
2. Got to Travel On*



There are a few men at present who travel more than twenty-four kilometres a day, six days a week.

They don't ride on anything that runs on wheels; they don't ride on horseback, fly or travel by boat, and they don't walk. Yet they do cover the distance.



1. Sandy Day*



Mark is found lying face down in the desert. He is dead. He has his backpack fully loaded, still on his back, and his water bottle is full on his hip.

There are no footprints leading away from the body.



Instructions for the Teacher

1. Read or tell the brief story (or have copies for the class) or project a transparency.
2. Review for the class the old game of Twenty Questions where they discovered an item by asking questions which could be answered yes, no or it's irrelevant.
3. Explain that this is an extension of that game. Questions are asked until the mystery is solved.
4. Explain that if they ask good questions (and often "no" questions are as valuable as "yes" questions), listen to the questions of others, organize their information, sequence what they know and analyze the clues, they can find out what really happened. And that is the goal!
5. Note that stories will be categorized according to degree of difficulty. Sometimes a solution will be found by a student intuitively. More often questions will have to be asked. Occasionally, in some of the more complex mysteries, previous academic knowledge might be called for. Asterisks are used to determine complexity, with one (*) indicating the simpler or novice stories, and four (****) reflecting advanced or complex mysteries.
6. After some experience with these problem-solving challenges, the student should be encouraged to create his or her own stories.

. . . and now, on with the game.





Introduction

Puzzles seem to intrigue gifted students. Riddles, quizzes, conundrums and challenges to expand reasoning have a way of turning them on.

Mysteries and detective stories are a super challenge. Turn your class into a team of super-sleuths. Can they trace a clue? Can they find a solution? Can they stay on task? Can they determine the real problem to be solved? Can they put all the pieces together?

Some of the main objectives here are:

- To learn deductive reasoning
- To develop sequential thinking powers
- To improve listening skills
- To engage in group interaction and dialogue
- To learn to stay on task (not simply guess)
- To focus in on the real problem (with such preliminary questions as “Are we trying to find out that...?”)
- To learn how to piggy-back on ideas and clues
- To have a good time

All of the stories included in this volume are ones which have been shared with me at parties, developed by me for my classes, told to me by friends when they knew I was compiling this work or condensed and simplified from much longer mysteries for purposes of *InQuest*. None, to the best of my knowledge, has been printed in its current form or format in other works of this nature, and none has been attributed to any specific author.

