

The Norton Navigator: Classroom Guide

Grades/Levels: Upper Elementary (3-5), Middle School (6-8), High School (9-12)

Subjects: Visual Arts, English-Language Arts

Time Required: 60 Minutes (This activity is usually paired with a docent lead tour.)

All GLE's and CCSS standards are provided for grades 6, 7, and 8 and used in the lesson and in a separate section from which the teacher can pick and choose to meet teacher, unit, or learner needs. Timing for each part of the lesson is suggested, but not defined. The teacher has total discretion of the length of activities with individual classes.

Summary

The learners will evaluate and develop English language arts skills by working with the learning tool, the *Norton Navigator*. Learners use the *Norton Navigator* to study art pieces or use information developed in the *Norton Navigator* for other lesson experiences. Each learner integrates vocabulary, context clues, reference materials, genre recognition, and literary prediction working directly with their piece of artwork with the use of the *Norton Navigator*.

Format

The *Norton Navigator* can be printed or downloaded in an electronic format on a Tablet Device (iPad, Kindle Fire, etc.).

Objectives for Learners

- Identify word meanings using a variety of strategies.
- Develop vocabulary for specific purposes.
- Create and develop story elements including theme development, character development, relationship, word choice, and mood.
- Create and recognize literary devices including foreshadowing, flashbacks, and imagery.
- Develop grade appropriate compositions applying writing processes such as prewriting and drafting.
- Develop writing using a variety of literary devices including foreshadowing and imagery.
- Capitalize names of companies, buildings, monuments, and geographical names.
- Locate, gather, and select information using data-gathering strategies including surveying, interviewing, paraphrasing, etc.

Materials

- Pens and Pencils (Always use pencils in a gallery/museum.)
- The *Norton Navigator*, printed or electronic (One per learner)
- Utilize local gallery/museum space (recommended) or photos of various art pieces
- Dictionaries and Thesauruses

Hook (5 minutes)

The teacher will have photographs of various artworks on display in the classroom. The teacher will ask some preliminary questions:

- Has anyone ever been to a gallery, museum, or looked at fine art?
- If you have, what were some of your experiences?

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- If you have not, what would you expect to experience in a gallery or museum?

The teacher will briefly discuss with learners their experiences and enthusiastically let them know they will be understanding fine art in a literary sense as well as in real life application.

Vocabulary

navigator	genre	action	mood	setting	characters	predict
plot	conflict	climax	resolution			

Introduction

The teacher will introduce the *Norton Navigator* as a device used to see the art in a different format. This device is designed to allow learners to see parallels between the visual and language arts. The *Norton Navigator* can be used with all types of artwork, but is often easier with pieces that contain a person that can be assigned the main character's role.

The teacher will explain that the *Norton Navigator* helps the learner organize ideas and references in a specific order to better understand the artwork.

Main Lesson

I Do (Obtain) (5 minutes)

The teacher will begin walking the learners through the *Norton Navigator* step by step, explaining and modeling (thinking strategies) how to use each section of the *Norton Navigator* with a photograph of a fine art example of the teacher's choice:

- **Art Piece**- identify fine art piece with which to work.
- **Genre**- classify fine art piece into a specific group.
- **Action**- identify and explain the action (verb) happening in the fine art piece.
- **Mood**- describe the tone/atmosphere of the fine art piece.
- **Setting**- describe the time and place featured in the fine art piece, like in literature.
- **Characters**- the main focus in literature, but in a fine art piece this is the subject; describe it.
- **Predict**- in fine art, as in literature, predictions of the characters/subjects can be made based on what happened in the past and will happen in the future; predict.

We Do (Develop) (10 minutes).

The teacher will ask learners to flip up the starting panel and instruct them on filling out the first section (using a photograph of the fine art example of the teacher's choice).

1. The title of the artwork can be found written at the bottom of the photograph or in an information sheet about the artwork provided by the teacher.
2. The time period is the year that the piece was created. Occasionally, there will be a piece that does not have a year; they should list the date as "unknown". Inform the learners that the years following the artist's name are the birth and death years. This information is purely for historical purposes and is not the time period. The artist's name should be found on the information sheet.
3. The type of work applies to the medium. This can be a painting, sculpture, decorative art, etc. In a classroom setting, this information should be provided to the learner via an information sheet.
4. Please have the learners choose an alternate title. This title should be relevant to what they believe is happening in the piece and allow for the learner's individual voice.

