

Patricia Davis

Grade level: 5

Summer 2002

Title: Migration of the African American Family

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Iowa-Maple Elementary School

Cleveland Municipal School District

Course: Social Studies

Grade level: Grade 5

Standards met:

Introduction and Background Information

The African-American family is and has been influential in the shaping of America. Through the family, African Americans have gained support, strength, and a network for developing socialization skills, thus enabling them to face the many obstacles and hardships they have had to endure

Our focus throughout the lesson, will include Africans who came to the Americas from the western coast of Africa. These Africans were the ones designated to be captured because of their homeland skills of growing rice and other agricultural items. They were taken to islands along the coast of South Carolina, Georgia, and Florida, known as the Sea Islands.

There they were forced to work on rice plantations, utilizing the same skills and technology they used in Africa. For the most part, these Africans knew more about the rice fields than the “masters” who brought them here to work for them. The Africans also had developed an immune system which allowed them to work in these damp, humid, swampy rice fields, unlike their masters who were afraid of dying from diseases such as malaria found in conditions such as these. For those reasons, the plantation owners basically left the Africans to themselves to cultivate the fields and make them rich off of the rice plantations. Of course there were overseers and slave drivers present to make sure the work was being done. However there were so many Africans on these plantations, that they outnumbered the plantation owners and their families.

There were approximately 35 Sea Islands along the eastern coast, and most had rice plantations run by Africans. The Africans who continued to occupy this land, later became known as “Gullah” people, (or Geechee as sometimes called) because of the language spoken and their retention of many of their African traditions and customs. Due to the large numbers of Africans and descendants of Africans, the Gullah culture remained along the Sea Islands, many still surviving today.

Through this unit, students will be exposed to four areas that led to African Americans to migrate to other lands after being forced from their homeland. Those areas that will be covered are:

- I. The African Influence
- II. Effects of Slave Trade on the African American Family
- III. African American Families After the Civil War
- IV. Building Bridges - The Beginning of Migrations

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The final area to be covered will involve students in bringing families back together through reunions and other family celebrations.

I. The African Influence

African families along the western coast of Africa lived in villages made up of close knit families. Families were large with the head of the family generally being a male - or patriarch of the family. Polygamy was acceptable and the males usually had more than one wife. Homes were built in clusters, so that all of the wives had a house to live in with their own individual children. Also grandparents lived in the cluster, as well as other adult children and their families. This was the beginning of what we call "extended families". The advantage of cluster homes and extended families allowed Africans to consistently be of help to each other. While women worked in the fields, and men hunted, children could help watch all of the other children along with the grandparents who did were left to do menial but necessary tasks around the village. The children consistently learned from their surroundings as they listened and watched their parents, elders and other relatives. The extended family also provided a social unit for the Africans which provided a system of support for them.

In addition to being superior rice planters and cultivators, the Africans possessed many skills and talents that were necessary for survival that are now being looked upon as highly technological. Basket weavers used resources within their reach to make beautiful baskets used to carry rice and other crops. Net makers made fish nets to catch large quantities of fish at a time. Storytellers kept the children entertained while teaching lessons at the same time. Various plants were used to create colorful fabrics that have been used throughout the world.

The African family was well equipped for survival and to face the challenges that life brings for any group of people.

II. Effects of Slave Trade on the African Family

Africans were brought to the rice fields on the Sea Islands around the late 17th century. Again they were captured and brought to the Americas because of their skills. However, the white slave owners did not see them as humans, and had no regards for their ties to their families. Therefore they were sold based on the needs of plantation owners. Husbands and wives were separated (if they survived the ride across the Atlantic), children were taken away from their mothers, Africans from different tribes and villages were put together, leaving Africans alone and afraid in this new land.

The roles that Africans were used to were beginning to change. Without fathers or men around, mothers were left to be in charge of families. This led to the matriarchal society that is prevalent in many African American homes. However, mothers as well were pulled away from their families as they were assigned to the big house to cook, clean, or watch the master's children. This left the grandmother in charge of the family,

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or some other slave nearby. Also, slaves were now living in “row houses” which was different from the cluster homes in Africa keeping them close to their family.

