



# AMUM

## Lesson Plan Template

<b>Teacher</b>	
<b>Grade/Subject</b>	<b>Middle and High Social Studies</b>
<b>Lesson Title</b>	<b>Echoes of Africa: The Gullah Geechee Culture and Traditional African Art</b>

### Lesson Overview


Students will explore the cultural and historical connection between the Gullah Geechee people and traditional West African art. Through inquiry-based learning and artifact analysis, students will discover how enslaved Africans retained cultural practices in the Americas and how these influences are preserved in Gullah Geechee culture today.

### Suggested Standards

8.10, 8.34-36, 8.43, 8.48, 8.56, 8.59, 8.60, 8.64, 8.65, 8.68, 8.70, 8.72, 8.73, AAH.18-20, AAH.21-33, AAH.47-52, CI.08-09, CI.14, CI.19-20, CI.22-23, CI.26, S.29-32, TN.34, GC.24, GC.33, US.03, US.35, US.78-82, US.93, WG.28

Objectives	Assessment
<ul style="list-style-type: none"><li>Describe the origins and geographic location of the Gullah Geechee people.</li><li>Identify traditional African art forms and their purposes.</li><li>Analyze the cultural similarities between Gullah Geechee art and traditional African art.</li><li>Interpret how cultural heritage can be preserved through artistic expression.</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

## Introduction

- Students respond to a warm-up prompt individually or in groups. Have them share their responses as a class or in groups.
  - “If you had to move and could not bring anything with you, how would you keep your culture alive?”
- Transition students into a brief introduction of the transatlantic slave trade and how enslaved Africans preserved aspects of their heritage through stories, music, food, and art.

## Instruction

- Introduce students to the following topics via lecture or slideshow format:
  - Origins of the Gullah Geechee people: Descendants of enslaved West Africans brought to the Sea Islands and coastal regions of the Carolinas, Georgia, and Florida.
  - Isolation and cultural retention: How the physical isolation of the islands helped preserve African languages, food, customs, and art forms.
  - Traditional African art forms: Show examples of Adinkra and Kente cloth, Masquerade masks, and woven baskets. Discuss their functions (spiritual, ceremonial, storytelling, utilitarian).
  - Gullah Geechee art: Show parallels in sweetgrass baskets, quilting traditions, and use of symbolism.

Emphasize cultural continuity, how despite enslavement, many African traditions were retained and are still prominent in the U.S. today.

## Activity

- Students will compare and discuss traditional African art and Gullah Geechee art either individually or in small groups.
- Display side by side images and have students write responses finding similarities between the two. Collect responses for grading or have students share aloud.
- Objects to compare:
  - Traditional African Basket and Gullah Geechee sweetgrass basket
  - Adinkra symbols and Gullah quilt symbols
  - Kente cloth and Patchwork patterns
- Examples of similarities:
  - Shapes and patterns
  - Natural materials
  - Use of symbols and color



## Reflection

- Have students complete a final class discussion or journal prompt responding to:
  - “What is the importance of preserving cultural traditions through art?”
  - “What are some things you learned about the connection between Africa and the Gullah Geechee culture?”

## Additional Resources