

**War in the Pacific National Historical Park****Guam 1941 to 1944 Research Project**

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**Subject Title: Guam 1941- 1944**

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**School: Inarajan Elementary School**

**Grade Level: for Grade 4**

**Content Area: Social Studies**

**Timeline/Length: 12 to 14 class periods, including one morning to explore the National Park Museum**

\* I highly recommend the teacher preview the museum exhibits and facilities (outside of school hours) a few days before the planned field trip in order to maximize the educational effectiveness and plan for grouping the students. Plan to move the class through the museum in small groups of about 6 students accompanied by one adult chaperone.

**Key Concepts:**

List all the related subject area/content area concepts that this lesson addresses

- The significance of Liberation Day; how Liberation Day relates to Veterans Day
- How Japanese occupation and war changed the geography of Guam
- Using maps to show resources, locations of people, battles, concentration camps, cities and villages, and airfields
- Using primary and secondary sources for research
- Identify with a member of the Guam community who experienced the occupation and war, i.e. what was it like to be a child, a boy, a girl, a woman, a man, a father, a mother, a member of the Insular Guard
- Using written and spoken communication skills to express information that is important to the student

**Vocabulary:**

- List all the vocabulary words that the students will be learning in this lesson  
occupation    invasion    strategy    battle    cooperation    resistance  
forced labor    survival    offense    defense    loyalty    rationing  
aircraft carrier    bomber    amphibious assault    casualty    bunkers    veteran

Students will add to this list as they research and learn more about this event.

**GPSS Content Standards/Performance Indicators:**

4.1.7 Describe the origins and significance of local celebrations. Examples: Liberation Day, Veterans Day

4.2.1 Discuss the difference between historical fact and opinion.

4.2.2 Recognize national and local historical sites and describe their function and significance.

4.2.11 Discuss the impact of the Japanese occupation on Guam.

4.3.1 Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets.

4.3.2 Identify and explain the uses and conservation of the government and resources.

4.3.3 Define the meaning of terms commonly used to locate and describe natural regions.  
Examples: mountain ranges, valleys, bays, oceans, rivers, waterfalls, caves.

4.3.8 Recognize the consequences of human modification of the environment on Guam.

### **Lesson Overview:**

- Students will examine the events that took place on Guam from December 1941 to August 1944.
- Students will improve their communications skills through written reports and illustrations, creating maps and charts, interviews, and oral presentations.
- Students will make a personal connection to the events and people who experienced Japanese occupation and American liberation.

### **Lesson Objectives:**

- Students will be able to express new information by speaking, drawing, and writing.
- Students will be able to use the internet to go to appropriate web sites to find information
- Students will be able to find locations of places on a map of Guam where important events took place between 1941 and 1944.
- Students will be able to work in small groups to present information that they find interesting/important to understanding the human experiences on Guam during 1941 to 1944.
- Students will be able to define and use terms specific to geography and Guam history
- Students will be able to demonstrate understanding of the difference between fact and opinion.
- Students will be able to explain the connection between Liberation Day and Veterans Day.

### **Textbooks/Materials/Resources:**

- School assigned textbook
- Recommended resource – *World War II for Kids: A History with 21 Activities* by Richard Panchyk, copyright 2002. Published by Chicago Review Press. Available in the gift shop at the museum.
- Download and preview section 4 and 5 (showed as 4/5 and 5/5) (total 15 minutes) from Youtube.com title: Pacific Lost Evidence Guam Episode 4 World War II – battlescenes,

narration by Marines who participated in the fighting, freeing Chamorros, recapturing the Marine Base on Orote Peninsula, war dogs, shows changes of environment by war and by rebuilding for armed forces after the battles. Also recommended: short Youtube interviews of survivors, check libraries for videos like the video narrated by and Insular Guard member who survived the Japanese invasion.

- [www.guampedia.org](http://www.guampedia.org) is a great resource for Chamorro history, events on Guam, and photos of the villages and people of Guam. Preview for focused and efficient classroom presentations
- <http://www.nps.gov/wapa/index.htm> Use the power point section of this web site to focus on specific events
- Internet web sites (see research guide sheet)
- Field trip to the T. Stell Newman Visitor Center in Sumay, Guam.