With slavery, there also began the mixing of the races. This led to some divisions within the families as two brothers with the same mother may have a white father and a black father thus creating differences in skin tone and possible treatment from the slave master as well as other slaves.

Running away to freedom also led to separation of the family. Although it was not looked down upon by slaves, hearts were broken when family members would “steal away” to a better life.

Family life for slaves varied from plantation to plantation. For many of the slaves on the Sea Islands, families were able to stay together -- as long as the rice fields were being taken care of and the master continued to profit from his goods.

III. Family Life After the Civil War

The Civil War (1861-1865) was fought to preserve slavery and the agricultural way of life in the south and to create a “modern way” of life according to the north. As the south began to lose the war, many plantation owners became afraid of repercussions and fled their homes on the plantations, thus leaving homes, lands, and rice fields to the slaves.

Since there were so many slaves on the rice fields, many of the customs and traditions brought from Africa were not forgotten. Now that the slave owners were gone, the descendants of these Africans could freely express themselves utilizing their hidden talents and beliefs.

The Gullah people on the Sea Islands became crafty once again, weaving baskets, creating fishing nets, worshipping as they pleased, and more. With the land left to them, they also began building cluster homes as adult children built homes on their parents’ property to raise their own children. Once again, extended families began to grow. Skills, talents, and beliefs were passed on to children. The family began to gain strength once again.

The Gullah people were basically living in isolation since they were living on islands and the only way to get to the mainland was by boat. They were therefore, left alone until around the 1940’s, 1950’s when the government began building bridges to connect the islands to the mainland.

IV. Building of the Bridges leads to the Beginning of the Migration

Now that more and more bridges were connecting the islands with the mainland, people began moving out as others began moving in. The Gullah people now had a chance to visit the outside world - as free men and women - thus beginning to adopt some of the cultures of the new world.

Education also became very important to the Sea Islanders and although schools had been built or established on the islands for the freed slaves, some wanted more and moved on the mainland for better education purposes. Families who had heard so much about moving north for better job opportunities were now able to do so more freely--

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especially since nature had destroyed the rice fields which left many families poor. So thus began the migration. People were leaving the islands for a variety of reasons.

Not only were people leaving, but developers and white owners were returning to the islands again to make money by reclaiming land they deserted, or building resorts and tourists attractions along the beaches of the Atlantic Ocean. In some instances this forced the islanders to move onto the mainland and beyond.

Once again families were separated, however under different circumstances. With the onset of cars, trains, airplanes, etc., families can remain "in touch" unlike the slavery era. Also many families have reunions or celebrations to bring everyone back together. With some African American families still owning property on the islands, many are moving back home to once again live in cluster homes or "communities".

Conclusion:

It is clear to see that the family is the backbone of survival for African-Americans. As African societies are traced and studied, it is evident that the importance of family began in Africa. Although African Americans have left Africa and have migrated to various parts of the United States -- and the world as well-- it is clear to see that it has been the family that has played a major role in the survival and growth of the African American family.

Migration of the African American Family

Goals and Objectives:

Students will learn about the influence Africa has had on African-American families as they have migrated from Africa to various sections of the United States.

Social Studies Course of Study Strands and Objectives

Stand # 1 - American Heritage

1. The learner will identify significant individuals of various cultural backgrounds, including African-Americans, from regions past and explain their influences on people from different times and their impact on the cultural heritage of the United States.

Strand #2 - People in Societies

1. The learner will compare the reasons various cultural groups, including African-Americans, had for coming to the United States.
2. The learner will describe how the customs and traditions immigrants brought with them have

influenced the American way of life.

Strand #3 - World Interaction

1. The learner will utilize map skills.

English/Language Arts Standards:

Reading Standard # 5-6: R3.3 - Discuss reading to enrich comprehension.

Writing Standard # 5-6: W1.1 - Develop writing through a process, which often includes a series of initial plans, and multiple drafts.

Writing Standard # 5-6: W2.2 - Inform others through reports or informational writing.

