



# AMUM

## Lesson Plan Template

Teacher	
Grade/Subject	Elementary Social Studies
Lesson Title	Threads of Heritage: Gullah Geechee Culture and Traditional African Art

### Lesson Overview

Students will identify the Gullah Geechee people and culture, understand the influence of African art on Gullah Geechee craft traditions, and recognize shared art forms between two cultures.

### Suggested Standards

SSP.01 & SSP.06, K.02, K.08, 1.03, 1.24, 1.25, 2.01, 2.18, 2.25, 2.28, 2.31, 3.05, 3.06, 3.14, 3.27, 4.07, 4.12, 4.19, 4.21, 4.25-29, 4.35, 4.37, 4.39, 5.14, 5.24, 5.25, 5.41-46, 5.50-52

Objectives	Assessment
<ul style="list-style-type: none"><li>Identify who the Gullah Geechee people are and where they live.</li><li>Understand how traditional African art has influenced Gullah Geechee culture.</li><li>Recognize specific cultural practices or art forms shared between West African communities and Gullah Geechee people (e.g., basket weaving, storytelling, music).</li></ul>	<ul style="list-style-type: none"><li>Pre-Instruction guided recall questions</li><li>Strategic questioning as a group during instruction</li><li>Present and reflect on choices made during the activity (group talk, exit ticket)</li></ul>

### Materials

Map of the southeastern U.S. and West Africa, images of traditional African art, images of Gullah Geechee art, index cards or sticky notes

### Introduction



- Start by asking students if they have family traditions (foods, crafts, music, etc.) that are passed down. Briefly introduce how traditions help keep cultures alive.

“Where do our traditions come from?”
- Show a U.S. map and locate the Gullah Geechee Cultural Heritage Corridor (North Carolina to Florida along the coast). Then point to West Africa on a world map.
  - “What do you think connects these places?”

Instruction	Activity
<ul style="list-style-type: none"><li>• Who are the Gullah Geechee people?<ul style="list-style-type: none"><li>◦ The Gullah Geechee are descendants of West Africans who were enslaved and brought to work on rice plantations in the costal south. They kept many African traditions alive through food, language, music, and art.</li></ul></li><li>• Show images of traditional African art (e.g. Kente and Andinkra cloth, Masquerade masks, Bolga and Senegalese baskets) then show images of Gullah Geechee crafts (e.g. sweetgrass baskets, quilts, wood carvings)<ul style="list-style-type: none"><li>◦ Ask students to find similarities (ex. Shapes and patterns, materials, symbols, colors, etc.) Emphasize how these traditions reflect resilience and heritage.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Break students into small groups and have students discuss and respond to questions similar to the following:<ul style="list-style-type: none"><li>◦ “What do these art forms tell us about the Gullah Geechee people?”</li><li>◦ “Why is it important to keep cultural traditions alive?”</li><li>◦ “How does art help connect generations?”</li></ul></li><li>• Have groups present their answers and encourage peer questions and feedback.</li></ul>

### Reflection

- Have students respond to the following prompt on an index card or sticky note:
  - “Three similarities between traditional African art and Gullah Geechee art are...”

### Additional Resources