

# Colonial Quest

Discover Your Place in History!



## Session 7: Completing Our Colonial Quest

**Focusing Question:** *What do we need to do to finish our Quest?*

**Overview:** Students participate in a production session, where all of the Quest elements are completed: map; compass rose; movement clues; teaching clues; directions to the site; Quest box (with stamp, pad, sign-in book); thank you notes; marketing plan distribution plan; etc.

### **Topical Understandings:**

Editing  
Design  
Promotion  
Distribution

**Materials:** Paper, pencils, glue sticks, computers, a pair of compasses (artist) and various art materials for the box maker, book maker and stamp maker.

**Time:** One or two 30 - 40 minute periods. (*Note: Could be completed as homework*)

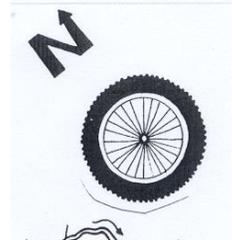
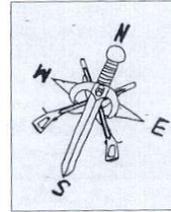
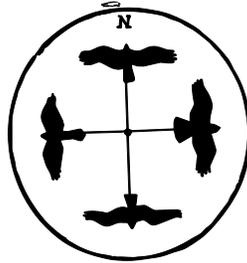
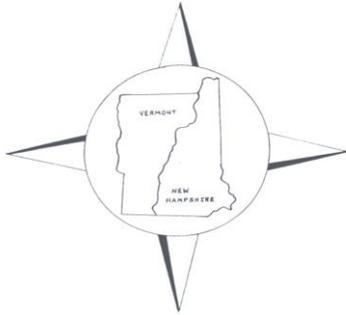
### **Procedures:**

1. Revisit a sample Quest (online or in one of the Valley Quest books) with your students and encourage discussion about overall design, layout, graphics, etc. Tell the students that this is the time for them to pull together and work to bring their Quest to a final product. Set a deadline for the completion of tasks.
2. Assign students or small groups to the different tasks that will complete your Quest:

### **Job title: Artist(s)**

- **Challenge:** Come up with a design for a Compass Rose that indicates North and utilizes elements/details/themes of your Quest site.
- **Procedures:**
- Sketch out the Compass Rose.

- Ink it with dark pen so that it will photocopy.
- Reduce image to the appropriate size for your publication
- **Materials:** paper, pencil, pen, examples of Compass Rose



The best compass roses will encrypt some elements of the story of your site.

**Job title: Poet (s)**

- **Challenge:** Review the “portions” of the Quest and work to improve flow, meter, and rhyme so that the quest fits together as a whole.
- **Procedure:**
  - Review clues
  - Edit to improve flow, meter, etc.
  - Spell check the entire document
  - Print out the final product
- **Materials:** Pen, paper, computer, dictionary, thesaurus

**Job title: Cartographer(s)**

- **Challenge:** Create the Quest Treasure Map, using student drawings, landmark drawings and other resources.
- **Procedures:**
  - Collect student drawings
  - Photocopy, darken and re-size as necessary
  - Lay out to “frame” the Quests map
  - Create site map utilizing community map, google map, world wide web or memory
  - And overlay student “landmark” drawings re-sized as appropriate
  - Insert compass rose
  - And add key, title, scale, etc. as appropriate

- **Materials:** Paper, pen, map resources, student art work

### **Job title: Graphic Designer(s)**

- **Challenge:** Come up with a publication format/design that works best to present your Quest.
- **Procedures:**
  - Should there be a cover? What should it look like?
  - Compose the "To get there" instructions that steer visitors to the Quest site.
  - Consider the overall design: Where should the map and clues be placed?
  - Create a statement from the group. "This Quest was created by...", "because...", and especially a "we'd like to thank..." section at the end.
- **Materials:** Paper, pens, colored pencils, crayons, copies of Quest map and clues.

### **Job title: Archivist(s)**

- **Challenge:** Come up with a system to organize and store digital photographs and other materials used so you have a clear records and resource for others.
- **Procedures:**
  - Download pictures from camera
  - Scan primary or secondary sources
  - Create digital archive folder or files for the teacher
  - Burn on a CD and deliver to school librarian
  - Burn on a CD and deliver to your Historical Society

### **Job title: Stamp Maker(s)**

- **Challenge:** Come up design and carve a rubber stamp for the Quest treasure box.
- **Procedures:**
  - Follow the instructions at <http://www.vitalcommunities.org/valleyquest/MakeAStamp.htm>

### **Job title: Book Artist(s)**

- **Challenge:** Make a guest book for your Quest treasure box.
- **Procedures:**

- Follow the instructions at:  
<http://www.vitalcommunities.org/valleyquest/bookmaking.htm>

**Job title: Publicist(s)**

- **Challenge:** Come up with a plan to share your Quest with the broader community: other classes, library patrons, day care centers, scout groups, etc.

**Job title: Appreciator(s)!**

- **Challenge:** Create thank you notes to acknowledge all the people (and organizations) who have helped you with your project.

3. Students share their work

4. Finally, finish the project with a CELEBRATION and CLOSING CIRCLE:

- *What did you learn?*
- *What will you remember?*
- *What was most important for you?*
- *What excited you the most?*
- *How did this project make you feel?*



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## Session 7: Assessment Rubric

### Lesson 7: Completing our Colonial Quest

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
<b>Participation</b>	Student was unfocused, distracted, or distracting to others.	Student participated in their aspect of the process.	Student was engaged in the process OR demonstrated creativity / commitment	Student was actively engaged, demonstrating creativity AND commitment	
<b>Product 1</b>	Student was unfocused in the inquiry process and did not complete their challenge	Student completed their component.	Student completed the challenge demonstrating content knowledge OR careful execution	Challenge completed BOTH demonstrating knowledge AND with careful execution	
<b>Product 2</b>	Student was unfocused in the inquiry process and did not complete their challenge	Student completed their component.	Student completed the challenge demonstrating content knowledge OR careful execution	Challenge completed BOTH demonstrating knowledge AND with careful execution	
<b>Content/ Mastery</b>	Student did not follow through on their part of the whole	Student completed their part of the project	Developing AND understands that part within the context of (and commitment to) the whole.	Accomplished; PLUS took a leadership role in helping the class complete the QUEST!	