

PACIFIC HISTORIC PARKS

★ Remember ★ Honor ★ Understand ★

Education on Wheels Program Guidelines

"The best part of the field trip was learning about my island's history."

- 4th grade Price Elementary School student

"The War in the Pacific National Historical Park is important to me because it commemorates what happened in war."

- 6th grade Benavente Middle School student

"I have now gained more insight and greater knowledge about the event that had the greatest effect on Guam."

- 9th grade Simon Sanchez High School student

"The field trip and resources helped the students understand Guam's history and see its significance and apply it to their every day lives. Before the lesson, Liberation Day was just a celebration with no understanding. Now students have gained knowledge and appreciate Guam and its history more."

- 4th grade Teacher Finegayan Elementary School

Who: Educators/Coordinators of any grade (K-12) and subject (grants are limited to one teacher per year).

What: Pacific Historic Parks established the Education on Wheels program to bring students to the War in the Pacific National Historical Park. Pacific Historic Parks pays for busing to and from the school and park units located in the War in the Pacific National Historical Park. Duration of fieldtrips are at a maximum of 5 hours. Also included in the program is a pre-field trip classroom visit/outreach program conducted by park staff.

Where: War in the Pacific National Historical Park consists of several accessible units: T. Sell Newman Visitor Center in Sumay, Asan Bay Overlook (Nimitz Hill), Apaca Point (Agat), Ga'an Point (Agat), and Asan Beach (Asan).

Why: Historic places have powerful and provocative stories to tell. As witnesses to the past, they recall the events that shaped history and the people who faced those situations and issues. Experiencing the sites and stories of our National Park will help students develop an empathetic understanding of what happened here and why.

When: Any time between the months of October and May. The grant will be available to all schools until Education on Wheels program funds run out.

How: Follow these step-by-step instructions to apply:

1. Fill out the Education on Wheels Application Part I & Part II.
2. Create a lesson plan. Your lesson plan MUST directly relate to the War in the Pacific National Historical Park and be written using the Teaching with Historic Places (TwHP) Lesson Plan Format.
3. Submit your completed application forms and lesson plan to educationspecialist@pacifichistoricparks.org. After review and approval of the lesson plan, the Education Specialist will contact you to confirm the details of the outreach presentation and fieldtrip.
4. Submit Pacific Historic Parks Liability Forms (one per child) to the Education Specialist prior to the field trip.
5. That's it! You have successfully applied for and earned the Education on Wheels grant!

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Education on Wheels Frequently Asked Questions (FAQs)

What are the benefits of applying to the Education on Wheels program?

It offers a custom tailored education program for teachers and students. Educators/Coordinators can also receive a Pacific Historic Parks Educators' Packet that includes free books, handouts, videos, and pamphlets. On the day of the field trip, students and educators will be greeted by park staff who will lead guided tours of the park sites. Tours will be tailored to the learning goals specified in the teacher's lesson plan.

Will Pacific Historic Parks really pay for busing?

Yes! No charge to you and your students! Each year, Pacific Historic Parks allocates a set amount of grant money for the Education on Wheels program. The grant will be available to all schools until funds for the fiscal year run out.

How long can my field trip be?

Busing provided through the Education on Wheels program will be available for up to FIVE (5) hours. This includes guided tours of the park sites, travel time, and lunchtime at the park.

Can I use the busing to bring my students to a mall?

No. Pacific Historic Parks is only able to fund busing when students are at the park sites and when students are traveling to and from the school and the park.

Is there a limit on the number of students I can bring?

Yes. The Education on Wheels grant can cover the cost of up to two buses only. Each bus can accommodate 50 individuals. Thus, the maximum amount of individuals that can be brought on each field trip is 100.

When should I apply?

It is recommended that educators/coordinators begin the application process at least one month in advance in order to reserve their desired date of the field trip.

How long do I have to wait to find out if my lesson plan and application was approved?

Please allow **TWO (2)** weeks for the Education Specialist to review your lesson plan and application.

I am having difficulty creating a lesson plan. What should I do?

Contact the Education Specialist to receive a Pacific Historic Parks Educators' Packet that includes free books, handouts, videos, and pamphlets about the

park. Educators may also arrange a visit to the park with the Education Specialist to see what educational resources are available. You may also visit the park's website, www.nps.gov/wapa, for inspiration!

