Lesson 5: Writing Our Quest

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

Overview: Students compose: (a) movement clues (procedures) to guide visitors along the Quest route; (b) teaching clue to share what they’ve learned; and also create (c) illustrations that synthesize 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.

7. Students share their work with a read-through from the beginning.
Session 5: 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 5: 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.