

NAVAgating Primary Sources: Tools for Guiding ELLs Through Primary Source Analysis and Writing



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Introduction

As Florida's population increases in general, our ELL population grows as well - thus increasing our need to all be ELL teachers and learn techniques that will assist our students in learning the predominant language of the area and develop analytical/writing skills in that language.

The techniques we will be presenting today have been used in our school for some years (we have a high percentage of ELLs in the student body). It has also aided our Reading teachers in helping students use the skills/knowledge they need to be successful in those classes.

Agenda:

You will need:

- Pen/pencil
- Paper
- NAVA sheet
- At least one other student at your table

1. Visual Sources
2. Written Sources
3. Practice
4. Wrap-Up



What does it mean to NAVAgate?

The OED defines *navigate* as, “plan and direct the route or course of a ship, aircraft, or other form of transportation, especially by using instruments or maps.”

We define NAVAgate as, “plan and direct the learning of a student, class, or cohort, especially by using writing instruments or learning maps.”

Our writing instruments include Language Arts basics as well as higher level thinking skill development in order to help our students analyze primary sources in a way that is both comfortable and practical.

It is a great way to start a year or a unit and you can use this to assess student skills while also helping students shine with their own creativity.

Our tools:

1. We start with parts of speech - nouns, adjectives, verbs, adverbs. It seems simple, but through reinforcing the basics we can help our students become a bit more confident as they practice writing skills.
2. Composition - Using parts of speech, we have our students write passages based on the sources. This can be analytical, persuasive or general observation. The point is that they are using their own words to answer questions on the passage and practicing reading/critical thinking.
3. Analysis - once the students have a body of information and have examined it twice (parts of speech and composition), we have analytical questions ready for them that will add meaning and explanation to the information already provided.

How Can We Use These Tools?

1. Visual Sources (pictures, paintings, cartoons, etc.) - Examine the image and tell us what you think is happening, who is doing it, why it is happening and important, etc. By having students explain their responses, it opens up discussion and critical thinking.
2. Written Sources (documents, letters, etc.) - We can work on vocabulary by having students mark the text with the parts of speech, circling unfamiliar words and using context clues and working through what is being said. This is similar to a number of close reading and analysis techniques already being used.
3. In both cases, students can then write analytical statements about the meaning or significance of the source including what we are using it, how it fits into a unit and what it was important in its time.

Investigation

What is a noun? What does it do?

What is an adjective? What does it do?

What is a verb? What are the types and what do they do?

What is an adverb? What does it do and how can we generally tell if a word is an adverb?

Give an example of each and use them to create a sentence.



Investigation



What is a noun? What does it do **Remember that a noun names a person, place, thing or idea.**

What is an adjective? What does it do? **Remember that an adjective describes a noun.**

What is a verb? What are the types and what do they do? **Remember that a verb is an action or state of being. They can show feelings or deeds.**

What is an adverb? What does it do and how can we generally tell if a word is an adverb? **Remember that adverbs describe verbs, and usually end in -ly.**

Give an example of each and use them to create a sentence. **Dog, sad, jump, freely**

The dog wasn't sad anymore because he could jump freely.



How do we set up a NAVAgation?

On your paper, write the letters NAVA going down with 3-4 lines between each one like this:

N:

A:

V:

A:



Example 1: Images (Start the Journey)



For the image, create a list of all the things you see (nouns, etc.). Include at least 3 items per letter.

N:

A:

V:

A:

Example 1: Images (Check the Map)



Once your list is complete, use those words and respond to the following question:

Using your word list, write a 5-sentence description of what is going on in the picture. Be able to explain/justify your statements.

Example 1: Images (You Have Reached Your Destination)



Now that you have your description done, please respond to the following:

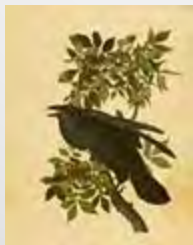
1. *What would you name this image and why?*
2. *What time period does this come from? How can you tell?*
3. *What country is this probably from? How can you tell?*

Example 2: Written Sources (Start the Journey)



Startled at the stillness broken by reply
so aptly spoken,
“Doubtless,” said I, “what it utters is its
only stock and store.

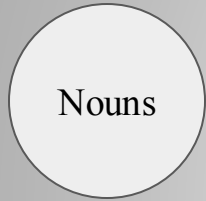
Caught from some unhappy master
whom unmerciful Disaster
Followed fast and followed faster till
his songs one burden bore—
Till the dirges of his Hope that
melancholy burden bore
Of ‘Never—nevermore’.”



But the Raven still beguiling all my fancy
into smiling,
Straight I wheeled a cushioned seat in front
of bird, and bust and door;
Then, upon the velvet sinking, I betook
myself to linking
Fancy unto fancy, thinking what this
ominous bird of yore—
What this grim, ungainly, ghastly, gaunt,
and ominous bird of yore
Meant in croaking “Nevermore.”

Example 2: Written Sources (Check the Map)

After reading the passage...



Verbs

Adverbs

→ Unfamiliar words



Using your NAVA format, write down what you think are the most important words in the passage, making sure you have an adjective for every noun and an adverb for every verb.

Once you have done that, try to use your word list to tell us what you think is happening. Who is talking? What exactly does the speaker do in this unusual situation? How might you react to the same events?

Example 2: Written Sources (You Have Reached Your Destination)

- Were there unfamiliar words?
What are they and what do you think they mean?
- Why does the author use a raven?
What is the symbolism of the bird?
- Would the poem be the same if it were an owl or a peacock? Why or why not?
- How do the author's actions conflict with the adjectives he uses to describe the bird?
- Why might this be the case?
- Who is performing most of the verbs in the passage? How is this unusual considering the subject of the poem?
- Now re-read the passage and your summary. Has your understanding changed? If so (or not), why and what led to that?
- What are some other possible titles for the poem? Why?



Debriefing the NAVAgators



- Many of our students are unfamiliar with the parts of speech or how to use them.
- NAVAgation may be more useful for analyzing and understanding visual images but can be used for written sources as well - it helps students work on grammar, syntax and writing skills for effective communication.
- It's valuable for our ELLs who may need more assistance with the basics but can be used with students of different levels and in a variety of educational settings.
- It gives students the ability to work in small group to start and then contribute to a larger discussion, builds rapport and gives opportunity to practice one's analytical and writing skills in a low-risk environment.



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