

TAH Lesson Plan

Title: The Gullah People of the Sea Islands

Grade Level: 8th Grade

Time Allotment: 6 days

Subject Area(s): U.S. History, Slavery & Gullah Culture

Overview: These lessons were designed to be part of a larger unit on slavery. The Gullah-Geechee peoples of the South Carolina and Georgia Sea Islands and low country have a very unique background. Their language, music and folktales are a few examples of the connection between their West African ancestry, subsequent enslavement and their interaction with Euro-American culture in South Carolina and Georgia. Many elements of Gullah culture were hidden and even lost after the Civil War. However, with the efforts of the Penn Center on St. Helena Island in South Carolina, and other Sea Coast organizations, Gullah culture is being preserved and protected.

Essential Understanding: The use of slavery in America was a brutal crime against humanity. Yet, out of the horrors of capture, the middle passage, and enslavement on plantations, the Gullah on the Sea Islands of South Carolina and Georgia were able to preserve elements of their West African culture. They were able to adapt elements of their culture and pass them down to their children. Due to their unique isolation on the Sea Islands and coastal areas, they developed a unique culture with a legacy that is still celebrated today.

Essential Question: How were some of the enslaved peoples of West Africa able to preserve elements of their culture and transform themselves into the people known today as the Gullah-Geechee?

CT Standards:

Social Studies

Content Standard 1: Historical Thinking

Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

Content Standard 2: Local, United States, and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Content Standard 12: Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

Objectives:

- The student will map the triangular slave trade (Day 1)
- The student will interpret two slave trade maps (Day1)
- The student will describe the rice coast connection with the Sea Islands (Day1)
- The student will explain how the Gullah were able to preserve elements of their West African culture. (Day 1)
- The student will research the development of the Gullah language and write a 2 paragraph summary. (Day 2)
- The student will create a Gullah/English Dictionary with an explanation about the development of the language (Day 2)
- The student will translate, interpret and perform a Gullah folktale (Day 3) (Day 4)
- The student will create and communicate three messages using a percussion instrument or clapping. (Day 5)
- The student will perform the “Gullah clap” (Day 5)
- The student will demonstrate their understanding of the Gullah experience by completing a memory box. (Day 6)

Day 1 History of the Slave Trade and the Sea Islands

- Details of the activity: Students will work in groups of 4 to complete tasks at 4 different stations set up around the room.
- Homework: None

Materials Needed:

- World atlas,
- Diagram of a slave ship – photo copy the picture and place on the info sheet for Station #4. <http://historymatters.gmu.edu/d/6802/>
- Maps: Select any 2 maps showing the decrease in the slave trade from Africa to the United States after 1811. (For this lesson, the following maps were used but may be difficult to find.)

Destinations of the Atlantic slave trade, 1701-1810. Fig. by UW Cartographic Lab. Data.

Destinations of the Atlantic slave trade, 1811-1870. Fig. by UW Cartographic Lab. Data.

- Station info sheets
- Student question sheets and blank student sized world map

Procedure:

1. **Prior to class** set up 4 stations with the information sheets provided. The Teacher will need to print the “diagram of a slave ship” and post it to station 4. If there are over 16 students in the class, make 2 sets of each station so that students can rotate through on different sides of the room. The teacher will also need to locate 2 maps, one showing the slave trade up to 1810 and the second showing the slave trade from 1811-1870. These maps should be posted with station 2.
2. Explain to the students that today they will be exploring the historical background of the Gullah people, a unique group of individuals who primarily live in the coastal areas of South Carolina and Georgia. First ask a student to locate Sierra Leone on a map.
3. Ask students to hypothesis how the African Slave trade began? Worked?
4. Divide students up into groups of 4 and hand out student worksheets with blank map.

5. Rotate through different stations of info with a questionnaire sheet and map. Allow 8-10 minutes per station.

Station #1 = Origins of Slavery and African Involvement

Station #2 = Mapping triangular trade

Station #3 = Rice connection

Station #4 = Capture -Bunce (Bense) Island – slave ships

4. After the rotations are finished. Discuss answers as a class.

5. Collect worksheets.

Day 2 Gullah Language

- Students will use the computer lab and library to research how the Gullah language was developed.
- Homework: Write a two paragraph summary explaining how the Gullah language developed and it's relationship to English. Create a Gullah-English dictionary using 20 Gullah words.

