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)
  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.