



War in the Pacific National Historical Park

Lesson Title: Match Me Up!

Subject Title: Identifying People in History

Created By: Dr. Kathy S. Candaso

School: Inarajan Elementary School

Grade Level: 3rd

Content Area: Reading, Language Arts, and Social Studies

Timeline/Length: 30-45 minutes

Key Concepts:

- World War II, War in the Pacific, Japanese Occupation of Guam, Guam History, and History of the Pacific

Vocabulary:

- Occupation, war, doctor, nurse, corpsmen, medic, correspondent, scouts, Navajo, code, chaplain, linguists, construction, battalions,

GPSS Content Standards/Performance Indicators:

- Standard 2R: Reading Comprehension and Analysis of Nonfiction Texts
 - 3.2.3 - Show understanding by identifying answers in the text
- Standard 3R: Reading Comprehension and Analysis of Literary Texts
 - 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- Standard 7: Informational Literacy
 - 3.7.1 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
- Standard 2: History
 - 3.2.2 Observe visual sources, such as historic paintings, photographs, or illustrations that accompany historical
 - narratives, and describe details, such as clothing, setting, or action.

Lesson Overview:

- This lesson will allow students to explore the War in the Pacific Museum exhibit and identify important occupations during the War in the Pacific (1931-1945).

Lesson Objectives:

- As a result of this lesson, students should be able to do the following:
 - Identify important people and occupations during the war
 - Read information pertaining to each occupation
 - Recall information read about the different occupations from the module display
 - Create an occupation wheel (see image below)

Textbooks/Materials/Resources:

- Field visit to the T. Stell Newman Visitor Center
- Interact with the “Valor in the Pacific” module display
- Word Cards (see attached word sheet) 1 per student
- Picture cards (see attached picture sheet) 1 per student (print on cardstock paper)
- Paper Plates (2 per student)
- Paper fasteners (1 per student)
- Glue
- Scissors



Procedures:

Describe:

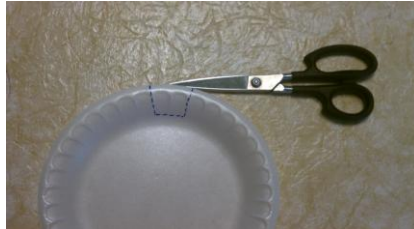
1. Play a short guessing game called, “Who am I?”
 - Descriptions (say out loud to students): I work in store. I help you check out your items. I give you your total cost. You give me your money. I give you change, if any. Who am I?
 - Call on several students for their answer
 - **Answer: A cashier**
2. The following steps should be monitored carefully by the teacher:
 - Have students cut out all the pictures from the picture sheet



- Have students glue each picture around the first paper plate in no specific order, leaving a little space in between



- - Have students cut a 2 inch window on the second paper plate



- - Have students cut along the circle of the word sheet



- Assemble the wheel as follows:
 - Place the paper plate with photos on the desk
 - Next, place the plate with the 2-inch window on top
 - Finally, place the word circle on top
 - Secure the three layers with the paper fastener through the middle of the layers



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- 3. The following steps will be followed using the teacher's presentation sheet and answer key:
 - Randomly select one description and ask students to identify the correct word and match it with the correct photo on their wheel
 - Once they have their answers, have them hold up their wheels and verify correct responses.
 - Give students the correct answer
 - Have students verify their responses and make any changes if necessary
 - Repeat until all descriptions are read aloud

4. For students with various developmental levels the following strategies may assist:
- Peer assistance/group
 - Pre-cut all materials prior to passing it out
 - Allow for auditory responses
 - Minimize number of descriptions required for passing
 - Give one clue for each description (i.e., give picture or word)
 - Constant monitoring
 - Allow for students to point out the correct answer
 - Use larger print/font for word sheet

Assessment/Evaluation

- Student scoring sheet
 - Students will keep track of the total number of correct responses
 - Teacher will monitor the student scoring sheet
 - Identify important people and occupations during the war
- Formal evaluation – calculate percentage of total correct responses from the student scoring sheet (total possible is 11)
- Information evaluation – students write in their journal their experiences from the field visit to the visitor center, interaction with the Valor in the Pacific module, and their project participation

Wrap-Up/Closing Activity

- Have students create a description of a classmate and have students play the “Who am I?” game with others in the class to see if they can identify who they are describing.
- Read aloud an occupation and the description of each occupation from the teacher sheet

References/Additional Resources

- National Park Service U.S. Department of the Interior
- War in the Pacific National Historical Park
- T. Stell Newman Visitor Center
- “Valor in the Pacific” interactive module display