blues singer named Muddy Waters but the book is not about him. Discuss that the book is about the author's cousin and how he got Muddy Waters for his “basket name” or nickname. Tell students they need to listen as I read the story because we will stop to ask questions throughout the story and at the end. Begin reading the story and ask students questions like “Why could grandma not take care of Muddy Waters?” Where does the

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story take place?” At end of story begin asking students why were the things Muddy Waters was doing throughout the story wrong. Have students comment on why it is important to respect elders, people that are older than them.

Conclusion

Allow students to brainstorm people who they respect. Give students’ writing paper and place on chalkboard the prompt “I respect this person because...” Explain to students that their writing must be three sentences. One sentence must tell about the person they respect. The others must include reasons why they respect that person.

Assessment: Students will be assessed on their ability to explain why it is important to respect elders through their writing assignment.

Author Information

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Bibliography

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