

The Story of World War II in Guam Color and Learn Book



LESSON UNIT: THE STORY OF WORLD WAR II IN GUAM: COLOR & LEARN

Grade Level:	4
Content Area:	Social Studies / Guam History, Reading, & Writing
Timeline/Length:	2 Weeks (can be extended to suit student needs)

GDOE Content Standards & CCSS Literacy Standards

4th grade Guam Department of Education Content Standards: Guam History Social Studies:

- 4.1.7 Describe the origins and significance of local celebrations, i.e. Liberation Day.
- 4.2.2 Recognize national and local historical sites and describe their function and significance.
- 4.2.3 Place major events in the development of Guam in chronological order utilizing a timeline.
- 4.2.11 Discuss the impact of the Japanese occupation on Guam.
- 4.3.6 Locate and describe the major places and villages of Guam.

4th grade English Language Arts Reading Literature Common Core Standards

- CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

4th grade English Language Arts Writing Common Core Standards

- CCSS.ELA-LITERACYW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACYW.4.7 Conduct short research that build knowledge through investigation of a different aspect of a topic.
- CCSS.ELA-LITERACYW.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

Essential Questions

1. How were the people of Guam affected by World War II?
2. How do we commemorate the past?

Key Vocabulary Terms, Names, & Dates

Hagåtña
Sumay
CHamoru
December 8, 1941
Piti
December 10, 1941
Guam Insular Force Guard
Plaza de España
Pedro Cruz

Omiya Jima
airstrip
pillbox
Agueda Iglesias Johnston
Jesus Baza Duenas
concentration camp
Yona
July 21, 1944
landing craft

Asan
Agat
August 10, 1944
Shoichi Yokoi
Manuel De Gracia
Jesus Duenas
war reparations
Liberation Day
commemorate

Lesson Objectives

1. Students will read and understand what the people of Guam experienced during World War II.
2. Students will summarize specific events in the history of Guam and place them in chronological order.
3. Students will interpret information presented visually and explain how it contributes to an understanding of the text.
4. Students will conduct and report research that builds on their knowledge of World War II through investigation of a specific person, place, or event.
5. Students will compose an original poem using descriptive vocabulary to convey their thoughts.
6. Students will reflect and imagine ways in which people today can commemorate the past.

Lesson Overview

This educational resource is brought to you by **Pacific Historic Parks**, the leading organization supporting significant historical sites in the Pacific for future generations. Pacific Historic Parks perpetuates the memory of events and honors the people involved in World War II Pacific historic locations through education, interpretive programs, research, preservation, and restoration.

This project is made possible by funding from Humanities Guåhan, the National Endowment for the Humanities (NEH), and the federal CARES Act. This project is also made possible through funding administered by the US Department of Education CARES Act utilizing Education Stabilization Funds

(ESF) [Project Award S425H210004]. Pacific Historic Parks was awarded \$219,490 as part of the Governor's Education Assistance and Youth Empowerment Grant Program.

This lesson plan unit accompanies the book, "The Story of World War II in Guam: Color & Learn."

The book presents events that happened on Guam during World War II, beginning with the Japanese attack of the island in December 1941. The lives of the CHamoru people were changed forever as a result of the Japanese occupation and the ensuing battle of Guam with American forces. The legacies of the war can still be seen today, such as war reparations for the survivors and the annual Guam's Liberation Day festivities. The people of Guam have done much to preserve their past through monuments, memorials, and religious events, all of which have continued to embody messages of sacrifice, strength, hope, and peace for Guam's future generations. The book provides a glimpse of the myriad of stories of the people of Guam during that tragic time.

This curriculum was designed to help teachers and students draw important conclusions for themselves on how and why we remember, honor, and understand our past.

Students will explore themes and main ideas of this book through the completion of a primary source photo analysis, vocabulary graphic organizer, map activity, chart of people in World War II, chronological timeline, picture analysis, research assignments, poetry, and reflection.

