

# Lesson Plan: Embodying History – Who am I?

**Subjects:** Social Studies, History, CHamoru

**Time required:** 30 minutes

**Related links:** Guampedia [People](#)

**Grade-level:** Middle [6-8], High [9-12]

**Materials required:** Name tags, marker

## Description

This lesson/game can be played after any unit. Students have name tags of important Guam historical figures placed on their backs. They then walk around the room, and ask each other questions in an effort to deduce their historical figure.

## Objectives/Skills

- Students will practice recalling information about individuals important to Guam history.
- Students will engage with historical information in a unique, interactive manner.

## Questions or Assessment

- Do students find it easy to determine their individual?
- Where questions specific enough to reveal a deep understanding of the history being studied?
- What sort of potential gaps in domain knowledge were identified?

## Procedure

### *Teacher prep*

Create name tags with names of important Guam historical figures (focus on the unit you've most recently taught, or visit Guampedia and search through the "People" category)

### *Instructions (10 minutes)*

Explain the following instructions to students:

1. You will have a name tag placed on your back.
  2. You are not allowed to look at the name tag until the game is over.
  3. You will then walk around the classroom, slowly, and ask your peers questions aimed at determining your individual. Examples include:
    - Was alive during WWII?
    - Was I a creative individual?
    - Was I known as a leader?
  4. You may **NOT** ask, "What's the name on my name tag?"
  5. You may not ask two successive questions of the same person (in other words, be sure to interact with everyone)
  6. When someone asks you a question about her/his name tag, try not to give too much away. Simple yes and no answers will usually suffice.
  7. If you think you know who you are, ask someone if you're correct. If you are not, you may not guess again until you've asked at least one more general question.
  8. When you determine your individual, continue standing in order to help others by answering their questions.
- Have 3 individuals come to the front of the class, and have them play a short game as an example for everyone to see.

**Note:** This game can be played in CHamoru, as a way to both learn about historical figures and to practice asking and answering questions in the language.

### *Play "Who Am I?" (17 minutes, or as time allots)*

1. Attach name tags to the backs of each individual student.
2. Make sure students do not run.
3. Encourage students to interact with everyone; try and break up clusters.
4. When most students are done, end the game; do not allow a situation to occur where only one or two students are left struggling to determine their individual while everyone is watching.

### *Recap (3 minutes)*

Recap what we've done and learned in the lesson:

"We've learned to ask effective questions and deduce."

Ask students for their favorite parts of the lesson.