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5. Explain to the learners that genre is a category for any form of literary art, music, or visual art. Lead the learners in a group discussion of the five different types of genres listed on the *Norton Navigator* (everyday life, portrait, classical, wild-life, and landscape). The learners have a general understanding and can appropriately place a piece of artwork in a genre.
6. The action of the piece should be expressed in writing. Lead the learners in a discussion of different types of actions. Ask them what they believe true action is. Not all action is brash and noticeable, some actions are slow and sullen. Make sure they have an understanding of this; they will need to be able to find subtle actions within their artwork.
7. Explain that mood is a state or quality of a feeling at a particular time. Ask the learners to describe the mood of the classroom at the present moment. Then, ask the learners what they believe the mood of the classroom would be without any learners present. How would the mood differ? Explain that the words listed on the page should be fitting to describe the mood of their artwork. Remind them there are dictionaries and thesauruses available if they need to understand a word meaning.
8. Ask the learners to define the word “setting” and its use in literature. Ask them to vividly describe the setting of the artwork they choose.
9. Ask your learners what a character is. Does a character always have to be a person? Explain that the people you would call characters in literature are referred to as subjects in artwork. Ask the learners to identify the subject of the artwork, which will become the character of their story. They also need to describe this character in detail using emotion and character words listed on their foldable.
10. The last part of the *Norton Navigator* is predict. Have learners imagine that the fine art piece has been “paused”. If you were to rewind the scene, what do you think would be going on before the artist pressed “pause”? If you were to press “play” on the this scene, predict what would occur next. The learners need to be creative and have freedom to elaborate the past and future of the fine art piece; however, the learner cannot completely disregard the true subject of the fine art piece.

You do (Application)(35 minutes)

The learners are now able to independently pick out a fine art piece and use the *Norton Navigator* to analyze their selection. The teacher should provide the learners with photographs of fine art pieces as well as an information sheet providing the artwork's title, artist, year of creation, medium, and other background information. Remind learners they are to pick individual pieces and that reference materials are available to them at any point. The teacher will monitor and address questions or needs of learners during this experience.

Closure (Evaluation) (10 minutes)

The teacher will call time and ask learners to come back together for a reflection of their experience using the *Norton Navigator*. The teacher will ask learners if the *Norton Navigator* gave them a greater appreciation of the fine art piece. Did it give new perspective to the fine art piece or change the attitude toward learning more about fine art? This is an opportune time to discuss with learners in open conversation and address any misconceptions or enrichment ideas. The rubric included can be used to evaluate participation, effort, and quality of independent work (see Artifact I).

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Assessment

Formative

The learners should be assessed on their ability to define moods, characters, settings, actions, and the use of proper tenses in their predictions. They should also be assessed on their participation in class discussion using the rubrics included (see Artifact I).

Summative

The learners will fill out the *Norton Navigator* Survey to make sure the application of the *Norton Navigator* is fully understood (see Artifact II).

Accommodations

Visual	The learners can handle the <i>Norton Navigator</i> in a hard paper copy or in an electronic format. Picture and written examples are provided in the <i>Norton Navigator</i> .
Audio	The teacher verbally presents all aspects of the <i>Norton Navigator</i> and even models thinking processes for filling out the sections of the <i>Norton Navigator</i> . Although work is to be done independently, learners can have peer tutors to help with understanding or reading material.
Kinetic	The learners can walk around the museum or classroom to observe pieces of fine artwork.
Tactile	Some fine art pieces can be touched (such as sculptures, textiles, and textured painting). Note: Ask a museum official before touching!

Enrichment

The learners can write a composition based on all the information they have gathered from their fine art piece using the *Norton Navigator*. Types of writing style should be explained, for example: a fictional story (using the Predict section of the *Norton Navigator*), an editorial on the message the fine art piece expresses (using Genre and Mood sections of the *Norton Navigator*), and a review/informative article on the fine art piece using all parts of the *Norton Navigator*. Applications for the information collected through the *Norton Navigator* are extremely versatile for hands-on-projects and art projects. Instruct the learners to write a composition based on all the information they have gathered from their artwork. Each aspect of the literary arts is clearly defined within the foldable lesson. Now, they may take those elements and compile them into a composition based on their choice of artwork.

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Modifications

English Second Language Learners: Promote literacy with these types of learners by having them draw their ideas first or verbally record responses using an iPad camera app; then, transcribe their message in the *Norton Navigator*. Keep expectations high, but achievable for the learners to have success in the final product.