Assessment / Evaluation

1. Primary Source Photo Analysis
2. Key Vocabulary Organizer
3. Map of Guam
4. Who's Who of World War II Chart
5. World War II Events on Guam
6. Picture Analysis
7. Oral History Interview
8. World War II Research
9. Poem of Peace
10. Commemorating World War II

Instructional Strategies & Activities

Part 1: Anticipatory Set and Introduction to “The Story of World War II in Guam: Color & Learn”

1. The teacher discusses with students what happens in war. Although students may have seen books, plays, tv shows, and movies that have depicted war, the teacher will introduce the topic of war to children in a way that gives them some understanding of the realities and complexities of war. Some possible guiding discussion questions can be: What do you know about war? What happens in war? Who is affected by war? How do wars start?
2. The teacher shows students the historical photo found in Appendix A, “World War II Photo Analysis” worksheet. Students fill out the worksheet individually or pairs can fill it out together. They will write a sentence that summarizes what they think is happening in the photo. Students share their summary with the rest of the class.
3. The teacher announces to students that this photo was taken on Guam in 1942. When Japan took control over the island, they required the local population residing in Guam, primarily CHamorus, to grow enough food to feed themselves, and new Japanese soldiers who recently moved into the island. This photo shows a group of CHamorus planting rice while they are being observed by Japanese officers. This photo illustrates one example of the kind of forced labor work that the Japanese placed on the people of Guam. The teacher informs students that they will be learning more about World War II and what people living on Guam went through during that time.
4. Students will define key vocabulary terms that will help them understand the story they are about to read. Students will complete Appendix B, “Key Vocabulary Organizer.”
5. Students will research and fill out a map of Guam in which they locate the places that are mentioned in the story to give them a sense of place. Students will complete Appendix C, “Map of Guam.”

Part 2: Reading & Key Concepts Review

6. Students will read the book, “The Story of World War II on Guam: Color and Learn.” Students may read the book individually or the teacher and/or other students may read it aloud while other students follow along.
7. Now that students have finished reading the book, they will identify specific people and incidences mentioned in the story. To review individual people, students will complete Appendix D, “Who’s Who of World War II Chart.” The Teacher Answer Key is below:
 - CHamorus: A group of people who call Guam home. Many lived in the villages of Hagåtña and Sumay. They farmed, grew food, raised animals, and caught fish.

- Guam Insular Force Guard: A group of CHamoru men who defended the island at the Plaza de España in Hagåtña when the Japanese soldiers invaded Guam on December 10, 1941.
 - Pedro Cruz: He was a platoon leader for the Insular Force Guard. He used a machine gun to try to stop the Japanese invaders.
 - Agueda Iglesias Johnston: She was a respected educator and community leader. Her husband was an American who was sent away to Japan during the war. She secretly shared news about the war to other CHamorus, giving them hope the Americans would one day return to Guam.
 - Jesus Baza Duenas: He was a Catholic priest who helped people living in southern Guam during the war. He protected an American soldier who was in hiding and lost his life for it. He often spoke out against the Japanese leaders.
 - Shoichi Yokoi: He was a Japanese sergeant who ran to the jungles to escape capture from the Americans. He hid in caves, fished, trapped animals for food, and made clothes out of burlap sacks and hibiscus fibers. He lived hidden on Guam for 28 years.
 - Manuel De Gracia & Jesus Duenas: Two CHamoru men who caught Shoichi Yokoi. They treated him with kindness and fed him before turning him in.
8. Students will describe specific events that occurred during World War II and re-order the events in chronological order. Refer to Appendix E, "World War II Events on Guam." The Teacher Answer Key is below:
- # 1. December 8, 1941: A holy day in the Catholic Church. Japanese planes attacked Sumay and CHamoru families fled to their homes and lanchos/ranches in fear.
 - # 2. December 10, 1941: In the early morning hours, 3,000 Japanese soldiers landed on the shores of Guam. The Guam Insular Force Guard met them at the Plaza de España in Hagåtña to defend the island. The Japanese forces could not be stopped and the Governor of Guam was forced to surrender the island.
 - # 3. July 21, 1944: American military forces returned to Guam on this day. 50,000 troops arrived on the shores of Asan and Agat. The battle for Guam lasted three weeks.
 - # 4. August 10, 1944: The Americans announced they successfully secured the island of Guam from the Japanese on this day.

