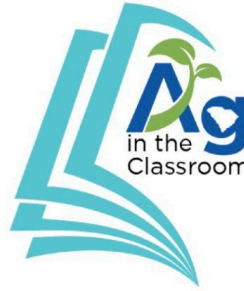




# SPROUTS' MONTHLY BOOK



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Ag in the Classroom  
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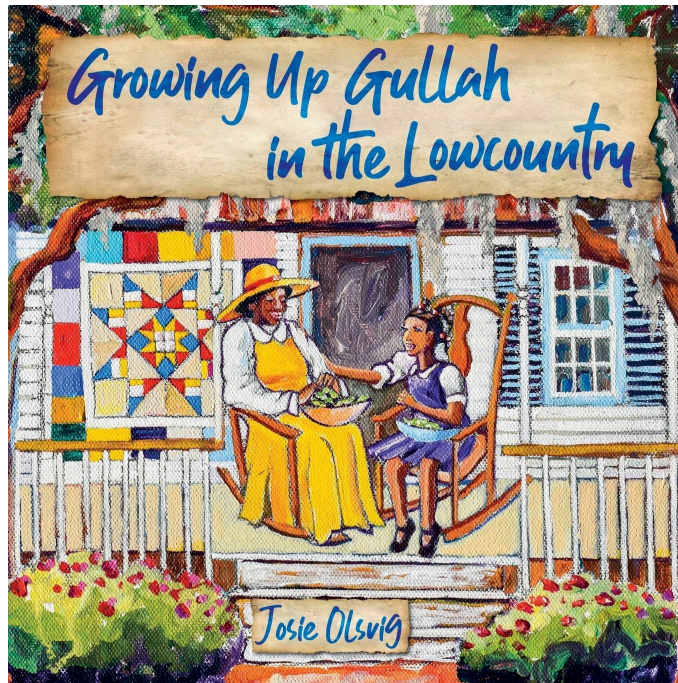
## February 2024 Monthly Book

*Growing Up Gullah in the Lowcountry*

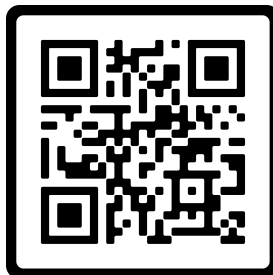
Written by: Josie Olsvig

Grade Levels Suggested: Kindergarten - Fifth Grade

Lesson by: Allison Whiten, AITC Ambassador



Scan here for Lesson Slides!



**Grade levels**

- K-5

**Time length of lesson**

- 1 hour

**Objective of the lesson**

- I can communicate the different parts of the book
- I can communicate the main idea of a text
- I can support the main idea using details from the text

**Standards addressed**

- **ELA**
  - ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.
  - ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.
  - ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.
  - ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
  - ELA.K.F.2.5 Identify letters and words within sentences.
  - ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.
  - ELA.K.AOR.3.1 Identify and explain the roles of the author and the illustrator of a story.
  - ELA.K.AOR.6.1 Retell a text orally to enhance comprehension: a. include main character(s), setting, and important events for a story; and b. include topic and supporting details for an informational text.
  - ELA.K.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:
    - a. ask and answer questions about words and phrases to determine their meaning; and
    - b. use words and phrases acquired through conversations, being read to, and responding to texts.
  - ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).
  - ELA.K.C.9.1 Ask and answer questions in conversation on a topic.
  - ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward. ELA.1.AOR.1.2 Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery.
  - ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text.
  - ELA.1.AOR.2.2 Identify a central idea and supporting details in an informational text.
  - ELA.1.AOR.6.1 Retell a text orally and in writing to enhance comprehension: a. include main story elements at the beginning, middle, and end for a literary text; and b. include a central idea and supporting details for an informational text.
  - ELA.1.AOR.7.1 use provided reference materials to build and integrate background knowledge;
  - ELA.2.AOR.2.2 Identify and explain a central idea and supporting details in an informational text.