Will the Education on Wheels Program pay for our lunch?

No. However, students and educators are invited to bring their own sack lunches and eat lunch at one of the outdoor park sites.

Can I apply for more than one fieldtrip during the year?

No. To encourage as many schools as possible to take advantage of this opportunity, grants are limited to one teacher per school year. However, you may reapply for the grant each year by submitting a brand new lesson plan.

What happens during the outreach?

Park staff will visit your students before the fieldtrip to give a 60-minute presentation. Students will be able to:

- Meet the park staff they will encounter on their field trip
- Learn about the mission of the National Park Service and why we have a national park on Guam
- Go on a virtual tour of the War in the Pacific National Historical Park sites
- Touch & wear items from the World War II Traveling Trunk
- Ask questions about the National Park Service and becoming a ranger
- See how their upcoming field trip reinforces the learning goals and objectives they are covering in class
- Learn about educational opportunities at the park, such as becoming a Reef Ranger during summer vacation or a Junior Ranger during Spring Break

Something unexpected came up, can I change my fieldtrip dates?

Requests to change the fieldtrip schedule can be made no later than 1 week before the fieldtrip date.

How many adult chaperones must be present on the field trip?

At least one (1) adult chaperone (educator, aide, and/or volunteer parent from the school) should be on each bus. To ensure an effective and enjoyable program, adult chaperones are asked to play an active role in monitoring student behavior throughout the fieldtrip.

Should my students bring money on the fieldtrip?

Students can bring money if they want to purchase items at the Pacific Historic Parks bookstore, which has an impressive collection of souvenirs and educational publications on the Pacific War, Guam history, and the natural and cultural resources of this region. All proceeds go back to the park to support future educational programs and projects.

What is Pacific Historic Parks?

Pacific Historic Parks is a non-profit organization that seeks to perpetuate the memory and appreciation of the events and people involved in the sites the organization serves, and to support the National Park Service in the education, preservation, development, and interpretation of World War II in the Pacific and other Pacific historic sites. For more information, go to www.pacifichistoricparks.org.

What is the War in the Pacific National Historical Park?

War in the Pacific National Historical Park (WAPA) is a national park located on the island of Guam. It was created to honor all those who participated in the campaigns of the Pacific Theater of World War II and to conserve and to interpret the natural, scenic, and historic values and objects on the island of Guam for future generations. At War in the Pacific National Historical Park, the former battlefields, gun emplacements, trenches, and historic structures all serve as silent reminders of the bloody World War II battles that took place on Guam in 1944. For more information, go to www.nps.gov/wapa.

T. Stell Newman Visitor Center Information

Open 9:00 am - 4:30 pm Monday through Sunday
Information Desk can be contacted at (671) 333-4050

Education Specialist Information

Jaclyn Z. Balajadia, Pacific Historic Parks
477-7278 Ext 1015 (Office) • 477-7281 (Fax)
educationspecialist@pacifichistoricparks.org

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Education on Wheels Application Form: Part I

CONTACT INFORMATION

Educator/Coordinator Name: _____

Work #: _____ Cell #: _____

Email: _____

GROUP INFORMATION

School: _____

Number of Students: _____

Grade Level: _____

Subject: _____

Number of Adults: _____

Special Circumstances (if any):

RESERVATION INFORMATION

Check TWO (2) park units you would like your group to visit:

- T. Stell Newman Visitor Center Asan Bay Overlook Apaca Point
- Ga'an Point Asan Beach Park

Park staff has permission to photograph, record, video, and/or film during the outreach and field trip for National Park Service media: Yes No

In order of preference, list your requested dates and times of your field trip:

Dates (Tuesday-Friday):

Times:

1st Choice: _____ 1st Choice: _____

2nd Choice: _____ 2nd Choice: _____

In order of preference, list your requested dates and times of your outreach:

Dates (Tuesday-Friday):

Times:

1st Choice: _____ 1st Choice: _____

2nd Choice: _____ 2nd Choice: _____

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Education on Wheels Application Form: Part II

Educator/Coordinator Name (Print): _____

Please read the following statements and initial next to each one:

- _____ I have read and understand the Education on Wheels Guidelines, Frequently Asked Questions, and Teaching with Historic Places (TwHP) Lesson Plan Guide.
- _____ I understand that the Lesson Plan must be written in the Teaching with Historic Places (TwHP) Lesson Plan format.
- _____ I understand that Pacific Historic Parks will contact me within two weeks of submitting the lesson plan and application forms.
- _____ I understand that each student must complete the Pacific Historic Parks Liability Form which I will collect and submit to the Education Specialist prior to the field trip.
- _____ I understand that the Education on Wheels program can provide up to five (5) hours of field trip time for two (2) school buses. This includes guided tours of the park sites, travel time, and lunchtime at the park. Pacific Historic Parks funds busing when students are at the park sites and when students are traveling to and from the school and the park.
- _____ I understand that the National Park Service and Pacific Historic Parks will not be held liable for any injuries to person or property as a result of the fieldtrip or outreach presentation.

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Education on Wheels Liability Form

Name of Student: _____

Name of School: _____

Grade: _____ Date of Field Trip: _____

I understand that Pacific Historic Parks and the National Park Service at the War in the Pacific National Historical Park will not be held liable for any injuries to person or property as a result of this fieldtrip.

Signature of Parent/Guardian

Date Signed

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Education on Wheels Liability Form

Name of Student: _____

Name of School: _____

Grade: _____ Date of Field Trip: _____

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Signature of Parent/Guardian

Date Signed

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A Guide for Developing a Teaching with Historic Places Lesson Plan



The Education on Wheels Program uses the Teaching with Historic Places (TwHP) program lesson plan format.

The program encourages the use of places as resources for studying local and national history--events, the impact of people on events, technological change, and political and social trends.

Historic places can also be used to study geography--how locale, terrain, and climate affect events and lives, and how people shape the environment for their purposes. All kinds of places can provide the focus for a lesson in history, geography, and many other subjects in the school curriculum.

Battlefields, gun emplacements, trenches, historic structures, limestone forests, wetlands, coral reefs, a mahogany forest, and a tropical savanna ecosystem are only a few of the possibilities from which to choose in the War in the Pacific National Historical Park. View the lesson plans in <http://www.nps.gov/nr/twhp/state.htm> to see how other teachers around the nation created TwHP lesson plans.

In general, this is the format of the TwHP lesson plan:

- I. Introduction
- II. About This Lesson
 - A. General Citation
 - B. Where It Fits Into the Curriculum
 - C. Objectives for Students
 - D. Materials for Students
 - E. Visiting the Site
- III. Getting Started
- IV. Setting the Stage
- V. Locating the Site
- VI. Determining the Facts
- VII. Visual Evidence
- VIII. Putting It All Together
- IX. Supplementary Resources

Constructing the Lesson Plan

I. Introduction (2 - 3 paragraphs)

Each lesson plan begins with an Introduction written to interest educators in the place and to entice them into reading further.

The Introduction: (1) presents a dramatic and engaging description of the place; (2) hints at the story the place has to tell; and (3) includes a visual image of the site(s) to be studied. The Introduction should focus like a camera on the site. It should use sensory language that evokes the feeling that one can almost see the people involved, hear what they hear, and view the place as they saw it. This opening must "grab" the teacher so they will want to go on reading the story and become excited about using the lesson in their classrooms.

II. About This Lesson

A. General Citation. This subsection should begin by establishing that the lesson is based on a real historic place that still exists. A general reference to the materials used to create the lesson should be noted. It should also include references to the author, or authors of the lesson plan.

B. Where it Fits into the Curriculum. This subsection briefly explains how the lesson can add to established history or geography curricula by categorizing the subject according to Topic, Time Period, and relevant Common Core Standards.

C. Objectives for Students. Each lesson should have four to five measurable objectives. The objectives should be measurable, indicating the skills students will practice as a result of their study and the knowledge they will gain. The objectives should relate directly to the materials and activities presented in the lesson. The basic information students will need to master the objectives should be contained within the readings and visual materials.

For example, an objective might read: "To analyze [skill] the impact the building of the canal had on the growth of communities along its route [knowledge]." An objective also might indicate a generalization that students could draw from the lesson; an example of a generalization would be: "To explain the role irrigation systems played in the development of Texas farmland and other arid lands."

D. Materials for Students. Essentially this entry should list the materials to be used by the students in accordance with the lesson plan, including all maps, readings, and visual images.