Materials

Gullah Fuh Oonuh (Gullah for You) Student Directions

Online computer access

Websites Sources:

<http://www.yale.edu/glc/gullah/06.htm>

<http://www.islandpacket.com/man/gullah/language.html>

<http://www.knowitall.org/gullahnet/gullah/language.html>

<http://www.coastalguide.com/gullah/>

<http://www.websters-online-dictionary.org/translation/Gullah/>

Books with Gullah glossaries, (Gullah Cultural Legacies by Emory s. Campbell, Gullah Fuh Oonuh by Virginia Mixson Geraty)

Note to teacher: Uploading these links to a server or an Edline page in advance is helpful for student access.

Procedure

1. Short introduction about the development of the Gullah language.
2. Hand out the assignment guidelines and review with the class.
3. Computer Lab (Library- if books on Gullah are available)
 - Students will research independently in the computer lab to find out information about the development of Gullah and find 10 words for their dictionary. (30 minutes)
4. Students are then to pair and share their information. Rotate twice. (15 minutes)
5. Homework: Write a two paragraph summary explaining how the Gullah language developed and it's relationship to English. Create a Gullah-English dictionary using 20 Gullah words obtained from individual or group work.

Day 3 Gullah Folktales

- Details of the activity: Students will discuss what a folktale is and give examples of folktales. Students will then listen to 1 Gullah folktale in Gullah, translate and summarize in English. Students will then analyze the lesson/moral the folktale is trying to teach.
- Homework: Practice for group performance of the folktale

Materials

Smart board and LCD projector or LCD projector and screen

Printouts of Little Red Hen, The Jealous Bragging Turtle and What a Friend.

Websites:

- For teacher: <http://www.gwu.edu/~e73afram/ag-am-mp.html>
- <http://www.yale.edu/ynhti/curriculum/units/1993/2/93.02.08.x.html> =for teacher background info
- <http://www.knowitall.org/gullahtales/tales/index.html> - Gullah folktales performed by Aunt Pearlie Sue. Printouts of each of the folktales can be obtained from this website
- <http://www.gwu.edu/~e73afram/ag-am-mp.html> – African American Culture through Oral Tradition reading.

Gullah Folktale Performance Rubric

Procedure:

1. Explain to students that today they will be exploring 2 Gullah folktales. Ask students: What is a folktale? Write answers on the board.

- *A traditional story often with a moral or lesson handed down by people of a region from one generation to the next.*
- *a general term used for stories that are passed orally from generation to generation and usually teach some aspect of a culture. Different types of folk tales are myths, fables, legends, and fairy tales.*

How might one learn about a culture by studying their folktales?

- *Could gain insight into the values the society has.*

What is a moral?

- *A principle of conduct or procedure established to set standards of behavior in a society*
- *refers to what is judged as right, just, or good*
- *A moral generally directs how the reader should act in a certain way.*
- *a lesson about the right way to live.*

Give some examples of principles of moral or admired behavior in our society. Answers will vary. Have a student write responses on the board.

- Honesty
- Courage
- Patriotism
- Generosity (Helping those less fortunate)
- Respect (for self and others, for elders , for property)
- Discipline
- Hard Work
- Kindness
- Protecting the environment
- Sticking to your word- Integrity
- Don't steal
- Being a good friend

Ask students to name a folktale story that we have in our society?

Ex. The boy who cried wolf.

QUESTION: What is a moral? (Example: The moral of the story is?...)

Ex: The boy who cried wolf. : The moral is... don't lie because when you are telling the truth, no one will believe you.

2. Read the following excerpt to students: African American Culture through Oral Tradition

By: Maggie Papa, Amy Gerber, and Abeer Mohamed

<http://www.gwu.edu/~e73afram/ag-am-mp.html>, 3/1/08

African American folktales have origins rooted in West African literary and cultural forms of expression. When Africans were taken from their homeland and brought to America as slaves, they also brought with them their individual cultures, languages and customs. However, their white slaveholders suppressed this part of their heritage in them. Thus they had to find other ways of expression, mainly story telling and songs. The whole body of folktales and spirituals arose from the experiences slaves had on their plantations mingled with the memories and customs that they brought with them from Africa. They would tell stories using different methods such as acting, gesturing and singing. By these means they were able to elevate storytelling into an art...