Low Literacy Learners: Pair the learners with medium high-level literacy learners. The *Norton Navigator* utilizes visual cues and simple organization (foldable/electronic format) that organizes information into manageable pieces. Scaffold the final product to promote success for an individual learner's abilities, but keep expectations at grade level (to challenge the learner to grow in literacy).

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Artifact II.
Norton Navigator Survey

Cut middle
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<p style="text-align: center;">Norton Navigator Survey (Form A)</p> <p>Name: _____</p> <p>Period: _____</p> <p>Date: _____</p> <p style="text-align: center;">Circle correct answer to each question.</p>	<p style="text-align: center;">Norton Navigator Survey (Form B)</p> <p>Name: _____</p> <p>Period: _____</p> <p>Date: _____</p> <p style="text-align: center;">Circle correct answer to each question.</p>
<p>1. The time period refers to:</p> <p>A. today's date</p> <p>B. when the fine art piece was made</p> <p>C. birth date of artist</p> <p>D. date of development</p>	<p>1. Prediction refers to:</p> <p>A. past</p> <p>B. present</p> <p>C. future</p> <p>D. both A & C</p>
<p>2. True or False</p> <p>Genre refers to how artworks are classified into a specific group of similar themes.</p> <p style="text-align: center;">True False</p>	<p>2. The title in a fine art piece means:</p> <p>A. name of the artist</p> <p>B. type of art piece</p> <p>C. name of the fine art piece</p> <p>D. name of the style of art</p>
<p>3. Action means:</p> <p>A. the way something looks</p> <p>B. excitement</p> <p>C. what the subject is doing in the fine art piece</p> <p>D. sadness</p>	<p>3. The time period refers to:</p> <p>A. death date of artist</p> <p>B. birth date of artist</p> <p>C. today's date</p> <p>D. when the fine art piece was made</p>
<p>4. Mood best describes in a fine art piece:</p> <p>A. tone or atmosphere</p> <p>B. feelings of the subject</p> <p>C. color of the painting</p> <p>D. Answers A & B</p>	<p>4. Classical genre art:</p> <p>A. shows scenes from real life</p> <p>B. inspired by real people</p> <p>C. focuses on animals</p> <p>D. tells a part of Greek or Roman mythology</p>
<p>5. Setting is determined by the:</p> <p>A. mood in a fine art piece</p> <p>B. time and place portrayed in the fine art piece</p> <p>C. color in the fine art piece</p> <p>D. action in the fine art piece</p>	<p>5. True or False</p> <p>Character words describe the emotions and traits of the subject(s) featured in the fine art piece.</p> <p style="text-align: center;">True False</p>

Key: Form A

Key: Form B

1-B

1- D

2-True

2- C

3-C

3- D

4-D

4- D

5-B

5-True

Sixth Grade Standards Addressed:

GLE's	CCSS	
ELA.6.1	RL.6.4 RI.6.4 L.6.4 L.6.5	Identify word meanings using a variety of strategies, including: -using context clues -using structural analysis -determining word origins -using knowledge of idioms -explaining word analogies
ELA.6.3	L.6.4 L.6.6 RI.6.4	Develop specific vocabulary for various purposes.
ELA.6.4	RL.6.2 RL.6.3	Identify and explain story elements, including: -theme development -character development -relationship or word choice and mood -plot sequence (e.g., exposition, rising action, climax, falling action, resolution)
ELA.6.5	L.6.5	Identify and explain literary and sound device, including: -foreshadowing -flashback -imagery -onomatopoeia
ELA.6.11	RL.6.1 RI.6.1 RI.6.2 RL.6.2	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: -sequencing events and steps in a process -summarizing and paraphrasing information -identifying stated or implied main ideas and supporting details -comparing and contrasting literary elements and ideas -making simple inferences and drawing conclusions -predicting the outcome of a story or situation -identifying literary devices
ELA.6.19	L.6.3 W.6.4	Develop grade-appropriate compositions on student-or teacher-selected topics that include the following: -word choice (diction) appropriate to the identified audience and/or purpose -vocabulary selected to clarify meaning, create images, and set a tone -information/ideas selected to engage the interest of the reader -clear voice (individual personality) -variety in sentence structure
ELA.6.23	W.6.3	Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery.
ELA.6.26	L.6.2	Capitalize names of companies, buildings, monuments, and geographical names.
ELA.6.42	RI.6.7 W.6.8 SL.6.2	Locate and integrate information from grade appropriate resources, including: -multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) -electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) -other media sources (e.g., audio and video tapes, films, documentaries, television, and radio)
ELA.6.44	W.6.8	Locate, gather, and select information using data-gathering strategies, including: -surveying -interviewing -paraphrasing
ELA.6.48	RI.6.7	Interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources.

