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](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 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)
    o 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 6: Assessment Rubric

#### Lesson 6: Creating our Colonial Quest

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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.