Part 3: Relating World War II To Our Lives Today

9. Students will describe, analyze, and interpret the imagery found on the last page of the book. By deciphering symbols in art, students will better understand the impact and legacy of

World War II on the people of Guam. Through guided questions in a worksheet, students will learn to interpret a work of art and its meaning. Refer to Appendix F, "Picture Analysis." Student answers may vary due to multiple interpretations of this artistic image. The suggested teacher answers are below:

- What do you think the dates at the top stand for? (Possible Answer: The dates are the years starting from the invasion of Guam to the end of the Battle for Guam in World War II).
 - What is the soldier doing and why do you think he is looking at the ground? (Possible Answer: The soldier is kneeling with his helmet off and his gun pointing upwards towards the sky. He could be tired or in pain. He could be mourning the loss of his friends and family. He could also be paying respect to the lives that were lost during the war).
 - Why do you think the girl is holding a broken palm frond? (Possible Answer: It represents the damage and destruction of the island because of the war).
 - Why do you think there is a church in the picture? (Possible Answer: Many Chamorus turned to the Church to pray, seek comfort, and find hope during the war).
 - Summarize the meaning of the message in the middle of the picture. (Possible Answer: This is a commemorative plaque that honors all who sacrificed their lives during the war. It is a reminder to us that we need greater peace and understanding in the world today so that we will never experience the horrors of war again.)
10. Listening to World War II stories give us an opportunity to recognize the significance and power of storytelling using personal experience and remembrance. The teacher will explain to students that World War II history should not only have the perspective of military or government leaders; we should also reserve time and space to learn about "ordinary" people who experienced the war and fought to survive in extraordinary circumstances. Students are encouraged to talk to family members or friends of the family to share their histories. Refer to Appendix G-1, "Oral History Interview."
11. If students cannot conduct interviews or do not have access to family or friends with stories, they may be given an alternative option to delve deeper into a specific World War II-related topic by researching a person, place, or event. Students will select one page in the book and color it with crayons, markers, or colored pencils. They will then conduct research about a person, place, or event that was mentioned on the page they had colored. Students will report back and explain three (3) facts they discovered about the topic, three (3) additional facts that they felt were the most interesting that they learned, and two (2) sources from

which they obtained their information. They also will identify if the source was a primary or secondary source. Refer to Appendix G-2, “World War II Research.”

12. Students will create an acrostic peace poem that will help them reflect on the lessons of war. Students will write down how they envision a peaceful world would look like. Refer to Appendix H, “Poem of Peace” activity. Here are some examples of an acrostic peace poem teachers can share to give some ideas to students:

Example 1

People get along with each other
Everyone feels safe
Always sharing what we have
Caring what happens to one another
Each person is heard

Example 2

Peacefulness is calm
Energy
And we are free from
Conflict
Everywhere

13. As the final activity, students will think deeply about how we can remember and honor the past. Students will define the word, “commemorate” and illustrate ways in which World War II can be commemorated. Refer to Appendix I, “Commemorating World War II.”