As slaves, they were forced to live without citizenship, without rights, as property—like horses and cows belonging to someone else. But no amount of hard labor and suffering could suppress their power of imagination.

In Gullah/West African culture, a folktale was not read silently, it was/is performed.

3. Use smart board or projector to listen to a Gullah folktale in Gullah and see if the students figure out the gist of the story. Have students close their eyes while they listen as the story has the English translation at the bottom of the page.

4. After the story is completed, ask students what they think the story is about. Then play it again and allow the students to see the English translation.

5. Ask: Questions:

- Who is/are the main character(s)?
- What lesson (moral) is being taught?

6. Break students into groups of 3 and pass out the remaining 2 Gullah folktales in English. Each group is to create a performance of one of the folktales and explain what the moral of the story is after their performance.

Ask Question: What makes a good performance of a folktale?

Use of voice inflection

Eye contact

Exaggerated Body movement

Use of tone

Use of volume

6. Handout and review rubric

7. Allow students time to practice.

Day 4 Gullah Folktale Performances – See Rubric

Day 5 Gullah Music

- Details of the activity: Students will brainstorm a list of the various methods of communication. Teacher will discuss drumming in African culture. Teacher will discuss the idea of using music and rhythm as a means of communication, resistance, religious observance, and coping with life situations. Students will listen to slave songs of the Georgia coast and practice the Gullah clap. At the conclusion of the class, students will complete an exit ticket with three pieces of information they learned about the Stono rebellion, music and the Gullah.
- Homework: Students will create 3 messages. They will then teach a classmate their messages tomorrow and use them to communicate with their classmate in class.

Materials

“Slave Shout Songs from the Coast of Georgia” CD by The McIntosh County Shouters: Folkways Records.

Teacher background info:

Pleasant, David, “The Drum Is a Voice”, The Brooklyn Rail, January 2004.

Procedure:

1. Have students brainstorm all of the ways in which people communicate. Have 2 students record the responses on the board.

2. Introduce the idea of African drumming and music as a means of communication and transmitting culture.

Explain: Slaves were suppressed from practicing elements of their African culture. After a slave rebellion called the Stono Rebellion in the coastal area of SC, slaves were forbidden from playing drums as it was a means of communication. The slave owners could take away the drums but they couldn't take away the rhythms. Slaves transferred the beats to their hands, feet and bodies and voices. They used broomsticks and other items to keep the beat alive. They also created many of the slave songs, which had hidden meanings within. Some relayed ways to escape, others made fun of their masters. One of the most prominent elements of Gullah music is a rhythmic pattern called the Gullah Clap.

3. Teach students the Gullah clap. This is a rhythm that underlies all of the music on the Slave Shout Songs CD. Explain what a slave shout song is.

4. Have students clap along with the beat to one or two of the songs.

5. Introduce the homework assignment. Come up with 3 drum pattern messages. Keep them simple. (Tomorrow students will teach a classmate their three messages and then see if they can communicate them in class to their partners.)

Explain:

- brainstorm about messages that might be useful to send. Emergency messages like "send the doctor", news like "strangers have arrived", and everyday messages like "I'll be home late" would work.

- In class you will then teach a classmate your drum patterns. Next you will try to communicate with your friend in class using the message you created and see if they can make out what message you are communicating.

Day 6 Gullah Music Cont'd/ Gullah Assessment.

- Details of the activity: Students will teach a classmate their messages and then use their rhythms to communicate with each other in class.

