The Pictorial History Of Guam Liberation-1944
By: Don A. Farrell
LESSON UNIT: THE PICTORIAL HISTORY OF GUAM LIBERATION - 1944
BY: DON A. FARRELL

Grade Levels: 9-12
Content Area: Guam History, US History, World History
Timeline/Length: 2 ½ weeks (can be extended to suit student needs)

GDOE Content Standards & CCSS Literacy Standards

GDOE Social Studies Standard 2: History

- GH.2.3 = High School Guam History: Identify and describe historical periods and patterns of change during the eras of Guam history, including the Japanese Occupation
  - Recognize the historical periods within the Japanese Occupation
  - Summarize the changes during the Japanese Invasion of Guam, American Surrender of Guam, Japanese Occupation, and American Return.

Common Core Standards Literacy in History / Social Studies for Grades 9-10

- CCSS.ELA-LITERACY.RH.9-10.1 = Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2 = Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.3 = Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CCSS.ELA-LITERACY.RH.9-10.4 = Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.10 = By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Common Core Standards Literacy in History / Social Studies for Grades 11-12

- CCSS.ELA-LITERACY.RH.11-12.1 = Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2 = Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Essential Questions

1. What was the impact of World War II on civilians living on Guam?

2. What factors contributed to the actions of the Japanese soldiers toward Chamorros on Guam during the Japanese Occupation?

3. What factors motivated Chamorros during World War II to rebel in Atâte?

Key Vocabulary Terms

- Autocratic
- Totalitarian
- Chester W. Nimitz (p. 5 & 11)
- Greater East Asia Co-Prosperity (p. 8 & 9)
- Insular Force Guard (p. 9)
- George J. McMillin (p. 9)
- Martial law (p.27)
- Occupation (p. 27)
- Indoctrinating (p. 27)
- Omiya Jima (p. 27)
- Uncle Sam (p. 27)
- Conscript (p. 28)
- Japanese Atrocities (p. 29)
- Jesus Baza Duenas (p. 29-33)
- Ordained (p. 29)
- George Tweed (p. 30-32)
- Proposition (p. 31)
- Beheaded (p. 32)
- Saber (p. 33)
- Beachhead (p. 34)
- Concentration Camp (p. 34)
- Internment (p. 34)
- Bombardment (p. 34)
- Lumbago (p. 37)
- Rheumatism (p. 37)
- Strafing (p. 37)
- Fetid (p. 38)
- Air-raid shelter (p. 39)
- Rations (p. 39)
- Leering (p. 42)
- Rebellion (p. 45)
- Reprisal (p. 45)
- Lob (p. 45)
- Carnage (p. 46)

Lesson Objectives

Students will be able to state the following:

1. I can recognize and understand the changes that happened on Guam throughout the Japanese Occupation during World War II by analyzing primary sources, using maps, and reading the textbook.

2. I can summarize and evaluate the events that affected the people of Guam from 1941 to 1945, which include the Japanese invasion of Guam, American surrender of Guam, Japanese Occupation, and return of the Americans.
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 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.


Don A. Farrell’s “The Pictorial History of Guam Liberation-1944” is a comprehensive resource that covers the events leading up to the invasion of Guam, the international political circumstances that resulted in the Japanese occupation of the island, and the American efforts to retake Guam. One chapter in the book is titled, “The CHAMORROS: Proud Survivors Bearing Boldly the Scars of War,” in which he describes the Chamorro people’s experiences during the Japanese occupation years. He recounts the story of Father Duenas, the forced march to Manengon (Manenggon), the rapes at Fena Reservoir, and the Merizo massacres. The book is replete with pertinent and impactful images of historical photographs, maps, and drawings. This thoroughly researched and informative book will help students gain a deeper understanding of the hardships of the war.

Students will delve into the themes and key ideas of the chapter, “The CHAMORROS: Proud Survivors Bearing Boldly the Scars of War,” in a variety of ways including the completion of a map, responding to comprehension questions, using graphic organizers, analyzing primary sources, writing poetry, and making a presentation.
Assessment / Evaluation

1. Written reading comprehension questions
2. Discussion questions and responses
3. Map of Guam
4. Primary Source Analysis: Kohei Ezaki
5. Who’s Who in World War II Graphic Organizer
6. Diamante Poem
7. Manengon (Manenggon): March & Concentration Camps Graphic Organizer
8. World War II Photo Analysis
9. Remembering Atåte Presentation

Instructional Strategies & Activities

Introduction to Don A. Farrell’s “The Pictorial History of Guam Liberation-1944”

1. It is strongly advised that the teacher inform students and parents/guardians that the book they will read in this lesson contains descriptions and illustrations of physical, mental, emotional, and sexual abuse as well as the killing of the Chamorro people by Japanese occupiers during World War II. The class syllabus will usually include a section addressed to students and parents/guardians regarding lessons covered that will be graphic in nature. It is encouraged to reiterate these statements prior to this lesson. Students will examine and evaluate the choices and actions made (or not made) by a variety of persons in an unfolding crisis as they learn about this difficult period in Guam’s history. They will examine the impact of war on civilians, discuss the complex nature of war among nations and its effect on people, and reflect on the painful legacies of war.