Recommended World War II Guam Field Trip Sites

1. Asan Bay Overlook in Nimitz Hill features a Memorial Wall that honors four groups of people: (1) US servicemen who died between December 8, 1941 and October 22, 1942 against the attacking Japanese armed forces on Guam, (2) US servicemen who died during the Battle for Guam from July 21, 1944 to August 10, 1944, (3) Names of the people of Guam who lost their lives from December 8, 1941 to August 10, 1944, and (4) Names of the people of Guam who suffered personal injury, forced labor, forced march or internment from December 8, 1941 to August 10, 1944. There are several commemorative bronze sculptures that depict events on Guam during the World War II Japanese occupation and battle in 1944.
2. Asan Beach Park is a historical site with a World War II Japanese dugout and a gun emplacement. There are many memorials to observe, such as the Liberator’s Memorial that was erected in 1994 to honor all US forces involved in the recapture of Guam. Other World War II-related monuments along the beach include the US Landing Monument and a monument honoring the 3rd Marine Division soldiers.
3. The Guam Insular Force Guard Monument in Hagåtña is a memorial that honors the Guam Insular Force Guard whose members stood against an invading unit of Special Naval Landing Forces of the Imperial Japanese Navy on December 10, 1941. The members of the Insular

Guard conducted the principal engagement in the “First Battle of Guam” in a heroic struggle to defend the Plaza de España.

4. Piti Guns, also known as Piti Coastal Defense Guns, were installed through CHamoru forced labor. Three (3) Japanese Vickers, type Model 3 coastal defense guns are situated above the hills of Piti village and are reminders of the Japanese orders to heavily fortify the terrain surrounding Guam’s coasts and cliffs.
5. Plaza de España in Hagåtña was the location of the Governor’s Palace during the Spanish occupation. The Governor’s Palace served as the seat of government for both the Spanish and the first US Naval Government. Most of the palace was destroyed by the shelling of Hagåtña during the retaking of Guam by the American forces in World War II.
6. The T. Stell Newman Visitor Center in Sumay features a World War II exhibit that is open to the public and is free of charge. The exhibits are highly interactive and feature the latest technology, gripping personal stories, museum artifacts, and multiple language support. There is also a theater that plays a 10-minute movie, *The Battle for Guam*, in five languages. Pacific Historic Parks operates the bookstore with an impressive collection of educational publications on the Pacific war, Guam history, and the natural and cultural resources of the region.

Additional Resources & Links to Technology

Blaz, Ben. *Bisita Guam: Let Us Remember Nihi Ta Hasso*. Richard F. Taitano Micronesian Area Research Center, University of Guam, 2008.

Cunningham, Lawrence J., and Janice J. Beaty. *A History of Guam*. Bess Press, 2001.

Families in the Face of Survival: World War II Japanese Occupation of Guam, 1941-1944. Guam War Survivors Memorial Foundation, 2015.

Farrell, Don A. *The Pictorial History of Guam: Liberation, 1944*. Micronesian Productions, 1984.

Guampedia.com. WWII/Japanese Era. Guampedia, 2022, <https://www.guampedia.com/historic-eras-of-guam/wwii-japanese-era/>.

Higuchi, Wakako. *The Japanese Administration of Guam, 1941-1944: A Study of Occupation and Integration Policies, with Japanese Oral Histories*. McFarland & Company, 2013.

Legacy Beyond Faces: A Sentimental Journey Generation to Generation. Guam War Survivors Memorial Foundation, 2017.

Leon Guerrero, Jillette Torre. *Coming of Age in War-Torn Guam: The WWII Memoirs of Justo Torre Leon Guerrero*. Guamology, 2021.

Pacific Historic Parks. War in the Pacific National Historical Park: Guide to the Historic Treasures of Guam. Hong Kong: Pacific Historic Parks, 2012.

Pacific Historic Parks. Guam Education. Pacific Historic Parks, 2022,
<https://www.pacifichistoricparks.org/war-in-the-pacific-national-histori-1>

Palomo, Tony. An Island in Agony. T. Palomo, 1984.

Real Faces: Guam's World War II Survivors. The Guam War Survivors Memorial Foundation, 2014.

Rogers, Robert F. Destiny's Landfall: A History of Guam Revised Edition. University of Hawaii Press, 2011.

Torres, Jose M. The Massacre at Atâte. MARC Publications, University of Guam Press Richard F. Taitano Micronesian Area Research Center, 2021.

