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# Library Mapping

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Retrieved from: [www.JoanWink.com/scheditems/LibraryMapping-ppt.pdf](http://www.JoanWink.com/scheditems/LibraryMapping-ppt.pdf)

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<http://twistedifter.com/2010/08/libraries-around-the-world/>

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<http://twistedrifter.com/2010/08/libraries-around-the-world/>

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# How To Do It

## Materials Needed

- Map of community with libraries
- Public transportation routes/prices/availability.
- A notebook for writing

## Intended Groups

- 5, 15, or 55 year olds. A suggestion: preservice and inservice teachers do this individually; teacher/family groups do it collaboratively; and small children do it as a field trip..

## Purpose

- To integrate schools with the libraries which are available for the students in their own neighborhoods. This activity is designed for participants to experience a community library from the perspective of a student who is still in the process of acquiring English. This activity is easily be adapted for other groups of students: homeless, special needs, students of color, isolated students in rural areas, and all who live in poverty. This activity also works well with teacher/family groups.
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## **Introduction**

The instructor begins by preparing a map of the community. This can be done on an overhead transparency, the chalkboard, large paper, a handout, data projector, or elmo. However, the point is to begin with something very concrete so all can visualize the location of libraries and public transportation. During the introduction, the instructor marks the libraries, the various communities, and the public transportation routes.

## **How To Begin**

- On the map, the teacher highlights the library in the neighborhood of the students.
  - On the map, the teachers highlights the route of the bus to the library.
  - As a group, plan a time for a visit to the library.
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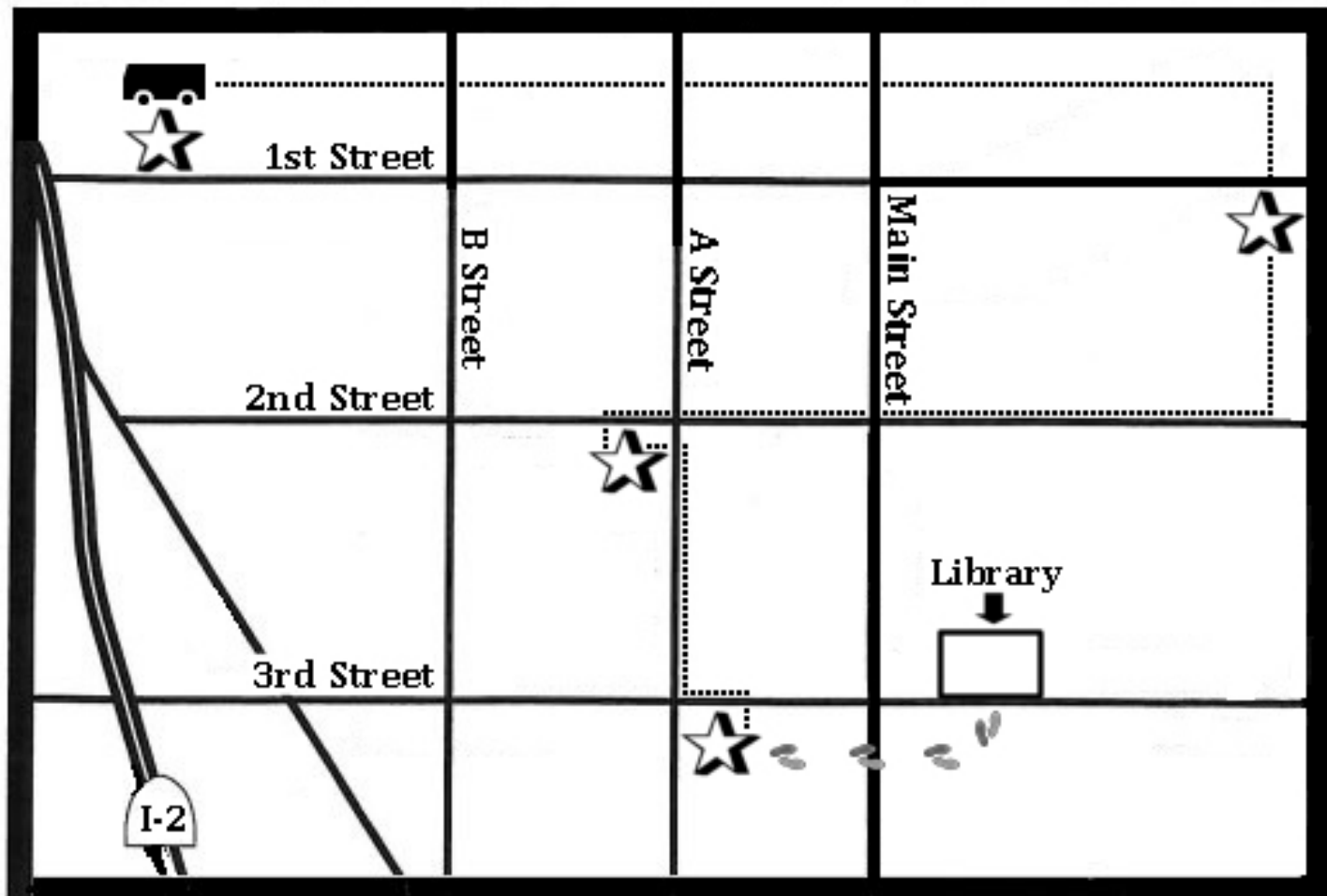
## **When You Arrive At The Library**