- ELA.2.AOR.6.1 b. include a central idea and supporting details for an informational text.
- ELA.3.AOR.2.2 Determine and explain a stated central idea and supporting details in an informational text.
- ELA.3.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and key details for a literary text; and b. include a central idea and supporting details for an informational text.
- ELA.3.AOR.10.1 Identify and explain how information gained from visuals (e.g., illustrations, photographs, graphs, maps) contributes to the meaning of a print or non-print text.
- ELA.4.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text
- ELA.4.AOR.7.1 b. consult print and digital reference materials to build and integrate background knowledge;
- ELA.5.AOR.2.2 Explain the development of a stated or implied central idea over the course of an informational text.
- ELA.5.AOR.7.1 b. consult print and digital reference materials to build and integrate background knowledge;
- **Art**
  - Indicator VA.CR IM.1.2 I can work through the artistic process to improve my artwork through experimentation.
  - Indicator VA.CR IL.2.1 I can identify and use art materials and techniques based on my research from a variety of sources
  - Indicator VA.CR NM.2.1 I can use twodimensional art materials to explore ways to make art.
  - Indicator VA.CR IM.2.2 I can use processes and techniques by other artists in my artwork.
  - Indicator VA.P IM.3.2 I can use the elements and principles of art to complete my artwork.
  - Indicator VA.C IM.6.1 I can examine characteristics among artistic styles, periods or cultures and describe how cultures influence each other.
- **Social Studies**
  - **Objective of the lesson**
    - I can compare and contrast differences between myself and the Gullah Geechee people.
    - I can communicate changes that the Gullah Geechee people have made.
    - I can locate the location of the Gullah Geechee on a map.
    - I can communicate the impact of the Gullah Geechee on our state.
  - K.H.1 Identify similarities and differences between oneself and others
  - K.H.2 Examine ways in which individuals change or stay the same over time.
  - K.H.3 Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts.
  - K.G.2 Utilize sources of geographic information (e.g., digital sources, maps, or photographs/images) to define and identify cultural and/or natural features.
  - K.CG.1 Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions
  - 1.H.1 Identify similarities and differences between one's community and other South Carolina communities over time.

- 1.H.3 Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.
- 1.G.1 Identify various types of maps, map features, and the purpose of maps.
- 1.CG.1 Demonstrate how civic dispositions encourage citizens with diverse beliefs and backgrounds to work together for a common goal.
- 2.H.2 Examine current or past events from U.S. history, and discuss the possible causes and effects.
- 2.CG.1 Identify cultural and ethnic groups in the U. S., explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society.
- 3.4.1.PR Investigate the cultural characteristics of places and regions around the world.
- 3.4.2.HS Investigate the economic and land use characteristics of places and regions around the world.
- 4.1.CX Contextualize the experience of Africans, Europeans, and Native Americans in South Carolina.
- 4.2.E Analyze multiple perspectives on the economic, political, and social developments of the new nation.
- 4.3.CC Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U. S. expanded westward.
- 5.2.CX Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina.

**National Agricultural Literacy Outcomes:**

- Upper Elementary (Grades 3-5) T1.3-5
  - e. Recognize the natural resources used in agricultural practices to produce food, feed, clothing, landscaping plants, and fuel (e.g., soil, water, air, plants, animals, and minerals)
- Early Elementary (Kindergarten - Grade 2) T2.K-2
  - e. Identify the importance of natural resources (e.g., sun, soil, water, minerals) in farming
  - f. Identify the types of plants and animals found on farms and compare with plants and animals found in wild landscapes
- Upper Elementary (Grades 3-5) T2.3-5
  - a. Discuss similarities and differences in food, clothing, shelter, and fuel sources among world cultures
  - b. Distinguish between renewable and non-renewable resources used in the production of food, feed, fuel, fiber (fabric or clothing) and shelter
  - c. Explain how the availability of soil nutrients affects plant growth and development
- Early Elementary (Kindergarten - Grade 2) T3.K-2
  - b. Recognize that agriculture provides our most basic necessities: food, fiber (fabric or clothing), energy, and shelter
- Early Elementary (Kindergarten - Grade 2) T5.K-2
  - b. Explain why farming is important to communities
  - c. Identify places and methods of exchange for agricultural products in the local area
  - d. Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes
  - e. Identify the people and careers involved from production to consumption of agricultural products

- Upper Elementary (Grades 3-5) T5.3-5
  - b. Discover that there are many jobs in agriculture
  - c. Explain how agricultural events and inventions affect how Americans live today (e.g., Eli Whitney - cotton gin; Cyrus McCormick - reaper; Virtanen - silo; Pasteur - pasteurization; John Deere - moldboard plow)
  - d. Explain the value of agriculture and how it is important in daily life
  - e. Provide examples of agricultural products available, but not produced in their local area and state
  - f. Understand the agricultural history of an individual's specific community and/or state

#### Materials list:

- Computer
- Projecting screen
- Pencil
- Paper
- Growing Up Gullah in the Lowcountry Book
- Anchor chart paper
- Markers

