
Library Mapping

Materials Needed

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

Intended Groups

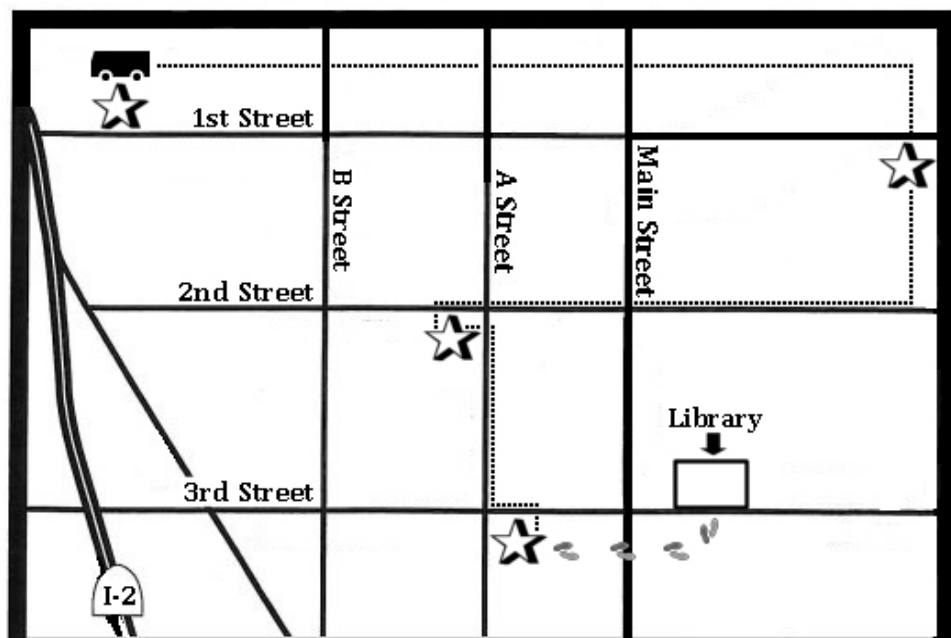
5, 15, or 55 year olds. A suggestion: preservice and inservice teachers do this individually; teacher/family groups do it collaboratively; and small children do it as a field trip.

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.

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.

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/in-service 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

References

- Wink, J. (2011). *Critical Pedagogy: Notes from the Real World*. Upper Saddle River, NJ: Pearson Education.
- Wink, J., & Putney, L. (2002). *A Vision of Vygotsky*. Boston, MA: Allyn & Bacon.
- Wink, J., & Putney, L. (2011). *Vision of Vygotsky (eBook)*. <http://www.joanwink.com/vov-order.php>