- Before entering the library, sit outside alone for 10 – 15 minutes. Take notes to capture your experiences with public transportation. In your field notes, write anything which captures your 5 senses as you sit in front of the library.
- Before entering the library, visualize yourself as a 10-year-old who has recently moved to this country, but you do not yet speak, nor understand English.. You are an avid reader in your own heritage language. Your task is to find a good book for the weekend.
- Enter the library alone.
- Preservice and inservice teachers are encouraged not to use English while in the library.
- Map the inside of the library; locate the books in your language.
- Sit at a table near these books.
- Describe the library in one paragraph from this vantage point.
- Describe the quality and quantity of books in your language.
- Check out two books.

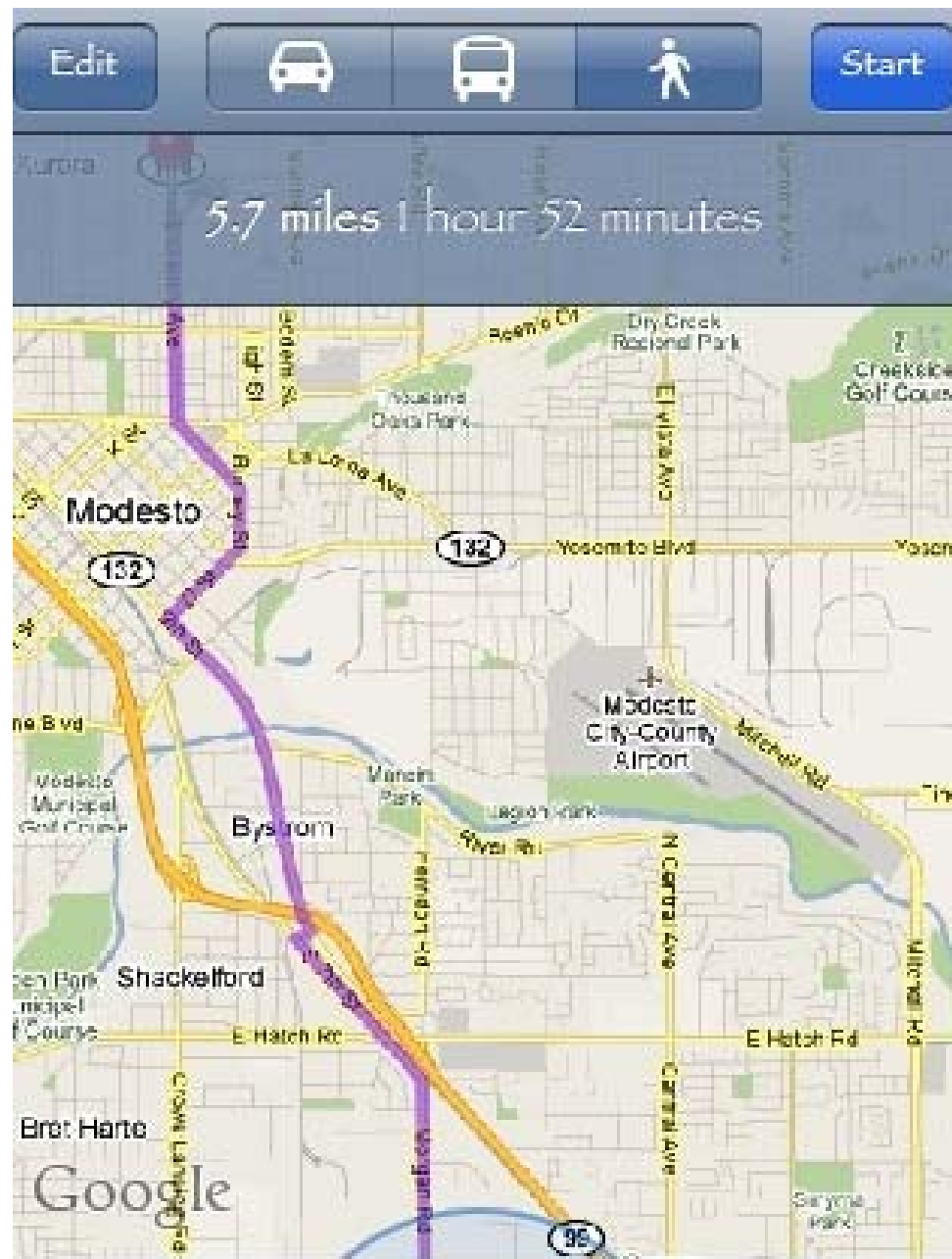
## **Reflection in the following Pre/inservice class**

The instructor graphs the range of findings into the following categories:

- The availability of the books (quality and quantity)
  - The availability of transportation to the libraries
  - Personal interactions within the library
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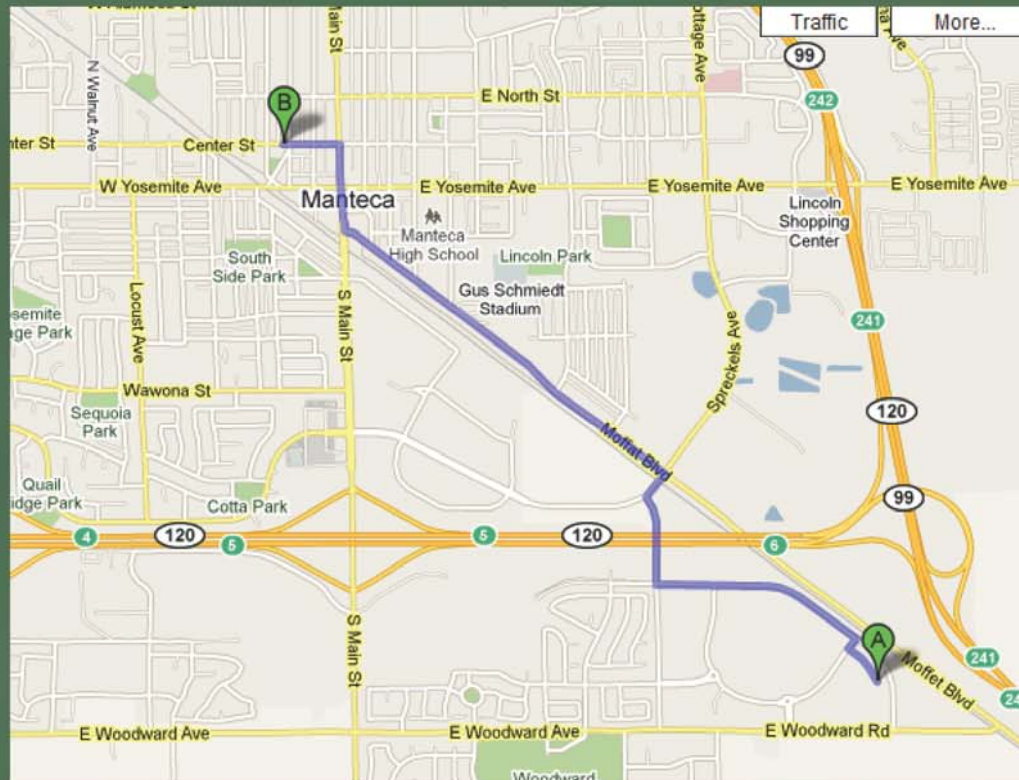