Materials: None

Procedure:

1. Allow students 10-15 minutes to teach their message patterns to a classmate.
2. One by one call student pairs up to tap out their messages and see if they can recognize the meanings.
3. Students will create a memory box with 12 pieces of information that they have learned about the Gullah history and culture. For each of the listed categories, students will need to provide 2 detailed facts: Rice Coast & Africa Connection, Capture, Triangular Trade, Gullah language, Folktales, & Gullah Music. Students will also write a one paragraph response to the essential question: **How were some of the enslaved peoples of West Africa able to preserve elements of their culture and transform themselves into the people known today as the Gullah-Geechee?**

Suggested Assessment/Evaluation

- Activity questions sheet (Day1)
- Gullah Summary and dictionary (Day 2)
- Folktale translations (Day 3)
- Folktale performances (Day 4)
- 3 rhythmic messages (Day 6)
- Memory Box (Day6)

Possible Extensions/Resources

1. Make your own percussion instrument- Students can research the various percussion instruments and use them in the messaging activity. <http://cnx.org/content/m11422/latest/>
–Make your own percussion instrument.
2. Drum Circle- invite a percussionist to do a drum circle with students. Make sure it is someone with African drumming experience.
3. Gullah Cooking – In pairs students research Gullah Cuisine online. Students select and prepare a recipe card. The final day of the Gullah lessons will be a food-tasting day where students make their recipe and bring it in to class. While students are tasting the cuisine, play Gullah music in the background.
4. Gullah games (See the book, *Step It Down* by Bessie Jones and Bess Lomax Hawes)

Day 1 - Information and worksheets:

Station #1 = Origins of Slavery and African Involvement

Directions:

Read the following information and answer the questions below.

Definitions

chattel- a movable article of personal property

chattel slavery – the enslaved is the physical property of the master

kinship- a close connection usually by family, blood, ethnic group or community

slavery-the keeping of slaves; the institution of slavery

Origins of Slavery in Africa

Slave trading existed in Africa for thousands of years before the Europeans became involved. However slavery in parts of Africa was different from the type of slavery Europeans later practiced. Slavery in Africa rarely incorporated severe or brutal treatment of the slave. Chattel slavery was uncommon. In many West African cultures, the idea of belonging to a group was very important. Everyone was often linked to a group to some extent. Kinship relationships were more important than the individual. Slavery within this type of community was very complex. Often a master owned the product of the slave's labor (not their body and offspring) for a certain number of years. It was common to earn your freedom after a number of years. Children of slaves in many cases were born as free individuals. The type of slavery that was practiced by the Europeans and in the United States was **chattel slavery**. Slaves, their physical bodies, and any children they had were the actual property of their owners. There was no process by which a slave would be set free after a period of time. The enslaved individual and any children they had in slavery were automatically slaves. Since a slave was property, there was no protection from slave owners who could treat their slaves in the most brutal manner.

African Involvement in the European Slave Trade

The European slave trade began in the 1500's in the Caribbean on sugar plantations and later extended into the Northern, Central and Southern Americas. Europeans took advantage of tribal and ethnic rivalries in Africa by supplying various competing tribes with guns. This escalated the violence between the different tribal groups. The winner in each conflict often sold their captives into slavery in exchange for European made goods and more weapons. Conquering other tribes and selling their members into slavery became a matter of survival for each tribe. If a tribe did not trade with the Europeans for weapons, another tribe would gain those weapons and easily overtake the non-competing tribe and sell them into slavery. As a result, tribes actively sought to gain European weapons in order to make their tribe or ethnic group more powerful than their neighbors. As long as Europeans continued to trade weapons for slaves, tribes would continue to engage in this type of warfare.

Questions:

1. Explain the difference between slavery common in Africa and the type of slavery practiced by Europeans and Americans.
2. Discuss the following question with your group and write your own detailed response.

Could African involvement in the European slave trade been avoided?

Station #2 = Mapping Triangular Trade

Directions:

Read the information below and complete the listed tasks using the information, the map and atlas provided.

African Slave Trade

Approximately 5% of African slaves went to the United States
The other 95% went to the West Indies and Brazil

1. Label the following present day countries and areas on your individual maps:
 - A. Gambia
 - B. Guinea Bissau
 - C. Guinea
 - D. Northern Liberia
 - E. Senegal
 - F. Sierra Leone
 - G. Bunce (Bence) Island
 - H. United States
 - I. Brazil
 - J. West Indies
 - K. Sea Islands off of the coast of North Carolina, Georgia
 - L. Label the "Rice Coast" area

2. Using the illustrations, **draw and label the triangular slave trade** on your maps.

3. Look at Maps #1 & 2 and answer the following questions:
 - 3A. Explain how the Atlantic slave trade changed as noted by the information on both maps. Pay close attention to the explanation and bar graphs at the bottom of the maps.

