



# 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](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.