War in the Pacific: The First Year – War in the Pacific: Outbreak of the War.” National Park Service, U.S. Department of the Interior,
https://www.nps.gov/parkhistory/online_books/npswapa/extContent/wapa/guides/outbreak/secl.htm

War in the Pacific: The First Year – War in the Pacific: The First Year.” National Park Service, U.S. Department of the Interior,
https://www.nps.gov/parkhistory/online_books/npswapa/extContent/wapa/guides/first/index.htm

Student Name: _____

World War II Photo Analysis

"The Story of World War II in Guam: Color & Learn"

Appendix A

Directions: Look at the picture below. What do you see? List the people, objects, and activities in the chart.

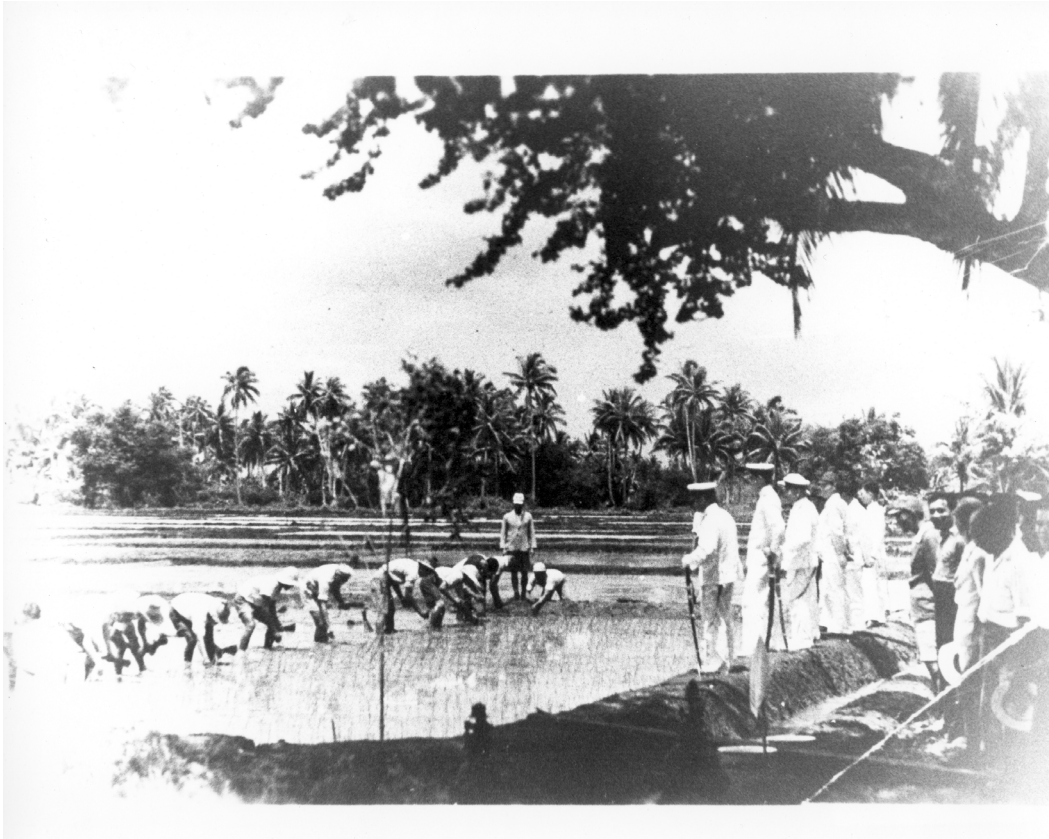


Photo courtesy of National Park Service, War in the Pacific National Historical Park, Guam

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing what you think is happening in this photo:

Student Name: _____

Key Vocabulary Organizer

"The Story of World War II in Guam: Color & Learn"

Appendix B

Directions: Define each vocabulary word in the chart below.

