

Library Letters

November 6, 2007
volume 4 issue 2

Tyee Educational Complex, serving ACE, Global and Odyssey High Schools

Library Tip #1:

Scheduling time to bring classes to the library is easy and it only takes a few minutes:

1. Pick-up a scheduling form in the library OR use the on-line form sent to you
2. Fill out the form as indicated. Please feel free to conference or collaborate with your librarian.
3. Return form (only when form is returned is your request scheduled).
4. Check calendar through sent link to confirm scheduling request.

Library Tip #2:

If you scheduled a date or time that you no longer require, PLEASE **e-mail or call the library and cancel**. Others might be waiting to take your place.

Library Tip #3:

Remember: Students MUST have a note from a teacher to visit the library during class time. Students without a note, or who have a note but fail to sign in will be sent back to class. Student must have a stated task/purpose for visiting the library. A time limit is also highly recommended.

New Features, Better Accessibility

Subtle changes can have a big impact on the accessibility and use of information and materials in the library.



Something as simple as adding letters to the fiction section has made finding books to read a little bit easier for patrons to do on their own—and helps to reinforce the information literacy skill of locating resources.

Being able to move original work from computer to computer is also a feature patrons require. Unfortunately, the WinTerms do not have disk drives of any sort, nor can they support flash/key drives that require USB ports.

Library Dragon Gets Around

The Library Dragon has made a number of appearances around the Tyee Campus in the past couple months. Currently, she resides with LaDonna, peering out her bookkeeping window in the 500 building.

She is pleased to discover

Thanks to Marc Savidge and the folks at the district storage warehouse, the TEC Library has acquired an “up-to-date” computer, and sturdy, if somewhat old, teacher desk, which when combined become a “portal” center for students to transfer files from one computer storage medium to another.



Within minutes of the computer's set-up, student patrons were using this new item. Not only does it enable patrons to transfer files, it can also burn CDs and DVDs for more permanent storage.

Teachers and staff should also feel free to use this service as well.

Finally, since our selection of graphic novels, manga and graphic non-fiction has been growing, as has the demand for such materials, it seemed prudent to move these popular books to a location the students could easily access, and read in a comfortable space. Finding a wood bookcase at the warehouse enabled this change—and now the students have greater access to some of the books they enjoy.



quite a few staff members know a lot about library features as is evident from the answers received for Tuesday Trivia.

Yet, the challenges may get harder as the year progresses.

Stay tuned...



Library Tip #4:

Students can check out materials from the library **ONLY** if they have a student ID or another form of PICTURE ID (driver's license, passport).

Library Tip #5:

Laptops are available for check-out and use *in the library ONLY*. Students must have a student or picture ID to check one out, and it must be returned before leaving.

Library Tip #6:

Food, beverages, cell phones and certain electronic equipment is **not allowed** in the library. If discovered, students with such items either will be required to relinquish them until they exit the library, or they will lose their privilege to remain in the library, depending on each situation.

P.S. It would be appreciated if teachers and staff modeled these behaviors as well.

Library Tip #7:

TEACHERS and STAFF: Avoid checking out books in your name and then loaning them to students. It can result in the teacher paying for them at the end of the year.

Hooking students with Vignettes and Short Stories

In my experiences as an English and Japanese language teacher, one of the best ways to get students hooked into a topic is through story. Reading a short story aloud to a class followed by some discussion can provide students with a clearer example of an idea, or generate more interest in a topic that had previously been obscure or unknown.

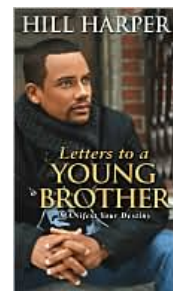
Take the following ideas:

1. Seniors are asked to write a memoir about a career interest and how that interest developed for them.

Prior to writing, they read "You don't have to cut off my foot off, do you?"

(*We Beat the Street*) and the one-page post conversation with the chapter's author, Sampson Davis. Readers learn that Davis credits this childhood experience with his later becoming a doctor.

2. In health class students study HIV/AIDS. Unlike many countries of the world,



Americans tend to treat HIV/AIDS much more cavalierly. Reading a short e-mail excerpt from *Letters to a Young Brother*, by Hill Harper, can

provide not only factual information about AIDS in America, especially among African Americans, but can provide advice for staying safe.

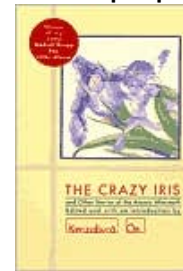
3. To get a more personal look at the conflict between Palestinians and Israelis, students could read, or have read to them, one of the vignettes from

Three Wishes: Palestinian and Israeli Children

by Deborah Ellis. These stories could generate thought on a number of topics such as warfare, conflict, tolerance, hatred, peace and terrorism.

Such pieces could be used as a launching point for a regional history unit or introductory readings for a Classroom-based Assessment (CBA) focusing on Causes of Conflict, Dig Deeper, Cultural Interactions or even U.S. Foreign Policy.

4. How many students, or even people in general,



really understand the magnitude of dropping the atomic bomb on Hiroshima and Nagasaki? Short stories, like those from *Crazy Iris* can provide perspective on what people experienced

through fictional accounts. Stories can be used as a bridge toward learning more about the history of this event, generating ethical discussions regarding use of the atomic bomb, considering causes and effects of choices made, or any number of topics relating to the use of this weapon.

5. Seven short stories in Beverly Naidoo's *Out of Bounds* depict life during apartheid in South Africa spanning over fifty years. These stories do not focus on victimhood, but on strength, courage, and a willingness to persevere regardless of the adversities, and horrors, imposed by this system—making them ideal for language arts discussions as well as historical hooks.

Of course, the use of short stories or vignettes need not be limited to language arts or social studies classes. Stories from *Crazy Iris* could serve as an introduction to nuclear physics and discussion about atomic energy, vignettes from graphic novels, like Lynda Barry's *100 Demons* can be used in art classes to look at line or perspective, as well as for a glimpse into the author's childhood memories.

Stop by your TEC library and take a look at what is available.

