

Lumbee Culture, Community, and Identity in Children's Literature
Service-Learning Activity with Union Elementary School

Activity Dates: October 17 & 19, 10:10-11:25 a.m.

Activity Location: Union Elementary School, Rowland.

Overview and Purpose.

This assignment braids together several key themes from our Native American Literature course, including storytelling, family and community relationships, educating future generations, recognizing and celebrating Indian community and regional identity, Native (Lumbee) language and ways of speaking, and representing Native peoples in literature and school curriculum. Your group's teaching lesson with third graders at Union Elementary School (UES) will be an opportunity to inspire and engage local schoolchildren through hands-on American Indian Studies education in action. This literacy activity benefits students, the majority of whom are Lumbee, in this local school. Their teachers and I have been working together for seven years now, and the third graders are always excited to meet you students from "the college."

Your group's goal is to interact with the third graders at UES to get them reading, thinking, writing, and talking about the Native American children's story we're sharing with them. After two years of virtual service learning, we will finally be able to return to the UES classrooms and interact directly with students. I am thrilled! I know you'll enjoy this experience. ☺

First: Preparing for the activity.

- 1) Together in class we'll read the children's book *It's Lumbee Homecoming, Y'all!* by authors Leslie Locklear (Lumbee, Waccamaw Siouan, and Coharie) and Christina Pacheco (Lumbee), and illustrators Henrietta Raven Dial-Stanley (Lumbee) and Evynn Ksé:hahiyé Richardson (Haliwa-Saponi). Not only are we celebrating Lumbee culture and community in this activity, but we're also celebrating Women's History Month in March by showcasing this book by four dynamic Indigenous women writer-illustrators!
- 2) Everyone will have a chance to read aloud to practice reading the book during your lesson with the students at UES.
- 3) After we read the story together, we'll discuss the story and the ideas you might want to explore with the third graders in your Group Lesson Plan. Your group will prepare both a Pre-Lesson Handout, and a Group Lesson Plan.
- 4) **For the Pre-Lesson Handout:**
 - a) The handout your group creates will be given to the UES teachers and students before you meet with them. The handout should include a heading with your group members' names, and a title (the title of the book and the authors is fine).
 - b) Include a short pre-reading writing prompt to get the third graders focused on ideas in the story. You'll be able to discuss their writings with them during your lesson before you read with book. The students will *not* have individual copies of the book,

but the teachers will have one copy for the class, and your group members will each have a copy when we visit.

- c) Think about including blank space, or a box, on your handout for the third graders to draw a picture that relates to the story. They could draw either before or during the lesson. Keep in mind that if you have them draw *during* the lesson, you need to give them a set amount of time. Some will want to keep going, and you have a set amount of time for your lesson. This is optional on the pre-lesson handout.
- d) Include a few creative writing or comprehension questions in your handout about what happened in the story (a sort of quiz), or that gets students writing about a theme or events in *It's Lumbee Homecoming, Y'all!*
 - i) **Note:** The authors include discussion questions and a writing prompt at the end of the book, and you are welcome to use these—also, you don't have to. Either way, your group is also required to develop **at least four original questions** to include in the lesson.
- e) **Your handouts and lesson plan drafts are due on Canvas by 11:59 p.m. by October 7, so that I may review them and send them to the teachers at UES.** The teachers will make copies and have their students complete the handouts before your lesson. I'd love to get the lesson plans earlier if possible.

5) **For the Group Lesson Plan.**

- a) Start by introducing yourselves to the third graders and consider including an ice breaker activity that isn't necessarily about the book (though it could be.)
- b) Pre-reading questions. Create a few basic questions to prepare students to listen more actively to *It's Lumbee Homecoming, Y'all!* Pre-reading questions should be short and easy to allow all students to participate with short, immediate responses. These could be questions you had on your handout, that they've already seen, or new questions that expand those original ones.
- c) Reading the story. Decide how your group will read the story with the Union Eagles. Each group member will have a book, so figure out how to divide the reading so that all of you participate. You do *not* all have to read aloud, but you should all be actively involved in the reading—even if it's by standing around the room turning pages to show the kids while your classmates read.
- d) Checking for understanding.
 - i) To gauge how well the third graders are following the story during and after you read with them, plan where you will stop to “check for understanding,” which means asking the third graders a question or two about what just happened in the story. For this short book, you might read the whole thing and check for understanding afterwards.
 - ii) After reading the story with the students, check for understanding again about the overall story, and ask if they have any questions remaining. What could you ask the students to see what key points they remember from the book? (The authors include some.) Make your questions clear and simple enough to be easily answered by the students, but with enough substance to guide students to the story's important ideas.
- e) Connecting students to the story through writing.

