



## Lesson 5: Writing Our Quest

**Focusing Question:** *How can we share what we've learned with others?*

**Overview:** Students compose: (a) *movement clues* (procedures) to guide visitors along the Quest route; (b) *teaching clue* to share what they've learned; and also create (c) illustrations that synthesize their learning.

### **Topical Understandings:**

Procedural writing  
Synthesis  
Presentation of learning / knowledge

### **Materials:**

Movement clue worksheet (Handout A)  
Putting it all together worksheet (Handout B)  
Masking tape  
Index cards (or scraps of paper)  
Paper  
Pencil

**Length of time to complete:** Three to four 30 – 40 minute periods

### **Procedures:**

Before you move through these procedures, review with your class one or two examples of other student work at [www.valleyquest.org](http://www.valleyquest.org). You can print examples – or better still look at it on the 'big screen' by using an LCD projector. Then....

1. Establish the "Quest domain" (10 – 15 minutes)
  - Have the students sit in a large circle. *Let's map this quest site...right here on the floor!"*
  - Using the duct tape, establish the baseline(s); the four directions.
  - Pick a Quest starting point (place to park OR that is easy to find)
  - From there, move mentally through this site, marking KEY site elements using either 'post its' or index cards.

2. Establish route (5 minutes)
  - Next, sequence these features into an order, or your Quest ROUTE
3. Assign points
  - Clarify / assign small groups responsibility for specific segments of the route:
  - Starting point A to point B; point B to C; C to D; etc.
  - *Responsibility will follow based on your earlier site visit & their area of research.*
4. Clarify assignment (10 – 15 minutes)

Clarify that on this field trip, each group - working in its segment - will need to create a movement clue leading to their site (from the last one). The 1<sup>st</sup> group writes from the Quest starting point.

Pre-teach movement clues in the classroom (or on campus) using the attached form.

- First, walk between your two points making observations.
- Next, chose the landmarks / ideas that you like best.
- Then, sequence them into procedures.
- And now, work to turn them into 1 – 3 fragments...
- And finally into the desired form (sentences, couplets, etc.)

5. Movement Clues (one period)
  - Head out on the field trip! Each group drafts their movement clue.
  - Then two groups pair up to test / refine each other's work.
6. Back in the Classroom - Teaching clue / drawings (one period)
  - Pre teach the Synthesis process using the "Pulling it all together" form (Handout B)
    - First, create a list of the things you know about your topic.
    - Next, circle the facts that feel most important to share.
    - Then, sequence these ideas into a best order: A, B, C, etc.

- And now, turn that into a DRAFT paragraph or two of “synthesis writing.”
  - Finally, create an illustration that helps convey your idea / story.
- Students put their paragraph and image into the form.
7. Students share their work with a read-through from the beginning.



## Session 5: Handout A

### **Movement Clues:**

Group: \_\_\_\_\_

We are responsible from getting:

FROM \_\_\_\_\_

TO \_\_\_\_\_

Some landmarks between these two points are:

- 1.
- 2.
- 3.
- 4.
- 5.

Now, circle the ones you like the most.

Now sequence them into the 'best' order:

- 1.
- 2.
- 3.

Now, write these lines in prose (as sentences)

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Now, turn these into rhyming couplets, your Quest *movement clues*:

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## Session 5: Handout B

### Putting it all Together

After researching your settler, write a brief paragraph describing your settler’s life. Support your description with historical evidence.

Draw an illustration that reveals something you’ve learned about their life and times.