# Route



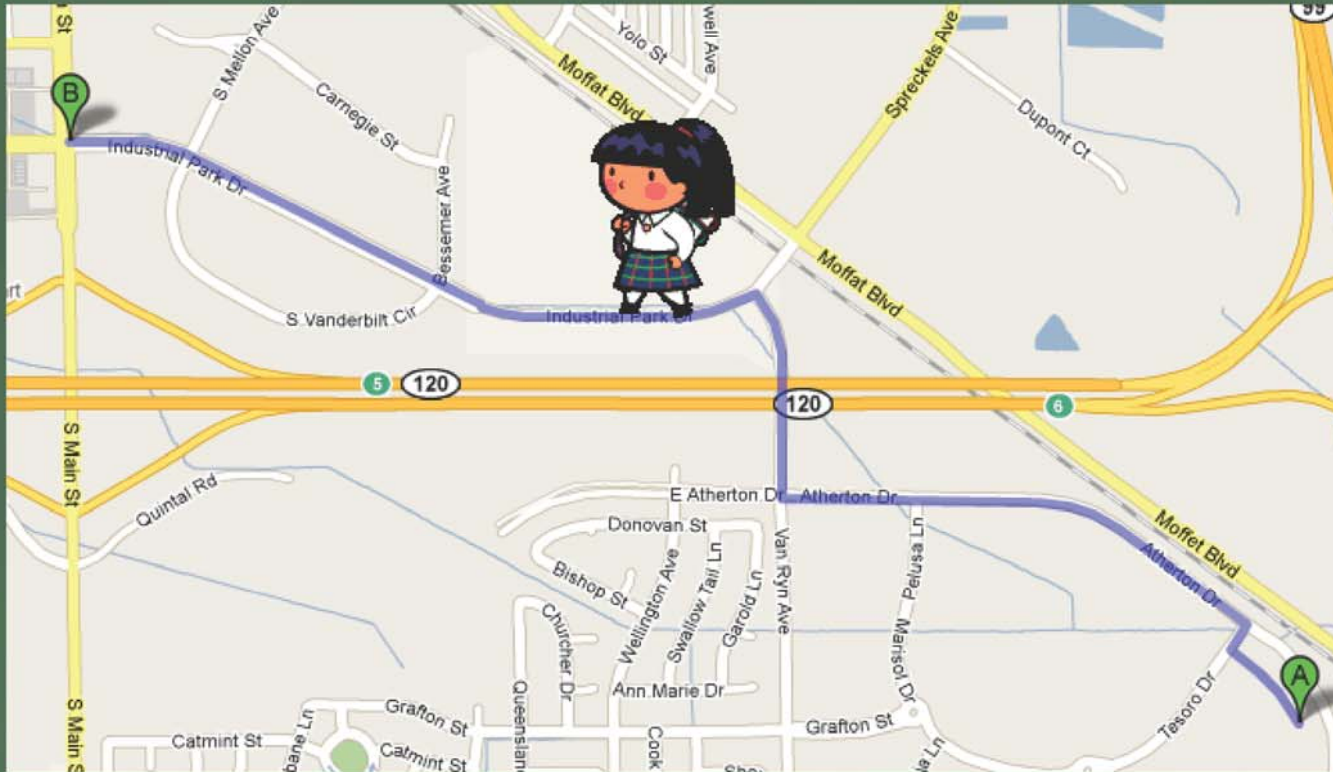


# Getting to the library...



The simplest route to get from my house (A) to the Manteca Public Library (B) is 2.6 miles (7 minutes.), by car.