Lesson One
Part 2

“The Family Across the Sea”

Hi. My name is Ayana. I live in a village in Sierra Leone which is on the western coast on the continent of Africa.

I live with my family which is very large. I have 13 brothers and sisters. Four of them live with my mother and me. The others live with their mothers. My father has three wives because that is accepted in our culture. My father is a very good man because he loves and takes care of all of us. He is also very proud of us because we work hard to make our village the best it can be.

I love my village and everyone who lives with us. All of our homes are close together. This way I get to see my brothers and sisters all the time. My grandparents also live close to us. You see, when my father married his first wife, he built a home close to his parents. Now we all have homes close to my grandparents. I had an uncle who also built his houses close to my grandparents, but he was killed by an animal while hunting for food a few years ago. All of his wives and children still live in their homes near ours. My father and grandparents help my uncle's family too. I love being around my extended family.

Everyone in our village works hard. The women spend a lot of time in the fields planting and harvesting crops. They grow food so that we can eat later. The men in our family are brave and strong. They hunt for meat for our family. They also come back

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sometimes with nuts or berries that grow wild in the woods -- which is hard for us to get to because its dangerous out there. I'm 10 years old, and it's my job to stay near the village and watch the younger children. While here, I also watch my grandmother and some of the older villagers take care of the gardens, make pretty clothing, weave baskets, and make everything we need to live in our village. You should see the beautiful baskets the women of the village can carry on their heads!!! I am learning how to do some of these things while watching my grandmother and the other ladies in the village.

We don't have books to read, so we spend a lot of time listening to the elders tell us stories. Some of these stories are told about animals who did not think very well and got into a lot of trouble. We are told these stories to learn a lesson and so that we don't make the same mistake the animals did. Some of the stories are told to us about different gods who have done good things for my family and our village. Some of the stories are about family members and the good and bad times they may have had in life. Whatever type of story is being told, I love it!! I've learned so much about my family and life from listening to those stories!!!

I love my family and I just can't wait to grow up. I want to be beautiful like my mother and wear all the colorful colors that she wears. I want to someday marry a good man like my father who is so brave and strong.

I'm proud of my village and I'm glad that I was born into this family.

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Migration of the African American Family

Lesson One:

The African Influence on the African American Family
"The Family Across the Sea"

Objectives:

1. Students will discuss family relations in Africa.
2. Students will utilize map skills to locate regions in Africa and in the United States.

Resources/Materials:

Classroom World Map
Individual World Map for Students
Crayons
KWL Chart
Paper/Pencil

Key Words and Terms:

traditions, culture, extended family, patriarch, matriarch

Instructional Strategies and Activities:

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1. Introduction

- Question students to find out their prior knowledge about Africa and what they know about the people.
- Record their responses in the “K” (What we Know) section of the KWL Chart.
- Ask students “What” they’d like to know about Africans and record responses in the “W” section of the KWL Chart.
- Inform students that this lesson will focus on Africans, traditions and relationships.

2. Map Skills

- Have students locate Africa and the United States on the map.
- Discuss similarities, differences, location, etc. (Possible responses include size, borders Atlantic Ocean, Africa has 50 countries, the US has 50 states, etc.)
- Call out specific countries in Africa and states in the United States for students to locate on the map. Focus on the west coast of Africa and the east coast of the United States.
- Discuss their thoughts on modes of transportation to get from Africa to the United States.

3. Looking at Family Traditions and Relationships

- Have students discuss what makes up a family.
- Discuss family roles (Parents work, children attend school, help with housework, baby-sit, etc.)

4. Read passage from “A Family Across the Sea” which describes family and village in Africa.

5. Briefly discuss. Include terms, patriarch and matriarch.

- Which family type do you think you’d see more of in Africa? Why?
- What is an extended family. Why was this important to African families?

6. Return to KWL Chart. Have students summarize what was “Learned” and record responses in L section of Chart.

Assignment:

Have students write a paragraph describing a typical Sunday at home with their family. Remind them to include family members in their description.

