Gullah Net Classroom Activities

Past and Present

Grade Level(s): 1st

Description: After reading about the Gullah history, people, language, and traditions on the Web site, discuss and compare the geography and economy of the Sea Islands from colonial to modern times with Venn diagrams.

Our Folktale

Grade Level(s): 2nd

Description: After allowing students to view and listen to the folktales on the Web site in both English and Gullah, ask groups of students to write a folktale using one of the characters. Discuss the folktales and the elements of a folktale, such as morals, animals, and settings. Have each group create an illustration for their published folktale as well as orally present their folktale in a storytelling style.

Webbing Gullah Culture

Grade Level(s): 2nd

Description: After reading about the Gullah history, people, language, and traditions on the Web site, create a webbing of the characteristics of Gullah culture in the 1600s during class discussion.
**Compare and Contrast**

**Grade Level(s):** 3rd

**Description:** After students have read and listened to two of the folktales in both English and Gullah from the Web site, divide the students into two groups. Have each group compare and contrast the characteristics and language from each of the folktales and create a visual display of their information. Allow each group to orally present their information and display to the class.

**Gullah Display**

**Grade Level(s):** 4th

**Description:** After reading and discussing information from the *Gullah Tales* web site, textbook(s), and other resources, have each student create a display about one aspect of Gullah culture to present to the class. The display should answer a question about Gullah. For example, a display titled "Where are the Gullah people today?" would feature a map of West Africa and the southeastern United States, with written information on how the Gullah people were established in the 1600s and where they currently live.

**Folktale Drama**

**Grade Level(s):** K-8th

**Description:** Divide the students into three or four groups. Have each group read and/or listen to one of the folktales on the Web site. After discussing the art of storytelling, written folklore, and the dramatic elements and concepts of acting, allow each group to dramatize the folktale. Follow up this activity with a discussion on the aesthetic differences between live performance/enacting, animation, and storytelling.