# Getting to the library...



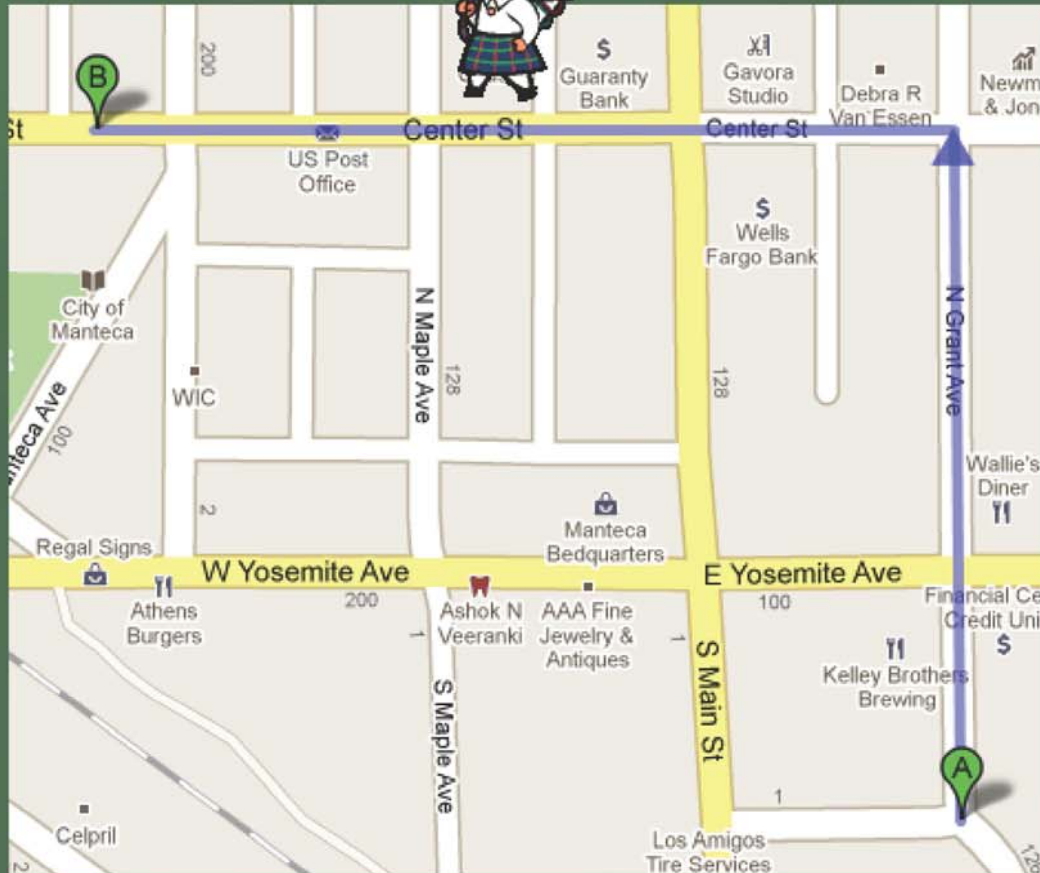
The bus schedule is available in both English and Spanish. The walk from my house to the nearest bus stop is 1.9 miles (35 minutes), so I leave my house at 10:15am. There are no sidewalks for the last mile.

## Getting to the library...




I get to the bus stop (#21) at 10:50am and wait for the Yellow Route bus to pick me up at 10:53am. If I'm late, I will have to wait an hour for it to return. I arrive at Bus Stop #1 (0.7miles away) at 10:58am (5 minutes). It costs \$0.75. The bus stops are clearly labeled with numbers, so language is not required.