Key Vocabulary Word	Key Vocabulary Definition
1. Omiya Jima	
2. Airstrip	
3. Pillbox	
4. Concentration camp	
5. Landing craft	
6. War reparations	
7. Liberation Day	
8. Commemorate	

Student Name: _____

Map of Guam

"The Story of World War II in Guam: Color & Learn"

Appendix C

Directions: Research and locate the following places mentioned in the coloring book and draw them on the map below:

Hagåtña

Sumay

Piti

Yona

Asan

Agat

Plaza de España

Talofofo River

Manenggon Camp



Student Name: _____

Who's Who of World War II Chart

"The Story of World War II in Guam: Color & Learn"

Appendix D

Directions: Complete the chart below that describes what each person or group did during World War II on Guam.

People / Group	Describe what he/she/they did
1. CHamorus	
2. Guam Insular Force Guard	
3. Pedro Cruz	
4. Agueda Iglesias Johnston	
5. Jesus Baza Duenas	
6. Shoichi Yokoi	
7. Manuel De Gracia & Jesus Duenas	

Student Name: _____

World War II Events on Guam

"The Story of World War II in Guam: Color & Learn"

Appendix E

Directions: Complete the chart below. Place each date in chronological order by listing them in the order that the event occurred (i.e. #1, #2, #3, & #4). Next, describe the significant event that happened on that date.

Date	Chronological Order	Significant Event(s)
December 8, 1941		
August 10, 1944		
July 21, 1944		
December 10, 1941		

Student Name: _____

Picture Analysis

"The Story of World War II in Guam: Color & Learn"

Appendix F

Directions: Look closely at the last page of the book. The same image can be found on a bronze sculpture at Asan Bay Overlook on a Memorial Wall.

1. What do you think the dates at the top stand for?

2. What is the soldier doing and why do you think he is looking at the ground?

3. Why do you think the girl is holding a broken palm frond?

4. Why do you think there is a church in the picture?

5. Read the message in the middle of the picture. Summarize its meaning:



Student Name: _____

Oral History Interview

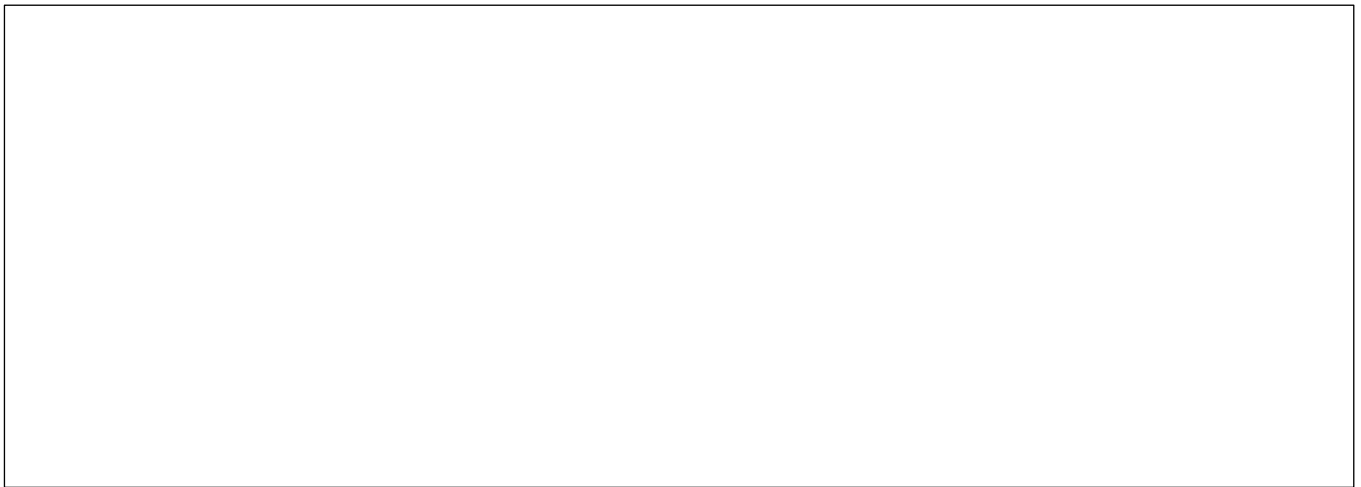
"The Story of World War II in Guam: Color & Learn"

Appendix G-1

Do you know someone who has a story about World War II?