Seventh Grade Standards Addressed:

GLE's	CCSS	
ELA.7.1	RL.7.4 RI.7.4 L.7.4 L.7.5 L.7.6	Develop vocabulary using a variety of strategies, including: -use of connotative and denotative meanings -use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts
ELA.7.2	RL.5.6 RL.6.6 RL.7.2 RL.7.3 RL.7.6	Explain story elements, including: -the revelation of character motivation through thoughts, words, and actions -plot sequence (e.g., exposition, rising action, climax, falling action, resolution) -conflicts (e.g., man vs. man, nature, society, self) and their effect on the plot -effect of first and third-person point of view -theme development
ELA.7.9	RL.7.1 RI.7.1 RI.7.2	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: -sequencing events and steps in a process -summarizing and paraphrasing information -identifying stated or implied main ideas and explaining how details support ideas -comparing and contrasting literary elements and ideas -making inferences and drawing conclusions -predicting the outcome of a story or situation -identifying literary devices
ELA.7.14	RI.7.3	Analyze grade-appropriate print and non-print texts using various reasoning skills: -identifying cause-effect relationships -raising questions -reasoning inductively and deductively -generating a theory of hypothesis -skimming/scanning
ELA.7.17	L.7.3 W.7.4	Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: -word choices (diction) appropriate to the identified audience and/or purpose -vocabulary selected to clarify meaning, create images, and set a tone -information/ideas selected to engage the interest of the reader -clear voice (individual personality) -variety in sentence structure
ELA.7.20	W.7.1 W.7.3	Use the various modes to write compositions, including: -essays based on stated opinion -fictional narratives
ELA.7.40	W.7.8	Locate and integrate information from a variety of grade-appropriate resources, including: -multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) -electronic sources (e.g., web sites, databases) -other media source (e.g., audio and video tapes, films, documentaries, television, radio)

Eighth Grade Standards Addressed:

GLE's	CCSS	
ELA.8.1	RL.8.4 RI.8.4 L.8.4 L.8.5 L.8.6	Develop vocabulary using a variety of strategies, including: -use of connotative and denotative meanings -use of Greek, Latin, and Anglo-Saxon roots and word parts
ELA.8.2	RL.8.2	Interpret story elements, including: -stated and implied themes -development of character types (e.g., flat, round, dynamic, static) -effectiveness of plot sequence and/or subplots -the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot -difference in third-person limited and omniscient points of view -how a theme is developed
ELA.8.9	RL.8.1 RL.8.2 RL.8.5 RI.8.1 RI.8.2	Demonstrate understanding of information in grade-appropriate texts using using a variety of strategies, including: -sequencing events to examine and evaluate information -summarizing and paraphrasing to examine and evaluate information -interpreting stated or implied main ideas -comparing and contrasting literary elements and ideas within and across texts -making inferences and drawing conclusions -predicting the outcome of a story or situation -identifying literary devices
ELA.8.17	W.8.4 L.8.3	Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: -word choices (diction) appropriate to the identified audience and/or purpose -vocabulary selected to clarify meaning, create images, and set a tone -information/ideas selected to engage the interest of the reader -clear voice (the individual personality) -variety in sentence structure
ELA.8.19	W.8.1 W.8.2 W.8.3	Develop grade-appropriate paragraphs and multi-paragraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition.
ELA.8.22	W.8.9	Write for a wide variety of purposes, including: -persuasive letters that include appropriate wording and tone and that state an opinion -evaluations of advertisements, political cartoons, and speeches -text-supported interpretations of elements of grade-appropriate stories, poems, plays and novels
ELA.8.23	L.8.2	Use standard English capitalization and punctuation consistently.
ELA.8.39	W.8.8	Locate and select information using organizational features of grade-appropriate resources, including: -complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) -electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) -frequently accessed and bookmarked web addresses -organizational features of electronic information (e.g., web resources including online sources and remote sites)