

(Wagan, LAC course,  
Spring '01)

## SERVICE-LEARNING FINAL PROJECT

### ASSIGNMENT:

Write up a lesson plan for your Bush Elementary School students in which you discuss:

- a) how these plans meet the below criteria;
- b) how these plans draw on your service-learning experience this semester, including notes in your service-learning journal. If relevant, also draw on our 1st-unit readings on ethnicity and bilingual education (Rodriguez, Candalaria, etc.).

### UNIT CRITERIA:

**CULTURALLY RELEVANT:** the unit is centrally related to Latino culture. (As you can see, some of the criteria will require less discussion in your paper than others; this criterion, for example, barely needs discussion.)

**8-CLASSES LONG:** minimally, the plans are for a two-week unit, for a class that meets one hour per day, Mon-Thur, for 2 weeks. Organize your writing/plans one day at a time.

**COHERENCE:** the unit should hang together well as a coherent unit, not a series of discrete tasks. (Most) classes should build upon information, material, or skills developed in previous classes, and the unit should culminate in some sort of final project (paper, performance, etc.).

**INCLUDES READING OR WRITING:** there must be reading or writing involved in the unit at some point, though not necessarily for the final project (minimum: 3 class sessions or their equivalent must be devoted to reading or writing). In this section, in particular (but not only in this section), cite and draw on your experiences noted in your service-learning journal; for example, you can note why this plan will likely be effective in teaching reading or writing and how you discovered this through your teaching.

**TAILORED TO YOUR STUDENTS:** this unit should be aimed at the particular interests, personalities, cultural backgrounds, skill levels, and learning styles of the students you have worked with most often at Bush. If you haven't worked closely with a particular group of students, imagine your students to be the general type of students in the class you've been working with. (The following criteria give more specific details about tailoring.)

**DIVERGENT SKILLS:** if the skills or learning styles in your group are divergent, explain how you would try to accommodate and appeal to these divergent styles.

**INTERESTING:** the unit should be interesting, something that will engage your students, taking into consideration attention spans, etc.

**COMPREHENSIBLE, CHALLENGING:** the material should ultimately become clear and graspable, but should also be challenging.

**CULTURALLY SENSITIVE:** consider the dynamics involved with you (a white college student) teaching students with (some) Hispanic and working-class background. Also, avoid promoting stereotypes, per our discussions about Kane and the Kayapo videos.

**FORMAT:**

**LENGTH:** Minimum 6 double-spaced, typewritten pages (standard font and margins).

**STAPLE AND NUMBER YOUR PAGES.**

**CRITERIA FOR EVALUATION:** degree to which meets all criteria in paper guidelines.

**TO HAND IN:** with your paper, hand in any special materials (pictures, readings, etc.).