Lesson Two

“Voices of the Past”

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Journal Excerpts

by Patricia A. Davis

June 8, 1703

It was a long journey coming across all that water. But now we are on dry land. We've been so crowded on that big boat, I'm glad we're off and can walk again, but I don't understand why they have shackles around my arms and feet. I was captured by men who took my mother, father, and brother on the boat too. But I didn't see them when we got off. I saw my brother when we got to a big place with a lot of white people looking at us.

They next thing I know, they was putting my brother in a wagon and taking him further away from me. That was the last I saw of him. I never saw my mother or father since we left our home in Africa. Oh, this hurts so bad. More than the shackles on my body.

-- African boy arriving in America.

June 8, 1753

It was a real hot day today. We just finished working in the rice fields. I'm listening to my grandmother tell me about her home somewhere else. She said it wasn't like this one. She said everybody in the family lived close together. She said she didn't live in houses in rows like we do. She said nobody told them when they had to work in the fields, they knew when it was time to work. She said she knew all her brothers and sisters. I don't know where all of mine are because my master sold them to somebody else.

I live with my mother and grandmother because they sent my father somewhere else too. I spend more time with my grandmother when we not working because my mother is in the big house taking care of the master's children.

----Young slave girl

June 8, 1804

Today is horrible. The worst day of my life. I can't believe my master did that to me. My heart is broken. These tears I cry are going to bust my chest wide open. Master is sending me to another plantation. He said he needed more money from my new master, so he gave me to the new master.

I left my mother crying on the ground. They wouldn't let my father leave the fields to see me off. I can still hear my younger brothers and sisters screaming. What will happen to grandma?? Whose going to help her. I won't hear her voice anymore. Whose gonna teach me how to be a lady.

I want my mother. This hurts oh so bad.

---Young slave girl

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June 8, 1860

I woke up this morning and found my son gone. Go'ing to freedom he told me. Mama don't worry about me, he said. I guess he left in the night. He took his wife and the new baby. I pray they make it. Said he was gonna be a free man. Said he was tired of master working us too hard. Didn't want that to happen to his new baby boy. Lord knows I'm gonna miss him. Said he was coming back to get me too. But I'm not worried about me. I just want him to be safe and make it to freedom. Lord knows if I will ever see him again -- and that new baby -- my grandson, will I see him? Will he ever know me? Lord please let my baby make it to freedom.

- Older slave woman

Lesson 3

Part 2

African Traditions Retained

1

West African slaves were brought to the Sea Islands because they could grow rice very well in Africa. Many of them were sent to plantations on one of the islands and they outnumbered the plantation owners and their families.

After the Civil War, many of the plantation owners left the plantations because they were afraid of northerners coming in to take over. This left the slaves alone on the islands and they began to take over the plantations themselves. Since there were no plantation owners to make them do what they were told, they began to bring back some of the traditions and customs they were used to in Africa. Since there were so many slaves on the plantations, many of them did not forget what was taught to them in Africa, or shown to them by their ancestors who came from Africa.

Basket weaving is a skill that women in Africa possessed. It was necessary to have baskets to use for bringing in the crops that had been planted. The women used a special type of "grass" and leaves to make the beautiful and useful baskets. This skill was passed on from generation to generation and brought to America where it was continued. As slaves worked in the rice fields, it was necessary to have baskets to put the rice in. Therefore, basket weavers continued the skill taught to them. There are many basket weavers still around in the United States, especially in the Sea Islands among the Gullah people.

Net making is another skill that came from Africa. Net makers were usually men who made the nets for catching fish. Living along the coast of South Carolina meant fish was also plentiful as it was in Africa. Therefore, more fish could be caught in a net than a single fishing pole. Many people throughout the world began using nets for catching fish. This skill came from the people of Africa who brought it to America.

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Cluster homes were common in Africa. These were homes built by adult children near their parents home. After the Civil War, a lot of land was left for the slaves. Instead of building row houses like the slave owners did on the plantations, the Gullah people began building cluster homes or “communities” similar to the way it was done in Africa. This gave them an opportunity to be close to their families again, and continue relationships with their extended families as well.