2. Students respond to the following prompt: “How are families affected by war?” Give students 10 minutes to complete their written responses. The teacher asks for volunteer answers to share what they wrote. Teacher leads a general discussion on how war can affect civilians (possible examples: lives lost, communities destroyed, displacement, trauma-induced mental health problems, damage to infrastructure, reduction in material and human capital, etc).

3. The teacher announces to students that they will be reading a chapter from a book that describes the hardships Chamorro families endured during World War II.
4. Before reading, students complete a map of Guam to help them visualize how people moved across the island during the war. Students should refer to the maps found on pages 50 and 195 to label their Guam maps. Students complete Appendix A, "Map of Guam."

Part I: The Occupation Years (p. 27-29)

5. The teacher shows students a copy of the painting found in Appendix B, “Primary Source Analysis: Kohei Ezaki” 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 painting. Students share their sentences with the rest of the class.

6. The teacher announces to students that this is a painting by a Japanese artist named Kohei Ezaki during World War II. He depicted the capture of Guam on December 10, 1941. Kohei Ezaki used Nihonga, a traditional Japanese painting style to show the landing of the Japanese forces on the island. Many Japanese artists traveled with troops to the battlefields during World War II to capture war scenes such as this. The teacher informs students that after the invasion of Guam on December 10, 1941 the lives of the Chamorro people were forever changed. The teacher tells students they will be reading about how the new Japanese government changed the way of life for everyone on Guam, such as forcing them to work grueling tasks and face harsh punishment if they disobeyed Japanese orders.

7. Students read “The Occupation Years” (pp. 27-29). Afterwards, they will write down their answers to the following questions on a separate sheet of paper to submit for a grade (teacher answers in parenthesis):
   - When the Japanese took control of the island, what happened to the Americans? What happened to the Chamorros? (Answer: All Americans were rounded up immediately and shipped to prison camps and work details in Japan. The Chamorros fled to their ranches in the jungles, while others remained in the villages under virtual slavery to the Japanese).
   - What changes were implemented by the Minseibu on Guam? (Answer: When they took control of the island, they set up a government administration that would teach the Chamorro the fundamentals of Japanese government and language. They changed the name of Guam to Omiyajima, the Great Shrine Island, and changed the name of the capital city of Agana to Akashi, the Red City).
   - In 1944, what job was given to all able-bodied men aged 16 and over? (Answer: They had to complete the building of the Tiyan airfield and construct coastal defensive installations).
Describe how the Chamorro and Korean laborers were treated by the Japanese. (Answer: They worked without pay and were given a small amount of food to eat. The Japanese punched, kicked, and slapped the laborers at will, and often for mere pleasure).

What was the difference between the Kwantung Army and the Minseibu? (Answer: The Minseibu were tolerant of the Chamorros and had attempted to win their respect while the Kwantung Army did not. Instead, they focused on winning the war against the Americans).

8. To get a sense of the people who played a role in Guam’s occupation from 1941-1945, students conduct research on specific people or groups mentioned in this section. Students complete Appendix C, “Who’s Who in World War II.” Here are the teacher answers:

• Captain George McMillin (p. 9 & 27) – American Naval Governor of Guam in 1941. His family and those of all other military personnel on Guam were shipped home by mid-October of that year. On December 6, 1941, McMillin had all classified documents burned. On December 10, 1941, he surrendered the island to the Japanese.

• Minseibu (p. 27) – The Japanese naval administration that first took control of Guam. They had the job of teaching the Chamorros the fundamentals of Japanese government and language and indoctrinating them. They changed the name of Guam to Omiyajima, the Great Shrine Island, and changed the name of the capital city of Agana to Akashi, the Red City, in honor of the rising sun on the Japanese flag.

• 54th Keibitai (p. 27) - A naval guard unit that served as Guam’s Japanese security force.

• Kwantung Army (p. 28) - First arrived on Guam in March 1944 and eventually took control of the island after the Minseibu. They were a seasoned army that had invaded and occupied the Kwantung region of Manchuria. Their job was to defend Guam against the American invasion. They closed all schools and churches and stopped all civic activities. Commanded by General Takashina.

• General Takeshi Takashina (p. 28) - Commander of the Kwantung Army who commanded all ground forces in tactical action.

• General Hideyoshi Obata (p. 28) - Commander of the South Marianas Area Group who supervised the plans for the defense of the Marianas.