## **Procedures:**

### **Describe:**

1. Lesson 1:
  - A. Define the period of time, place, and main people involved : December 1941 to August 1944, on the island of Guam; citizens of Guam; American Marines, Navy sailors and pilots, and Army soldiers, Japanese military personnel.
  - B. Make a written record of what students already know about three segments of this period: Japanese invasion, Japanese occupation, American military return. Either writing on large papers that can be posted on the wall or a computer screen showing the recording of what is said by students, the information given by the students will be recorded and saved. At the end of the unit students will compare what they knew before this study to what they have learned during these classes.
2. Lesson 2: Show students the video narrated by a member of the Guam Insular Guard and survivor of the Japanese invasion to introduce the students to the event. Point to remember – Japanese airplanes bombed Agana during the mass for Our Lady of Kamalin, before the soldiers came ashore. Students begin to use the internet to research basic information about what happened. See resource sheet for web sites, parameters, and expectations
3. Lesson 3: Students choose a (generic) member of the Guam community to identify with and report about. Students will work in small groups of 3 or 4 to tell about what that person would have experienced during occupation and liberation. See sheet of guidelines for group work and presentation outcome. Students start to plan their report, presentation, visual creation, and division of group labor.
4. Lesson 4: Using internet projections, wall maps, atlases, other books to provide examples of maps that show locations of cities and villages; resource maps; geographic landforms, and comparison maps showing movement or change over time (such as glaciers, migration, drought and erosion). Continued internet research.
5. Lesson 5: Discuss the difference between primary and secondary sources of information. For example the video seen in Lesson 2 was narrated in part by a primary source - the men who were there, and secondary sources – children or relatives who heard the stories of people who actually experienced occupation and liberation. Other

secondary sources include diaries, letters, and newspaper or magazine articles.

Homework assignment: Brief interview (see interview guide/notes sheet): Ask someone in the community who is a primary or secondary source to tell about one experience they had or heard about that happened during Japanese occupation or liberation.

Record information and be prepared to retell the story. Give any extra class time for small groups to work together on their presentations, research and visuals.

6. Lesson 6: Students give approximately 5 minute retelling of a story they heard from an interview. Students hand in their note sheets.
7. Lesson 7: Provide blank maps of Guam for students to draw on the location of the following (in 1941): Asan Bay, Agat Bay, Orote Point, Sumay Village, Agana, Yigo, Merizo, Mennegon, Nimitz Hill, Fonte Plateau, Mount Tenjo, Tiyan airfield. Students will make their own map key with color key and symbols. Provide/ project a map of Guam that shows the location of all the terms asked for.
8. Lesson 8: Class lecture. A. Show and tell, encourage students to take notes of any facts that relate to the topics of their small group presentations. Use the powerpoint presentation from the National Park Service to focus on specific events and experiences <http://www.nps.gov/wapa/index.htm> (Download to your computer for projection.) B. Include information about the physical destruction of cities and landforms during occupation and liberation, and the resulting environmental changes and damage.
9. Lesson 9: Preparation for field trip: Visit from Park Ranger and Education Specialist. Divide students into groups of about 6. Plan to take notebooks for notetaking and illustrations of important information from exhibits. Review appropriate behavior expectations for the museum and gift shop.
10. Lesson 10: Field trip to T. Stell Newman Visitor Center. Students will take notes of information pertaining to their small group presentations, and make notes of other things of personal interest. Students will move through the various exhibits with their chaperones. Notice display about propaganda and have students give examples of the difference between fact and opinion. Also note the display about the environment. Students may want to watch the battle map more than once. See scrapbooks that tell stories (primary source) in three languages.
11. Lesson 11: Use class time to complete maps (begun in Lesson 6), complete internet research, and finish writing and practice small group presentations.
12. Lesson 11: Small group presentations. Post the 2-D visuals on the walls and place 3-D displays on counters or shelves where they are easily admired.
13. Lesson 12: Small group presentations.
14. Lesson 14: Review original list of what students knew in first lesson. As a class add to the lists new information learned during the unit. Look at the list of vocabulary words. Discuss the words provided. Add new words that the students think are important. Short debriefing of things students found important/ questions/ suggestions for further research.

### **Assessment/Evaluation**

- Completed internet research guide sheets
- Completed map of Guam
- Small group oral presentations, written reports, visual display.
- Notes for interview story retelling.
- Rubric to assess each of these articles/activities

### **Wrap-Up/Closing Activity**

- Small group presentations