Religion was very important to the people of Africa. Although they believed in several gods, they always had one “Supreme” god. When they came to the Sea Islands, they began to worship the plantation owners “God”, but they kept their own beliefs in the way they worshipped. In Africa, worshipping meant, singing, dancing, shouting, and having a good time. This tradition continued in America and you can see much of this in churches throughout the United States.

There were many other traditions and customs that the Gullah people in the Sea Islands retained. Perhaps you can think of others.

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Migration of the African American Family

Lesson Two:

Effects of the Slave Trade on the African American Family
“ A Family Divided”

Objectives:

1. The student will define the term slavery and what it meant to America.
2. Students will observe cause/effect relationships as it pertains to changes made in the African American Family.
3. Students will utilize skills for writing a friendly letter.

Resources/Materials

World Map
“Voices of the Past” (Journal excerpts)
Paper/Pencils

Key Words and Terms:

Slavery, plantation, Sea Islands

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Instructional Strategies and Activities

1. Review previous assignment—paragraphs describing a typical Sunday spent with family. Have students read and share with class.
2. Review west coast region of African and east coast region of the United States on the map. Point out and introduce term, “Sea Islands” to students.
-Why are they called Sea Islands?” (35 islands off the coast of South Carolina, Georgia, and Florida).
3. Have students define slavery and plantation.
4. Give students background information about slaves coming to America, (Sea Islands) and plantations. (See introduction).
5. Have students read journal excerpts. Discuss feelings, emotions, effects on family relationships and structure.
6. Summarize effects of slavery on family traditions and customs.

Assignment:

Have students write a letter to a distant relative. Someone who they might not have seen or visited in a while.

Lesson Two

Part 2

“Voices of the Past”

Journal Excerpts

June 8, 1703

It was a long journey coming across all that water. But now we are on dry land. We’ve been so crowded on that big boat, I’m glad we’re off and can walk again, but I don’t understand why they have shackles around my hands and feet. I was captured by men who took my mother, father and brother on the boat too. But I didn’t see them when we got off. I saw my brother when we got to a big place with a lot of white people looking at us. The next thing I know, they was putting my brother in a wagon and taking him further away from me. That was the last I saw of him. I never saw my mother or father since we left our home in Africa. Oh, this hurts so bad---even more than the shackles on my hands and feet.

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-----Older Slave Woman

Migration of the African American FamilyLesson Three:

The African American Family After the Civil War
“Keeping the Culture Alive”

Objectives:

1. Students will discuss family traditions that have been passed on from generation to generation.
2. Students will utilize writing and listening skills as they

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interview family member.

Resources/Materials

World Map

Passage “ African Traditions Retained”

Paper/Pencil

Key Words and Terms:

Sea Islands, Gullah, Civil War, Emancipation Proclamation

Instructional Strategies and Activities:

1. Define and briefly discuss Civil War and the Emancipation Proclamation.

Civil War - 1861-1865. War between northern and southern states. North wanted to abolish slavery and live a more “modern” way of life. South wanted to continue slavery and agricultural way of life. North won.

Emancipation (freedom) Proclamation - Order, document issued by Pres. Lincoln that would free the slaves. Took effect Jan. 1, 1863. 13th Amendment in 1865 abolished slavery throughout the nation.

2. Ask what did this mean to people living on Sea Islands.
3. Introduce term, “Gullah”, given to people who lived on the Sea Islands that maintained remnants of language and

culture

from Africa.

4. After Civil War, southern whites and or plantation owners left plantations to Gullah speaking blacks. This allowed them to continue some traditions, cultures brought from Africa.
5. Have students read passages from “African Traditions Retained”
6. Discuss.

Assignment:

Have students interview family member with special skill. Skills can include mechanics, sewing, typist, computer specialist, cook, or as sophisticated as basket weavers, carpenters, etc. Key questions to ask person being interviewed:

- Where and when were you born?
- What is your special skill?
- Who did you learn it from?
- Did you have an interest in this skill before you learned it?
- Have you taught this skill to anyone else?

