

CATEGORY: CUBA AND THE CARIBBEAN: EXPLORATION

CONCEPTS: EXPLORATION

ACTIVITY: WHO AM I? After students have been exposed to several historical accounts of exploration, they need an activity to focus their attention on differences among the explorers and to reinforce the most important names and events. All the riddles together make a good learning center display.

OBJECTIVES: The student will be able to select three facts in order to construct a riddle and use his/her knowledge of given facts to solve classmates' riddles.

PROCEDURE: Using textbook accounts of exploration in the New World, have students choose one of the following:

- 1) person: either an explorer or another important historical figure (Montezuma or Queen Isabela, for example)
- 2) place (Cape of Good Hope, El Dorado)
- 3) thing (sextant, Santa Maria)
- 4) idea (Crusades, scurvy)

After they have decided on the subject of their riddle, students are to select three key facts, trying not to give the answer away too easily. For example:

- 1) I am an Incan ruler.
- 2) Pizarro kidnapped me and
- 3) demanded the highest ransom ever delivered in the history of the world.

Who am I? (answer: Atahualpa)

Number and display all the riddles; after a specified time, check to see who has solved the most correctly.

RESOURCES: Hammond Innes, The Conquistadores, New York: Alfred A. Knopf, 1969.

LEVEL: MIDDLE GRADES
Source: Gibbs, Virginia G. *Latin America: Curriculum Materials for the Middle Grades*. Center for Latin America, University of Wisconsin-Milwaukee. 1985. 1989.