 - 3B. What might be the possible cause(s) of the change?

Station #3 = Rice Connection

Directions:

Read the information and answer the questions on your handout.

Coastal South Carolina was perfect for growing rice. However, growing rice was extremely difficult and required much skill and expertise. The colonies needed people knowledgeable in growing rice. The peoples of the western coast areas of current day Senegal, Gambia, Sierra Leone, Guinea, Guinea Bissau and Northern Liberia were expert rice farmers. They had been cultivating rice for thousands of years and were skilled in making rice grow under all types of conditions. Rice growers of this region could tell the difference between 100 different varieties of rice.

Southern planters often sought slaves from these regions to create and work on their rice plantations. Many of the plantations were located on the Sea Islands along the coast of South Carolina and Georgia. At this time, these areas were not connected by bridges to the mainland as they are today. The plantations and the people that were enslaved upon them were isolated from the mainland. Conditions in these areas were very harsh. Extreme humidity made white planters very vulnerable to malaria and yellow fever. As a result, the white families would leave their plantations in the summer for more comfortable northern climates. Their would be a “rice driver” on the plantations to make sure slaves were doing their work. However, because the whites were gone at least half of the year, they had a degree of autonomy. The slaves of these areas had more opportunities to preserve elements of their African culture than slaves on the mainland.

A large percentage of the African Americans who live on these islands today are among the few African slave decedents who can be traced back to the rice coast areas of Africa. This is unique in the United States because most African Americans who are descended from slaves until recently, (due to DNA testing) did not have any evidence of where in Africa their ancestors came from.

Questions:

1. Why did southern planters seek to purchase slaves from areas such as Sierra Leone?
2. Why were the slaves of the Sea Islands able to preserve elements of their culture?
3. If you were faced enslaved in the manner the captured Africans were, what elements of your culture would you try to preserve and pass down to your children?

Station #4 = Capture and Bunce Island

Warfare between competing ethnic groups/tribes in Africa often resulted in the loser being enslaved. Terror would be used to get captured individuals to stop resisting. This took many forms. For example, a village elder might be killed in front of the entire village. Captured individuals would be marched to major rivers that lead to the ocean. They would then be floated down the rivers and sold to slave traders. The slave traders would in turn bring the slaves to the European slave forts built along the coast.

Treatment of the captured individuals was brutal. They were often herded, branded with a hot iron, tied up and then sold much like cattle. Many of these people thought they were to be eaten because animals were treated in this way. The enslavement process was traumatic. Many fought to escape but were not successful. Approximately 95% of the slaves caught were shipped from these forts to the West Indies and Brazil. The other 5% were sent to North America.

One such fort was called Bunce Island. Bunce Island was unique because the majority of its slaves were shipped to South Carolina and its Sea Islands. The voyage from Africa to the Americas was called the Middle Passage. The conditions were horrifying. Slaves were packed in under the ship decks for maximum capacity and had little room to move. Human waste created an unbearable stench and many slaves died of sickness, ill treatment or committed suicide before reaching the slave markets in the Americas.

(Show diagram of a slave ship and how slaves were packed into the ship.)

Directions:

Read the information and review the diagram. Answer the questions below on your handout.

1. Why might killing a village elder instead of another member of the village strike more fear into the captives causing them to stop resisting captivity in some cases?
2. Describe the diagram
3. Do you find the percentage of slaves shipped to North America surprising? Explain your answer.

Name _____ Date _____ Class _____

Directions:

Rotate with your group members to the various stations to complete the questions and tasks. The stations do not have to be done in order.

Station #1 = Origins of Slavery and African Involvement

1. Explain the difference between slavery common in Africa and the type of slavery practiced by Europeans and Americans.

2. Discuss the following question with your group and write your own detailed response.

Could African involvement in the European slave trade been avoided?