Lesson 3
Part 2

African Traditions Retained

1

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After the Civil War, many of the plantation owners left the plantations because they were afraid of northerners coming in to take over. This left the slaves alone on the islands and they began to take over the plantations themselves. Since there were no plantation owners to make them do what they were told, they began to bring back some of the traditions and customs they were used to in Africa. Since there were so many slaves on the plantations, many of them did not forget what was taught to them in Africa, or shown to them by their ancestors who came from Africa.

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There were many other traditions and customs that the Gullah people in the Sea Islands retained. Perhaps you can think of others.

Migration of the African American Family

Lesson Three:

The African American Family After the Civil War
“Keeping the Culture Alive”

Objectives:

1. Students will discuss family traditions that have been passed on from generation to generation.
2. Students will utilize writing and listening skills as they interview family member.

Resources/Materials

World Map
Passage “ African Traditions Retained”
Paper/Pencil

Key Words and Terms:

Sea Islands, Gullah, Civil War, Emancipation Proclamation

Instructional Strategies and Activities:

1. Define and briefly discuss Civil War and the Emancipation Proclamation.
Civil War - 1861-1865. War between northern and southern states. North wanted to abolish slavery and live a more “modern” way of life. South wanted to continue slavery and agricultural way of life. North won.
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2. Ask what did this mean to people living on Sea Islands.
3. Introduce term, "Gullah", given to people who lived on the Sea Islands that maintained remnants of language and culture from Africa.
4. After Civil War, southern whites and or plantation owners left plantations to Gullah speaking blacks. This allowed them to continue some traditions, cultures brought from Africa.
5. Have students read passages from "African Traditions Retained"
6. Discuss.

Assignment:

Have students interview family member with special skill. Skills can include mechanics, sewing, typist, computer specialist, cook, or as sophisticated as basket weavers, carpenters, etc. Key questions to ask person being interviewed:

- Where and when were you born?
- What is your special skill?
- Who did you learn it from?
- Did you have an interest in this skill before you learned it?
- Have you taught this skill to anyone else?

Migration of the African American Family

Lesson Four:

Building of the Bridges
"The Migration Begins"

Objective:

1. Students will understand term migration and purposes

Resources/Materials:

World Map
Paper/pencil
Review of Key Words and Terms Worksheet

Key Words and Terms:

migration, isolation, higher learning opportunities

Instructional Strategies and Activities:

1. Review interviews from previous day. Allow students to share information discovered about family members.
2. Introduce terms:
isolation and migration
3. Remind students that African Americans were left to themselves on Sea Islands after Civil War.
4. Families had to now look out for each other and their communities in other ways. Although they were isolated from the mainlands (South Carolina, Georgia, and Florida), they still wanted to prosper. Therefore they needed schools, better houses, churches, stores, hospitals, etc.
5. Around the 1940's, 1950's the states around the Sea Islands began building bridges for these almost forgotten people. The bridges connected the Islands to the mainlands. Now it was possible for the descendants of African slaves to travel back and forth into the mainlands. The bridges also allowed whites and people of other cultures to travel to the Islands more. Ask students what do they think happened after the bridges were built.
 - Cultures spread, mixed
 - Families moved off the islands onto mainland.
 - More families wanted better education for children.
 - Children wanted more of European culture
 - Families, or adult children moved away from Sea Island region and south to northern and western states.
6. Discuss whether migration could be a good thing or bad thing for the African-American family.
 - Good (Opportunity to grow, learn more things, return to region and teach, help others grow, etc.)
 - Bad (Families separated again, costly to travel, etc.)

Assignment:

Review of Key Words and Terms worksheet.

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Grade level: 5

Summer 2002

Review of Key Words and Terms

Directions: Fill in the blanks below with the words listed in the Word Bank that best fits each definition.