- i) Guide the students in writing a few sentences that connects them to the story. **They should do the writing in class.** Ask them to try to write *at least 10 sentences* (more is great) and consider creating samples to get them started.
- ii) Their teachers will be in the classrooms at all times, and you won't need to worry about disruptive behavior. Work to circulate through the classroom to encourage individual students as they write; some will be more comfortable writers than others.

Groups (these names have nothing to do with what you're teaching:

<u>Corn</u> Ms. Ellen Brantley (Room 7)	[Student]	[Student]	[Student]	[Student]	[Student]	[Student]
<u>Beans</u> Ms. Katara Bullard (Room 8)	[Student]	[Student]	[Student]	[Student]	[Student]	[Student]
<u>Squash</u> Ms. Ginger Brayboy (Room 6)	[Student]	[Student]	[Student]	[Student]	[Student]	[Student]

Second: Planning your group teaching lesson.

On **October 3**, you will have the entire class to work with your group on your Handout and Group Lesson Plan. Since this is the only class time I'm giving you, decide if you want to meet with your group outside of class, or form a What's App?, Google doc, or other group to keep in touch about your assignment.

Decide which group members will be responsible for leading which parts of your activity and estimate timing for each part of the activity, keeping in mind you have two 75-minute days. Everyone in your group needs to contribute and have a clear role in the planning and execution of this activity. You will be evaluating each other as well as yourself on your contributions to the success of the service-learning lesson in your Service-Learning Reflection Essay (details below).

Time your lesson each day for 75 minutes. If you use slightly less time, no worries. Please try to avoid running overtime to respect what the teachers have planned for the remainder of the morning. If you end early but would still like to engage with students, invite them to ask you about college or tell you what they like about school, etc.

Please arrive on time to UES on your teaching days. You are responsible for your own transportation, but I will help you find a ride if you need one.

One person in your group is responsible for emailing me your Pre-Lesson Handout and Group Lesson Plan by 11:59 p.m. on October 7 so I can offer feedback. Please be sure all group members' names are on the lesson plan.

Third: Teaching the lesson.

You will present your lesson on two days at UES. I will be grading you partly on what I see in that lesson, which will include the following:

- 1) **An explanation to the third graders of the point/purpose of the lesson**—for example, that it's an assignment for the third graders, and an assignment for you

college students! ☺ And that both their teacher and your teacher think the purpose of the assignment is to let you get to know each other a little bit—the local UNCP college students and the local UES students, who are both getting an education in the same area—and to hear a good story.

- 2) Tell them they will have time to ask you questions about being a college student, but that's *after they do the lesson* (they always want to do this).
- 3) Your active participation in the lesson (this means taking a speaking part at some point; interacting with the third graders is important).
- 4) Your appearance is professional (not fancy, just appropriate; ask me if you have questions).
- 5) You appear confident (even if you don't feel that way) and are clearly prepared to deliver the lesson.
- 6) Your respectful interaction with both group members and UES third graders and teachers.
- 7) Be upbeat and have some fun! They will love seeing you and you will have a big impact on them, even if you can't tell at the time.
- 8) **Please note:** If you are absent on your group's service-learning day, you must make up this assignment at another time.

Fourth: Service-learning Reflection Essay.

Your Individual Service-Learning Reflection Essay is the final element of this assignment. Details about the essay will be posted in a separate document in a separate box on Canvas in the service-learning assignment module. **Your Service-learning reflection essay is due by 11:59 p.m. on November 4.**

Group Lesson Plan Outline (Example)

(Template in a separate file on Canvas)

Your Group Lesson Plan will include all the elements below, typed in outline format, along with your group members' names **and who will be doing what**. How you choose to organize your Group Lesson Plan outline is up to you. Be sure to estimate times for your lesson. Bring at least one copy of your final lesson plan with you.

Group Members: (Name each person here)

Group Name: (Corn, Beans, or Squash)

- I. Pre-reading questions (time: ____).
- II. Reading the story (time: ____).
- III. Checking for understanding (time: ____).
- IV. Writing a personal story (time: ____).
- V. Sharing with the community (time: ____).