Ask an adult family member what happened to your family during
the war.

Draw and write down what you learned from them below.



Student Name: _____

World War II Research

"The Story of World War II in Guam: Color & Learn"

Appendix G-2

Directions: Pick and color one of the pages. Do research on a topic (person, place, event) mentioned on the page you colored. Take notes in the worksheet below to organize your ideas.

Page Number I Chose: _____

Topic I Researched About: _____

From my research, I found that:	<div>1. _____ _____</div> <div>2. _____ _____</div> <div>3. _____ _____</div>
The most interesting facts I learned in my research:	<div>1. _____ _____</div> <div>2. _____ _____</div> <div>3. _____ _____</div>
The information about my topic came from:	<div>1. _____ _____</div> <div>This is a <u>primary</u> / <u>secondary</u> (circle one) source.</div> <div>2. _____ _____</div> <div>This is a <u>primary</u> / <u>secondary</u> (circle one) source.</div>

Student Name: _____

Poem of Peace

"The Story of World War II in Guam: Color & Learn"

Appendix H

Directions: One of the most valuable lessons of World War II is the importance of peace in our world. What might a peaceful world look like to you? Next to each letter below, write a word or a short sentence that describes what peace means to you.

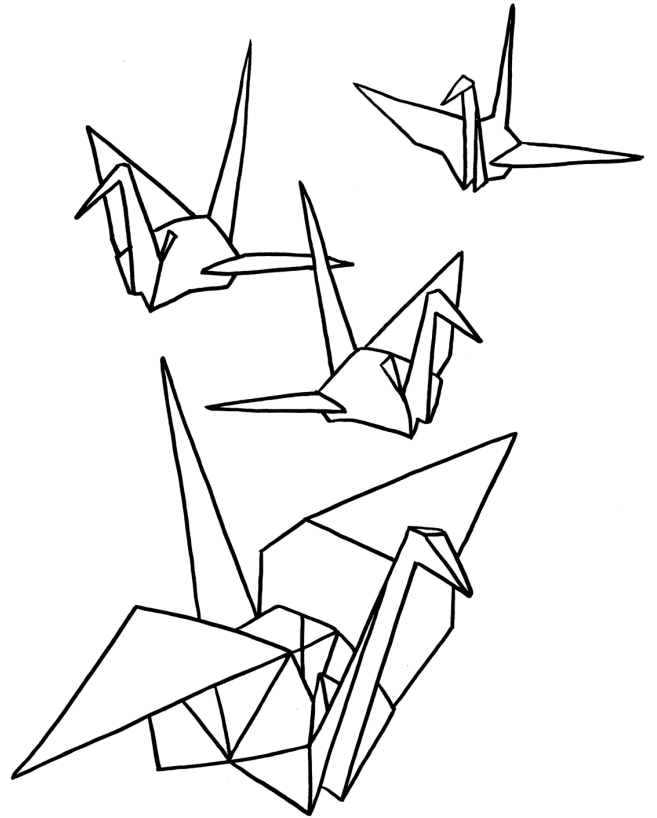
P -

E -

A -

C -

E -



Student Name: _____

Commemorating World War II

"The Story of World War II in Guam: Color & Learn"

Appendix I

Directions: It is important for us to reflect on our island's history, even if the events may be joyful, sad, exciting, or painful. We learn about the people before us to help us understand the world in which we live in today. Stories of our past can also inspire us to work together to build a better future.

In the lines below, write the definition of the word, "commemorate."

In the box below it, draw a picture illustrating one way we might commemorate what happened in World War II.

Commemorate = _____