E. Visiting the Site. This subsection offers information on visiting the site. Include the following text:

“The War in the Pacific National Historical Park is comprised of the T. Stell Newman Visitor Center and seven National Park Service sites located throughout Guam. The units are at Asan Beach, Asan Overlook, Piti Guns, Mt. Tenjo/Mt. Chachao, Apaca Point, Mount Alifan, and Fonte Plateau. The T. Stell Newman Visitor Center is open daily from 9:00 am to 4:30 pm, except Thanksgiving, Christmas, and New Year’s days. The information desk can be contacted at (671) 333-4050.”

III. Getting Started

Select an intriguing image that can also be used in the Visual Evidence section. Ask an inquiry question related to the image to get students thinking about what they are going to learn. The inquiry question should be thought provoking and serve as a prelude to what is in store in the lesson plan.

The purpose of the Getting Started section is to immediately engage students' interest by raising questions that can be answered only as they complete the lesson.

IV. Setting the Stage (2-4 paragraphs)

This section provides both teachers and students with a short overview of the material essential to the students' understanding of the lesson. The section essentially provides historical background of the topic. Setting the Stage can also explain unusual or unique characteristics of the site and provide contextual definitions for specialized vocabulary.

Define specialized vocabulary within the text, either in this section or in the readings, instead of creating a Glossary or Vocabulary List. Be sure to provide enough information for students to answer the related questions in the next section, Locating the Site.

V. Locating the Site (1-3 maps)

This section presents one or two maps to guide students in locating the site within the state; within the United States; and in relation to important natural and man-made features such as rivers, mountains, and transportation routes.

Each map should include two or more questions for students. Extended captions may be included to provide students with information necessary to answer the questions.

VI. Determining the Facts (2-3 readings)

This section contains the readings and visual materials students will need to gather information about the place. For each reading and visual presentation, the lesson includes a series of questions to assist students in gathering the appropriate facts.

Each reading will provide data on one aspect of the place used in the lesson – its reason for being and the people associated with it. Together with the visual evidence, the readings should provide sufficient information for students to understand why the place is important.

The first reading usually focuses on the "general story" that the place has to tell. A reading might be constructed from one or more sources. These can be primary or secondary sources. To the greatest extent possible, use the exact language and style from primary sources, editing for clarity only when absolutely necessary. Use ellipses to shorten and brackets to indicate your editorial clarifications.

Whether you are using primary or secondary sources, be mindful of copyright laws, using footnotes or endnotes, or obtaining permissions to use materials, when required. At the end of the reading, indicate if it is "excerpted from..." or quoted directly from its source, "adapted from..." the source or "compiled from..." several sources.

You must provide a complete citation for all materials used, and must provide such a citation for anything that will be published: (1) for written materials you need to cite the author and/or editor, title of publication, place of publication, publisher and year of publication (for books), volume number and date (for articles), and pages cited or used as background; (2) for graphic materials you need to cite the location of the original, (State Department of Archives and History, Raleigh, NC), the date the photograph was taken (approximate, if that is all that is available), and the photographer if known.

Other written materials may also include charts, graphs, census data, inventories, quotations from one or more people, etc. Number each reading and give it a title.

Three to five questions for each reading are designed to determine whether students have gathered the appropriate facts. These questions may be specific to each reading, or ask students to combine information from readings.

Each set of questions should progress from recall ("When did settlers first enter the area?") to critical analysis ("Why would being the center of trade lead to a high degree of cultural sophistication and affluence?"). The main purpose of the questions is to make sure that students can make sense of the material.

VII. Visual Evidence (3-6 visuals)

This section provides students with visual materials such as photos, paintings, drawings, sketches, and sometimes additional maps. Questions for each visual are designed to help students interpret the materials.

Visuals selected for this section are not mere "illustrations," but should be treated as additional documents. Questions should expand students' skills in "reading" this kind of evidence. Extended captions may be included to provide students with important information. Remember to include the Getting Started image allowing students the opportunity to learn more after having had some context in the readings and maps.

Exercises in the Visual Evidence sections should provide opportunities for practicing both basic (reading and writing) and critical thinking (analyzing and interpreting) skills. It should guide students through challenging questions to examine and explore evidence and form conclusions.

