

Colonial Quest

Discover Your Place in History!



Lesson 6: Writing Our Colonial Quest

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

Overview: Students first establish a route for their Quest. They then either go back to the cemetery or use maps/photographs from their first field trip to compose *movement clues* (procedures) to guide visitors along the Quest route. They then use their research to create a *teaching clue* to share what they've learned. Finally they create an illustration that synthesizes 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. 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 1st 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.



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Session 6: Assessment Rubric

Lesson 6: Creating our Colonial Quest

| | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|--|---|---|---|---|-------|
| Participation | Student was unfocused, distracted, or distracting to others. | Student paid attention, but was not active in responding to or asking questions | Student was engaged in group process, participated by asking OR answering questions | Student was actively engaged in the group process: BOTH asking and answering questions | |
| Movement clue | Student was unfocused in the inquiry process and did not complete their challenge | Student completed their movement clue. | Student completed the challenge using thoughtful language OR focused observation | Challenge completed with BOTH thoughtful use of language and strong powers of observation | |
| Teaching clue/ Illustration | Student was unfocused in the inquiry process and did not complete their challenge | Student completed their teaching clue and illustration. | Student completed the challenge using strong details OR synthesis | Challenge completed with BOTH strong presentation of learning AND synthesis (story telling) | |
| Content/ Mastery | Student cannot say much about their colonist(s) | Student knows basic information about their colonist(s). | Developing, AND can cite a variety of primary and secondary resources. | Accomplished, PLUS they can synthesize their learning into a comprehensive narrative. | |



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Session 6: Handout A

Movement Clues:

Group: _____

We are responsible from getting:

FROM _____

TO _____

Some landmarks between these two points are:

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

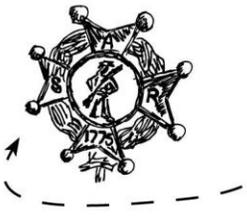
Now, circle the ones you like the most.

Now sequence them into the 'best' order:

- 1.
- 2.
- 3.

Now, write these lines in prose (as sentences)

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



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Session 6: 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.