#### Vocabulary:

- Author: a writer of a book, article, or report.
- Illustrator: a person who draws or creates pictures for magazines, books, advertising, etc.
- Illustrations: a picture **illustrating** a book, newspaper, etc.
- Front cover: The front face of the cover, where the book begins
- Back cover: The cover on the opposite side of the front cover of a book
- Title page: a page at the beginning of a book giving its title, the names of the author and publisher, and other publication information.
- Realistic Fiction: To review, realistic fiction is **a genre of literature that encompasses stories that, while still fictional, seem as if they** could take place in the real world.
- Fiction: literature in the form of **prose** that describes **imaginary** events and people.
- Non-fiction: **prose** writing that is based on facts, real events, and real people, such as biography or history.
- Main character: the characters with the most amount of influence on the plot or the characters that the plot has the most influence on
- Setting: the place or type of surroundings where something is positioned or where an event takes place.
- Events: a thing that happens, especially one of importance.
- Topic: The topic is the broad, general theme or message.
- Main Idea: the most important or central thought of a paragraph or larger section of text,
- Details: item of information (including descriptive, illustrative, and statistical information) that supports an idea or contributes to an overall impression in an essay, report, or other kind of text.

#### Instructor procedure:

##### ELA

1. The teacher will reference these slides throughout the lesson
  - Sprouts February Lesson 24.ppt
2. Review vocabulary on slides 3-4
3. Review the background knowledge on slide 5
4. The teacher will introduce the text by stating that it is realistic fiction.
5. The teacher will ask students what they think they will see in a realistic fiction text.
  - The teacher will ask "Could these events happen in real life?"

6. The teacher will then show students the front cover, back cover, and title page of the book.
7. The teacher will introduce the author and illustrator.
  - The teacher will ask students what the purpose of the author and illustrator is.
8. The teacher will walk students through the book, *Growing Up Gullah in the Lowcountry*
9. The teacher will then show the video on slide 6 or read the book.
  - During reading the teacher will model
    - i. Pointing to words, noting that there are spaces between words, following words from left to right, top to bottom by returning to the beginning of the next line, and page by page, identifying the beginning and end of a sentence by locating the capital letter and end punctuation, identifying letters and words within sentences.
    - ii. Appropriate fluency and intonation.
  - The teacher will also ask the following questions:
    - i. Who, What, When, Where, Why
    - ii. Support ideas with details and examples.
10. After the story, the teacher will ask students to participate in a think pair share with their neighbors.
  - Students will speak to their peers about the characters and setting in the story.
11. The teacher will redirect students to think about what the story was mostly about.
  - The students will share what they think the story was about.
12. The teacher will ask that students participate in a think pair share with their neighbors.
  - Students will speak to their peers about the details in the story.
    - i. If students struggle prompt them to think about the setting and characters in the text.
13. The class will work collaboratively to determine what the main idea of the text is.
  - The teacher will use slide 7 or anchor chart paper to show the class.
14. Students will share a summary of the story with a group of 3-5 students.
15. Students will share out important information they have learned.


### **Social Studies**

1. The teacher will reference these slides throughout the lesson
  - ▣ Sprouts February Lesson 24.ppt
2. Review vocabulary on slides 11-12
3. Watch the video on slide 13
  - a. While watching the video the students will answer questions on the worksheet provided.
4. Watch the video on slide 14
5. The student will move the compass to cover the area in which the Gullah Geechee people live on slide 15
6. The students will compare and contrast the culture of the Gullah Geechee people and their own culture on slide 16.
7. The teacher will ask the following questions and use them to edit the venn diagram as necessary:
  - a. How has the Gullah Geechee culture changed since its origin?
  - b. Why is their culture important to South Carolina's history?
  - c. What is their connection to agriculture?
    - i. Agriculture was one of their skills
    - ii. What crops did they produce?
    - iii. What natural resources did they need?
    - iv. Why did this make them more valued?




- v. How did this impact South Carolina?
8. The students will explore the Gullah Geechee Cultural Corridor Map on slide 17.
9. The students will listen to a story told in the traditional Gullah language on slide 18
10. The students will complete the sweet grass basket word search independently.

