



**DEEPER
THAN READ
LEARNING GUIDE**

GULLAH PEOPLE

GRADES K-5

The Freedpeople of the Sea Islands Part 1 and 2

Part 1: <https://www.youtube.com/watch?v=j6ed2HDz4c4>

Part 2: <https://www.youtube.com/watch?v=EB3wkqt8jQc>

Educators, Parents or Guardians: You may use the following discussion questions and activities to enhance your students' learning experience before and after viewing Deeper Than Read's *The Freedpeople of the Sea Islands, Part 1 and 2*.

Video Preview Questions: Asking the following questions will prepare students to be alert for details and view the videos more critically.

- In this video, we will be learning about a group of previously enslaved black Americans who lived on sea islands in the South. When they were freed from slavery, they wanted to own the land on which they lived. Based on what you know about American history, how easy do you think it would be for these former slaves to own the land? What challenges do you think they will face when they try to own the land?
- Imagine you were one of these previously enslaved black Americans. What steps would you take to try to gain ownership of the land?

Video Follow-Up Questions: The following questions help clarify and deepen students' understanding of topics addressed in the video and also allow for personal responses to the story of the Gullah people.

Vocabulary Follow-Up

- The video states that Edward Philbrick, the man who bought the sea islands from the government after the civil war, was an *abolitionist* from Massachusetts. What is an abolitionist? Does Philbrick's treatment of the Gullah people surprise you? Why or why not?

Gullah People

- How did the Gullah people come to live in the sea islands? Where are they from originally?
- Why did the Gullah people refuse to work cotton fields for Philbrick? How did their refusal cause trouble? What do you learn about the Gullah people from their strong resistance to Philbrick?
- Why didn't the Gullah people receive the land they had been promised by the Freedman's Bureau?
- How did the Gullah people resist the American soldiers who tried to take the sea islands away from them?
- What happened to most of the freed black Americans that lived in the South after Andrew Johnson became president of the United States?

Video Follow-Up Activities: Consider selecting one or more of the following activities to extend students' understanding of topics related to the story of the Gullah people. You may choose to assign an activity to individuals, partners, or a small group.

- **Brochure** – The Gullah people were separated somewhat from the general American population because they lived on the sea islands. As a result, the Gullah people developed a special culture that included unique language, music, arts, and food. Research to learn more about the Gullah culture. Create a brochure that highlights your discoveries.
- **Persuasive Writing** – The Gullah people wrote to President Abraham Lincoln to try to obtain ownership of the sea islands. Their letter was an example of persuasive writing. There are many situations where you might need to write in a persuasive style to get someone else to see your point of view or to ask them to do something. When you write this way, always include good reasons for your point of view. Think of a situation that you would like to change. Here are a few ideas – you want your parents/guardians to get a new pet; you want your teacher to take you on a particular field trip; or, you want the school cafeteria to add a new food item.

Once you have identified the situation you want to change, write a persuasive letter to the person who can make the change. Remember to include good reasons for the change. You want them to agree with you when they are finished reading.

- **Courage** – The video displays the following African proverb – “A Warrior fights with courage, not with anger.” Write a short skit that demonstrates this idea. Enlist a few friends/classmates to perform the skit for an audience.

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