

It's Lumbee Homecoming, Y'all! Service-Learning Reflection Essay
Due by 11:59 p.m. on Friday, November 4

Essay Overview & Format:

The Service-Learning Reflection Essay is the final element of your three-part Service-Learning Assignment. Please format your essay as follows:

- **2-4 complete pages** typed and double-spaced.
- Use 12-point font only.
- Head your paper correctly per the guidelines in the course syllabus, and include your name and page numbers on each page.
- Write a multiple-paragraph essay, clearly organized around specific ideas according to the topics below.
- Please do not respond to the items below as a numbered list, but in complete sentences, in separate paragraphs, using supporting details. **Do not include “yes” or “no” responses in your writing;** answer the questions in sentences.
- Please proofread your essay carefully before submitting.

Essay Content (respond to each of these areas in your essay, in multiple paragraphs):

1. Working with your group (Introductory paragraph):
 - a. Describe how your group worked together in terms of the equal contributions of ideas and labor to planning and preparing for this activity.
 - b. Discuss working together both in the classroom *and* during the two teaching lesson days with students at Union Elementary School.
 - c. If difficulties arose while planning together, were your group members able to negotiate these positively—if so, how? If no difficulties arose, there is no need to address this point.
 - d. **Please do not call out specific people in your group if you had challenges.** Be professional, respectful, and discuss the general experience.
2. The children's book:
 - a. What do you think of *It's Lumbee Homecoming, Y'all!* by Leslie Locklear and Christina Pacheco as a teaching story for this activity? Do you feel it was an appropriate reading level for the third grade? Did it engage the students' interest? What specifically did the students respond to positively in this book? What proved challenging for them if anything did? Explain briefly.
 - b. Did this story provide good material to discuss with the third graders and to connect to the writing activity you created? Explain what you feel was positive and/or negative about using this specific book.
 - c. Was this book an appropriate choice for teaching some of the Native American Literature **course themes** we've been discussing in our class, such as storytelling as teaching, cultural traditions and identity, family, community, homelands,

language, or others? Explain which specific course themes you feel the book addresses.

3. The teaching lesson:

- a. How do you feel about the quality of both the pre-reading handout/s and the lesson plan your group created? Did the lesson go as planned with the third graders? Discuss, using a few details.
- b. Looking back, is there anything you would have changed about your lesson – timing, order of activities, type of activity, etc.? Why or why not? Explain any changes you think would have been helpful.
- c. How was your experience working with the third graders at Union Elementary? Did your engagement with them go better, worse, or about as you expected? Explain, using a few details.
- d. Were there any unexpected surprises, either positive or negative, that took place during your lesson at Union Elementary? How did you handle these? Discuss these, using a few details.

4. Service Learning:

- a. Was this your first experience with service learning? If not, briefly describe your other experiences. How does this activity compare to others you've been involved in?
- b. Would you consider taking another service-learning designated class at UNCP in the future, based on your experience with this one? Why or why not? (I appreciate your honesty here and am not grading you on whether you want to do service learning again in the future. 😊)

5. Connections to our Native American Literature class:

- a. Think about the various ways we've been reading and discussing Native/American Indian storytelling, identity, culture, language, family, education, community, traditions, and homelands. Then discuss the following:
 - i. How did this service-learning activity connect with and reinforce some of these themes above as you are coming to understand them so far in this course—or as you have already understood them? **Briefly discuss two examples from *specific* course readings** that make connections between our academic course material and the hands-on activity of interacting with the third graders at Union Elementary School. **Name the titles and authors of the readings you're connecting to this activity.**

6. Optional:

- a. If you like, please include any additional thoughts, comments, or reflections on this service-learning activity that I haven't specifically asked you about above.