Word Bank:

Community, continent, culture, Civil War, extended families,

Emancipation Proclamation, Gullah, isolation, migration,

Matriarch, Patriarch, plantation, Sea Islands, slavery, traditions

Definitions:

1. _____ A group of islands off the coast of South Carolina, Georgia and Florida.
2. _____ One of the seven largest bodies of water surrounded by water such as Africa.
3. _____ A large farm-like area in which one single crop is grown in large quantities.
4. _____ A family that has many families connected.
5. _____ The fight between states in the north and states in the south over slavery.
6. _____ A family that is led by the father.
7. _____ The language spoken by a group of people who live on the Sea Islands and are descendants of Africans.
8. _____ Customs

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9. _____ A group of people living together in the same area.
10. _____ A document signed by President Lincoln that would allow slaves to be free.
11. _____ An act which forces people to work for others against their will.
12. _____ To move from one region to another.
13. _____ A family that is led by the mother.
14. _____ Traditions and customs that make up the beliefs of a group of people.
15. _____ To be separated from others.

Migration of the African American Family

Lesson Five:

Culminating Activity
A Family Reunion

Objectives:

1. Students will review the migration of African American Families from Africa to the Sea Islands to various regions of the United States.
2. Students will utilize various skills to create a chart and poster to summarize information learned throughout the unit.

Resources/Materials

World Map
Poster Board for each Student
Crayons, markers, pencils
Construction paper, scissors, glue
Old Magazines

Key Words and Terms:

Reunion

Instructional Strategies and Activities:

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1. Review previous worksheet assigned to students as a basis for reviewing terms and concepts.
2. List the following events on the board and have the students put in order:
 - a. Plantations were left to slaves after the Civil War. (4)
 - b. Families were separated due to slavery. (3)
 - c. Bridges were built to connect the islands with mainland. (6)
 - d. Families lived close to each other and helped each other in Africa. (1)
 - e. Many traditions learned from African ancestors were kept and passed on from generation to generation. (5)
 - f. Many families migrated to other parts of the United States. (7)
 - g. Africans were captured and taken to the Sea Islands to work in the plantations. (2)
3. Inform students that although many families migrated to other parts of the United States, many have relatives who still live on or near the Sea Islands. They return home often to see relatives. Also, many people move back home to build a new house on the land that was still left to their family by the old slave owners. Also, still some move back because they have gotten a college degree and want to go back and teach or work as doctors or nurses for the community they left.
4. Ask students to define "reunion". Explain that since the family is very important to African Americans, there are reunions held frequently. It is a way for the family to see each other and strengthen its relationships.
5. Explain to students that they are going to plan a "Family Reunion."

Culminating Activity:

Students will be expected to plan a family reunion that consists of the following:

- Family Name
- Family Picture (symbol or crest)
- Where it is to be held (Cleveland, Sea Island, etc.)
- When it is to be held
- Times
- Foods to be served
- Activities to be held at the reunion

Provide poster board and materials for students to display the above information. Remind students to be creative and colorful in displaying information about the Family Reunion they are planning.

Use pictures from magazines to paste around various items.

Allow students to share information upon completion.

(See sample attached)

PLENTRY OF FOOD TO EAT: CONTESTS:	CRAFTY
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Rice, Fish, Collard Greens, etc. Netting, (show pictures) pictures)	Basket Making, (show (Pictures)
COME HEAR GRANDPA AND GRANDMA TELL THEIR FAMOUS STORIES ABOUT MAMMA AND DADDY!!	
<u>IT'S THE JONES FAMILY REUNION!!!</u> <u>HELD ON ST. JOHN'S ISLAND IN SOUTH CAROLINA</u> JULY 16, 2004 FROM SUN-UP TO SUN-DOWN ON THE OLD JONES PLANTATION	
THERE WILL PLENTY TO DO: CONTESTS Swim, Sing, Dance (pictures) etc. SEE YA THERE!!!	FAMILY HISTORY Who is the oldest,

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Bibliography

Books:

Bali, Edward; Slaves in the Family, New York Farrar,

Branch, Muriel Miller; The Water Brought Us; Sandlapper Publishing

Joyner, Charles; Down by the Riverside; University of Illinois Press

Pollitzer, William; The Gullah People and their African Heritage;
University of Georgia Press

Thomas, Velma Main; Freedom's Children; Crown Publishers Inc.

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Websites:

Encarta Africana

<http://www.amazon.com>

<http://historymatters.gmu.edu>

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