Station #2 = Mapping Triangular Trade

1. Label the following present day countries and areas on your individual maps:

- A. Gambia
- B. Guinea Bissau
- C. Guinea
- D. Northern Liberia
- E. Senegal
- F. Sierra Leone
- G. Bunce (Bence) Island
- H. United States
- I. Brazil
- J. West Indies
- K. Sea Coast Islands off of the coast of North Carolina, Georgia
- L. Label the "Rice Coast" area

2. Using the illustrations, **draw and label the triangular slave trade** on your maps.

3. Look at Maps #1 & 2 and answer the following questions:

A. Explain how the Atlantic slave trade changed as noted by the information on both maps. Pay close attention to the explanation and bar graphs at the bottom of the maps or the map keys.

B. What might be the possible cause(s) of the change? _____

Station #3 = Rice Connection

1. Why did planters around the Sea Islands seek to purchase slaves from areas such as Sierra Leone?

2. Why were the slaves of the Sea Islands able to preserve elements of their culture?

3. If you were faced enslaved in the manner the captured Africans were, what elements of your culture would you try to preserve and pass down to your children and why?

Station #4 = Capture and Bunce Island

1. Why might killing a village elder instead of another member of the village strike more fear into the captives?

2. Describe the diagram _____

3. Do you find the percentage of slaves shipped to North America surprising? Explain your answer.

DAY 2 – Gullah Language Directions

Name _____ Date _____ Class _____

Gullah Fuh Oonuh (Gullah for You)

Directions

1. In the computer lab, research the Gullah Language using the links provided.

Questions to answer...

1. Who speaks Gullah?
 2. Which region of the United States is Gullah primarily spoken
 3. How did the language develop? Why is it written using English letters and some words?
 4. Record 10 Gullah words and their English definitions. Don't forget to include the parts of speech (noun, verb, adjective) for each word.
2. Meet up with your group and combine the information you found out for questions 1-3 into a two paragraph typed summary to be placed at the beginning of your dictionary.
3. Select 20 words and create an alphabetized AND typed Gullah/English dictionary.

Useful Websites:

<http://www.yale.edu/glc/gullah/06.htm>

<http://www.islandpacket.com/man/gullah/language.html>

<http://www.knowitall.org/gullahnet/gullah/language.html>

<http://www.coastalguide.com/gullah/>

<http://www.websters-online-dictionary.org/translation/Gullah/>

Name _____ Date _____ Folktale Title _____

Group # _____

Gullah Folktale Performance

CATEGORY	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self- Assessment	Teacher Assessment
Knows the Story	The storyteller(s) knows the story well and has obviously practiced telling the story several times.	The storyteller(s) knows the story pretty well and has practiced telling the story once or twice.	The storyteller(s) knows some of the story, but did not appear to have practiced.	The storyteller(s) could not tell the story		
Lesson of the story	The solution to the problem is easy-to-understand and is logical.	The solution to the problem is easy-to-understand and is somewhat logical.	The solution to the problem was a little hard to understand.	The solution to the problem was a very hard to understand.		
Audience Contact	Looks at and tells the story to all members of the audience.	Looks at and tells the story to a few people in the audience.	Looks at and tells the story to 1-2 people in the audience.	Does not look at or try to involve the audience.		
Voice	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.		
Pacing	The story is told slowly where the storyteller wants to create suspense and told quickly when there is a lot of action.	The storyteller usually paces the story well, but one or two parts seem to drag or to be rushed.	The storyteller tries to pace the story, but the story seems to drag or be rushed in several places.	The storyteller tells everything at one pace. Does not change the pace to match the story.		
Score						
Performance Score						

Name _____ Date _____ Class _____

Gullah Memory Box

Directions: In each of the boxes write two detailed sentences to show what you know about the topic. Each box is worth 4 points for a total of 24 points. The more detailed the response, the more points you earn.

Rice Coast/African Connection

Capture/Enslavement

Triangular Trade

Gullah Language

Folktales

Music

10 Points- On a separate sheet of white lined paper, write a 1-2 paragraph response to the following question:

How were some of the enslaved peoples of West Africa able to preserve elements of their culture and transform themselves into the people known today as the Gullah-Geechee?