# Getting to the library...



From the bus stop, I walk 0.4 miles (8 minutes) and finally reach the library at 11:06am. The trip took 51 minutes.

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# **Lacey and Quiet Acts of Advocacy**

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# NYC Library



[http://www.pbase.com/hjsteed/inyc\\_public\\_libraries](http://www.pbase.com/hjsteed/inyc_public_libraries)

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# Library Mapping: New York Public Library

I chose the New York Public Library for two reasons: I would be in the city during the time I would normally have to work on the library mapping project, and I also thought it would be interesting to see what the children's section would have to offer in one of (what I assumed) was the most diverse libraries in America.

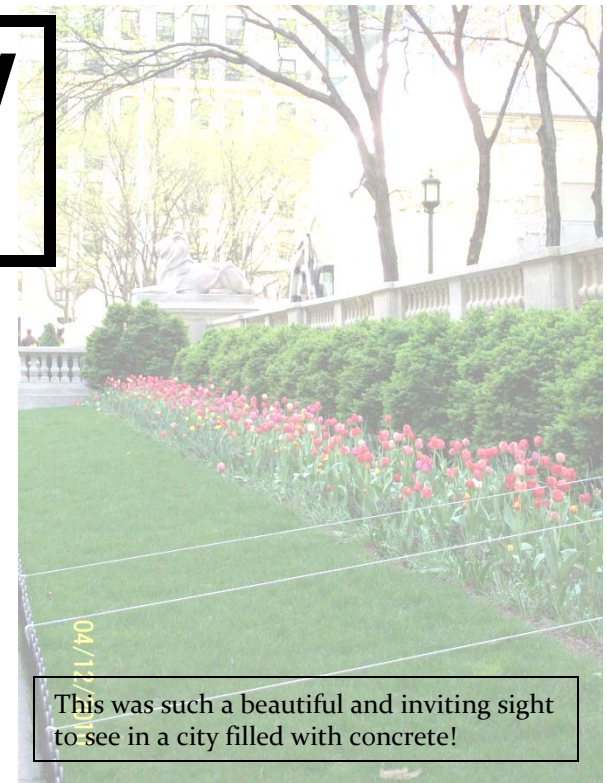


Walking up 42<sup>nd</sup> to the library (behind the trees).



The front and sides of the library were covered in scaffolding and drapes. There were no indications of how long the construction would last.

As I approached the library on foot, I was caught up in all of the things that assailed my senses of sight, hearing and smell. There was a constant stream of cars, buses, trucks and taxis honking and blowing sirens in the 6 or 7 blocks it took me to get to the library on 42<sup>nd</sup> Street. People were going in all directions, and every type of human body could be found on the streets. Vendors and restaurants were emanating smells of Thai, Moroccan, Italian, Vietnamese and Indian foods; and these wonderful smells unfortunately mingled with the smells of subway vents and sewage wafting up from the grates in the sidewalk. I heard so many languages spoken in just the brief walk I took to the library that I could easily have forgotten where I was if it was not for all signs and billboards and storefronts posted in English.



This was such a beautiful and inviting sight to see in a city filled with concrete!



City buses stopped right in front of the library. The bus system is confusing at first, but can be efficient if you know the schedules and lines.



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# Resources

Krashen, S. (2010, October). Keep your brain young: Read, be bilingual, drink coffee. *Language Magazine*, pp . 28-30.

<http://www.joanwink.com/research/krashen1010.pdf>

[www.sdkrashen.com](http://www.sdkrashen.com) (subscribe)

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Wink, J. (2011, pp 180-181). *Critical pedagogy: Notes From the Real World*, Upper Saddle River, NJ: Pearson.

Wink, J., & Putney, L. (2002). *A Vision of Vygotsky*. Boston, MA: Allyn & Bacon.

Wink, J., & Putney, L. (2011). *A Vision of Vygotsky (eBook)*. <http://www.joanwink.com/vov-order.php>

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