### **Art**

1. The teacher will reference these slides throughout the lesson
  -  Sprouts February Lesson 24.ppt
2. The teacher will show the students the sweet grass basket video on slide 20
  - a. The teacher will make a “sweetgrass basket” with students using paper.
3. The teacher will show the students the sweet grass basket video on slide 21
4. The teacher will use the following slides in order to educate students on symbols in art.
  - a. [https://assets.website-files.com/5d6dbb666ca181d3ab076753/62002766552e2708c1b23227\\_Understanding%20how%20symbols%20communicate%20stories%20and%20meaning%20presentation.pdf](https://assets.website-files.com/5d6dbb666ca181d3ab076753/62002766552e2708c1b23227_Understanding%20how%20symbols%20communicate%20stories%20and%20meaning%20presentation.pdf)
5. The teacher will use the following lesson on printmaking
  - a. [Adinkra: Exploring Printmaking through African Symbols and Textiles](#)

### **Additional resources which enhance the lesson:**

-  Sprouts February Lesson 24.ppt
- [State Agricultural Facts](#)
- <https://agclassroom.org/teacher/>
- <https://gullahgeecheecorridor.org/thegullahgeechee/>
- <https://discoversouthcarolina.com/articles/best-ways-to-experience-the-lowcountrys-gullah-geechee-culture>
- <https://www.youtube.com/watch?v=INL0xvNjFiA>
- Folktales:
  - [Exploring Gullah Folktales through Puppetry](#)
  - [https://assets.website-files.com/5d6dbb666ca181d3ab076753/620027e80ca3da64864022a9\\_Gullah%20Folktales%20Presentation.pdf](https://assets.website-files.com/5d6dbb666ca181d3ab076753/620027e80ca3da64864022a9_Gullah%20Folktales%20Presentation.pdf)
  - [Series | Gullah Tales | Knowitall.org](#)
- <https://www.artshhi.com/arts-education/gullah-virtual-library>
- [Cultural Trail Map](#)
- <https://www.hiltonheadisland.org/gullah/culture/>

### **Assessment:**

- **Assessments**
  - Informal:
    - Think pair share
  - Formal
    - Gullah Geechee South Caolorina History Sheet
    - Sweetgrass wordsearch
- **Early finishers:**
  - Early finishers will use the [Ag in the Bitmoji Classroom](#)
  - Early finishers can explore the cultural trail map

**Attachments:**



NAME: \_\_\_\_\_

# Gullah Geechee

## South Carolina History

SKILLS:

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IMPACT ON SC:

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HOW WERE THEY  
IMPACTED BY WAR:

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WHY DID THEY COME TO SC:

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INTERESTING  
FACTS

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NAME \_\_\_\_\_

## Sweetgrass Baskets

See how fast you can "uncoil" all 15 of the highlighted words below.



**GULLAH** people are descendants of **ENSLAVED** Africans who were brought to the South Carolina and Georgia Low Country over 400 years ago. The slaves were from the **WESTERN** coast of **AFRICA**, where rice farming was widespread.

Once of the most recognizable of Gullah folk arts is the **SWEETGRASS** Basket.

The Gullah **TRADITION** of creating **COILED** grass baskets is a craft that has been handed down from generation to generation.

Instead of weaving the baskets, a **NAILBONE** made from a spoon handle, bone or nail is used to **SEW** natural materials together. The most commonly used materials are sweetgrass, **PALMETTO** leaves, longleaf **PINE** needles and a marsh grass called black rush.

"Fannah" or **FANNER** baskets made this way were used to process **RICE** on the **PLANTATIONS**. A person would fan rice by tossing it in the air to separate the chaff from the hull. West Africans still use these large, round, shallow **BASKETS** when farming rice the old way.

The Sweetgrass basketry is a recognized art form that continues today.

R O A P S C J P S R Z D V N E  
D I X F O N F U J V E J A N B  
X L H I R X O J I V T I H A F  
C U L W Y I N I A K L N S O A  
Z E G K X O C L T B F K S P N  
D R S F L Q S A O A E Z I D N  
K V S N M N T N B T T N L E E  
S K A E E C E S S H E N V L R  
G H R T R A D I T I O N A J K  
U R G P A L M E T T O P A L G  
L X T J O N R E T S E W S Q P  
W L E D I A N E G U L L A H S  
Q F E P S F C Y H C V D X X W  
W I W B E I S E W C Q J S A K  
X C S H R Q H U T X T Y H Q U

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YouTube. (2022d, February 6). *The significance of Adrinkra symbols in Gullah art with Amiri Farris.* YouTube. [https://www.youtube.com/watch?v=a\\_NXhNzKZpk](https://www.youtube.com/watch?v=a_NXhNzKZpk)