



War in the Pacific National Historical Park

Unsung Heroes of Guam During the Japanese Occupation in WWII

Survival through Resistance

Created By: Linda Taylor

School: Southern High School

Grade Level: 9th grade

Content Area: Language Arts

Timeline/Length: Two or three class periods

Key Concepts:

- Students will explore various methods of resistance used during the occupation of Guam in WWII and the means of survival which it provided.



Vocabulary:

- Resistance; Valor; Survival; resentment; subtle; rebellion; Defiant/defiance; intimidation; intervened; denounced; humiliation; and the phrase unsung-heroes.

GPSS Content Standards/Performance Indicators:

- **Grade 9 - 9.1:** Students apply knowledge of word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.
 - 9.4:** Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes (writing biographical narratives and coherent expository compositions)
 - 9.6:** Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.
 - 9.7:** Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems and then communicating the results.
 - 9.8:** Lifelong Literacy – Participation in a project of interest

Lesson Overview:

- After reading the story “Night” by Elie Wiesel, about a 15 year old boy in a Nazi concentration camp, students will discuss the theme of survival. This lesson is about the Chamorro people and their resistance during the Japanese occupation of the island; it will

illustrate the various methods used in order to survive. The students will learn about what it takes in the form of personal humility, patience and self-control to communicate, protest and overcome.

Lesson Objectives:

- Identify, list and define the methods of resistance used by the local people during the occupation by Japan to survive and maintain their dignity and culture.
- In this lesson, students will be able to: gather information, organize and write a descriptive narrative in the form of a 'secret letter', and read to the class as a presentation.

Textbooks/Materials/Resources:

- Students will have read the story from the literature text; internet search; extracurricular books or library search; T. Stell Newman Visitor Center exhibits in Sumay, Guam; personal or family interviews; and handout of letter writing assignment and rubric.

Procedures:

Describe:

1. After reading the story and answering the questions, students will discuss the vocabulary words in this lesson. Develop class discussion of ways to resist quietly and non-antagonistic protest methods.
2. The teacher explains that each of the vocabulary words listed in this lesson plan are in the T. Stell Newman Visitor Center in Sumay, Guam. They are to make notes of where they found the words, with extra points given if they also supply the definition.
3. The students will have begun to research Chamorro resistance and survival tactics used, and develop a list of questions for elders to interview.
4. Accommodations: Cooperative learning (students may work in pairs) discussion during and afterward, including questions or discussion with the rangers.
5. Teacher will introduce students to the six named individuals under the 'Resistance' exhibit module in the T. Stell Newman Visitor Center during classroom time. Teacher poses questions and scenarios to students to provoke deeper thought to check for understanding.
6. Students are encouraged to make notes, draw pictures/diagrams, etc. to include in their 'secret letter'.
7. Guided practice in class on letter writing and taking notes.
8. This lesson could be an interdisciplinary approach to writing and research as well as learn history of their ancestors. It is a good combination lesson with social studies or geography.
9. The student's learning activities will be to produce a letter which had been smuggled out of the area (or prisoner camp) to a hypothetical cousin in the United States. They are to refer to one of the people named in the displays and use at least 3 vocabulary words.

Assessment/Evaluation

- Students will learn the means and methods that the Chamorro people used to survive during the war.
- Students will learn how to write letters and construct descriptive narratives.
- See attached assignment and rubric used (can be printed back-to-back).

Wrap-Up/Closing Activity

- They will also read the letters aloud in class for a grade, which also allows classmates to hear descriptive methods used.
- Summarize the different ways that resistance was used and how it helped the people of Guam to maintain dignity and culture.

References/Additional Resources

- Literature books (Glencoe Series 4), students' individual internet searches, and material supplied by the War in Pacific National Historical Park.
- Linda Taylor created this lesson and activity.
- It is derived from desire for students to know their heritage and learn how to write about it.



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Creative and Narrative Writing: Secret Letter

In this assignment, you will imagine that you are a concentration camp “resident” or Prisoner of War (P.O.W.) and you have bribed an official to let you smuggle a letter out of camp to your cousin in the United States.

Write a TWO page letter from first-person point of view, describing:

- Your environment – physical surroundings
- Your food and clothing
- The people around you

Also explain in the letter:

- HOW you manage to survive
- Describe someone who did or did not (use one of the characters named in the resource center)
- Whether or not you are hopeful about the future

You will be graded according to the rubric on the back side of this paper. There will be one day next week when everyone will read their letter to the class. Please turn in with a clean cover sheet and the rubric attached.



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Letter-Writing: Secret Letter from P.O.W. in Guam

Teacher Name: _____

Student Name: _____ Date: _____

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Environment Description	Use of appropriate adjectives to describe living conditions, people, and explain survival and resistance methods used	Use of descriptive words and phrases, yet leave out some of the elements: conditions, people or survival methods used.	Uses few descriptive words, only marginally explaining conditions, people, or survival methods or resistance	Little use of descriptive terms either for conditions, people of means of survival or resistance
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 grammar and/or spelling errors
Creativity	Demonstrates excellent use of resources - books, internet and/or Resource Center in developing 2 page letter	Demonstrates willingness to learn about topic and attempts to develop descriptive 1+ page letter	Attempts to explain resistance/survival with less development and lack of evidence of resource use in 1pg. letter	Writer shows little effort in researching methods of resistance or describing environment