VIII. Putting It All Together (3-4 activities)

When students have completed the exercises in Locating the Site, Determining the Facts, and Visual Evidence, they should have a good understanding of the issues, events, people, features, and vocabulary relevant to the place and the specific focus of the lesson.

It is in this section, after gathering evidence from the data provided, that students are asked to arrive at some conclusions. The activities should engage students in lively manipulation of the data in a variety of ways.

One or more of the activities should focus the students' attention on their own community. They should look for places in their own community that relate to the topic of the lesson. Activities also should lead students to discover and understand the historic places in their own communities and how they fit into the broad themes and events in American history.

The activities in this section might ask students to compare and contrast the information and the place(s) in the lesson plan to other information they have or will research. Students can conduct interviews with family members, community elders or business leaders. They can do research at a library, newspaper or government offices. They can locate maps, journals, diaries or other kinds of documents. They can work with local preservation groups, museums or historical societies.

Activities should appeal to different learning styles and teaching techniques: independent study, cooperative learning, imaginative presentation, etc.

Activities also should suggest ways to get students to explore their own communities and ways to involve preservationists, interpreters, and local historians in the classroom. The goal should be to help students recognize that preservation and stewardship of our natural and built environments are important components of good citizenship.

Activities should encourage and guide teachers and students in using the community's resources, such as preservation groups, historical societies, libraries, archives, city planners, senior citizens, faculty from nearby colleges and universities, and--of course--the places themselves. Activities can encourage and guide students to play an active role in taking care of places in their community that document its history and culture. As a community service project, students might conduct research, develop interpretive materials, make presentations to community leaders, or help rehabilitate deteriorating structures and sites.

Students' ability to successfully complete the activities in this section should demonstrate their mastery of the learning objectives. It is at this point you should review the student objectives to make sure they correspond to the activities.

IX. Supplementary Resources (6-10 references)

This final section supplements the lesson plan with online resources where students and teachers may find additional information about the place(s) studied in the lesson as well as the different topics and themes addressed. The author should provide a list of Internet sites that compliment the lesson. A short description is needed for each site to demonstrate how it relates to the lesson plan. Keep in mind that the source should be reputable and should not be a commercial site. Some strong examples of sources include educational institutions, the Library of Congress, the National Archives, the Smithsonian, historical societies, museums, and library collections.

Notes To Teachers



Selecting a Focus. Most historic places have many stories to tell. One of the most challenging tasks in writing a lesson plan is selecting one of those stories on which to concentrate. You cannot include everything about a building or site that is interesting and still keep the story manageable. Use only the information that will yield a better understanding of the important concept or theme you have chosen. Even lessons that use more than one historic place need to focus on a single theme. It may be helpful to write out a statement of focus before beginning, and refer to it periodically as you develop the lesson plan.

Writing Style. The Introduction, About This Lesson, and Putting It All Together are written for the teacher. Writing style should be appropriate for adult professionals. Portions intended for students include Getting Started, Setting the Stage, Locating the Site, Determining the Facts, Visual Evidence, and Supplementary Resources. These should be written in clear, relatively short sentences. Lessons generally target middle school grades, but should be adaptable for use from upper elementary through high school grades; some have been used in college classes.

Length. Generally, each lesson runs 12-16 published pages, including text and visuals, which is 3,000-5,000 words. This length provides maximum flexibility for teachers, who can use a lesson plan as is, or adapt it to their own needs.

Selecting Materials for the Lesson. Select materials that focus on specific points you want to make, and do not include irrelevant written or visual information. It is important that both written and graphic materials be of publishable quality and also easily duplicated for students' use. For photographs and maps, check to make sure that there is as much contrast as possible between light and dark tones, that the image is not too cluttered, that any details stand out clearly, and that printed words are sharp and clearly legible. Keep in mind that many images will need to be reduced in size for publication. Also remember that most materials lose resolution and clarity when they are photocopied, so choose the clearest and most vivid visual materials available.

Student Exercises and Activities. Make sure the lesson does not depend on students having to visit the site that is the subject of the lesson plan. The materials used in Determining the Facts and Visual Evidence must be sufficient for students to gather the evidence they will need. The activities in Putting It All Together, on the other hand, will lead students to go beyond the information provided in the lesson plan and look at the larger picture.