• Kempeitai (p. 28) – Japanese Army secret police

• Kaikuntai (p. 28) – Their job was to feed the army. Referred to as the agricultural Seabees.

Part II: The Story of Father Duenas (pp. 29-33)

9. The teacher writes the following prompt on the board: “Who is Father Duenas?” Students are encouraged to raise their hands and share what they know or recall of this historical figure.
(what he did, what happened to him, legacies, etc). The teacher writes student responses on the board. Possible student answers may include that there is a private school named after him, or he was a priest, or he died during the war.

10. The teacher informs students they will be reading more about Father Jesus Baza Duenas during World War II and the events surrounding his death.

11. Students read “The Story of Father Duenas” (pp. 29-33). Afterwards, they will write down their answers to the following questions on a separate sheet of paper to submit for a grade (teacher answers in parenthesis):

- Why was the loss of contact with priests considered a hardship to people on Guam? (Answer: Majority of the people on Guam practiced Catholicism and it was difficult for them not to see their priests, who would support them when family members died or administer sacraments).
- How was George Tweed able to survive the Japanese occupation without surrendering? (Answer: He had been fed and hidden by several Chamorros for over two years. The Chamorros never divulged his hiding place. Several were tortured and killed by the Japanese for harboring him).
- Why were Father Duenas and his nephew Eduardo Duenas arrested and tortured? (Answer: The Japanese believed they had information about the location of George Tweed but were not reporting it to them. They considered them to be American spies).
- When Mr. Joaquin Limtiaco offered to help Father Duenas escape, why did he refuse? (Answer: Father Duenas told him he was innocent and would not leave because he believed the Japanese would retaliate by attacking or possibly killing his own family members).

12. Students reflect on the circumstances surrounding the death of Father Duenas and create a diamante poem. Refer to Appendix D, “Diamante Poem,” for instructions on how to create the poem and a grading rubric.

Part III: The Manengon (Manenggon) Death March (pp. 34-38)

13. The teacher writes the following prompt on the board: “If you only had a few moments to take your most important belongings with you – what would you bring if you could? Why?” Students have 15 minutes to reflect and then write down their thoughts. They share their responses with a partner for another 5 minutes. Volunteers share what they discussed with the rest of the class.

14. The teacher informs students that on July 12, 1944, the Japanese command suddenly ordered all Chamorros to walk toward concentration camps in various parts of the island. They were
forced to leave their homes and take what they could by bull cart, oxen, or on their backs. Today students will be learning about the Chamorro march to Manengon (Manenggon).

15. Students read “The Manengon (Manenggon) Death March” (pp. 34-38). Afterwards, they will write down their answers to the following questions on a separate sheet of paper to submit for a grade (teacher answers in parenthesis):

- Why did Japanese General Takashina and General Obata announce that Chamorros would have to move into concentration camps? (Answer: They were aware that the American invasion would be mounted across the Asan and Agat beaches. The Imperial troops from the north had to be moved to Asan. A reserve defensive command post had to be established in the event they lost the beachheads. Many of the Chamorros were sympathetic to the Americans and would aid them rather than the Japanese. They did not want the Chamorros to hinder them in the upcoming battle with the US troops).

- Look closely at the drawing on page 34 and answer the following questions:
  i. How are the Chamorro people depicted? (Possible answer: The Chamorros are walking on a road and carrying their belongings. They are also helping the elders and children.)
  ii. Besides the Chamorros, who else do you see in this picture? What are they doing? (Possible answer: Japanese soldiers carrying clubs, sabers, and bayonets to force the people along)
  iii. Based on what you see and know of this drawing, why do you think the author, Don A. Farrell, called this event “The Manengon (Manenggon) Death March?” (Answers will vary: Chamorros were beaten harshly if they stopped walking. Many lost their lives)

- Fill in the blank: Manengon (Manenggon) was not the only concentration camp. Villagers from Inarajan, Merizo, and Umatac went to a concentration camp in ________. Villagers from Asan and Piti were taken to a camp in _________. Some of the island’s most important families were taken to the **Kaikuntai** headquarters in ___________. (Answers: Malojloj, Asinan, and Tai).

16. Students reflect on the circumstances of the Manengon (Manenggon) Camp. Refer to Appendix E and complete the “Manengon (Manenggon): March & Concentration Camps” worksheet. Teacher answers are as follows:

- Conditions of the March: The WEATHER was: rainy, making the ground muddy and therefore slippery for Chamorros to walk; EMOTIONS they felt: exhausted, frightened, sad, fearful; PHYSICAL CHALLENGES they faced included: Difficulty in carrying their elderly and their sick. They were threatened to be clubbed, slapped, and kicked if they fell behind
or stopped marching. No one was permitted to stop, not even to relieve themselves. They had to avoid getting hit by the American forces, who were bombarding the island at the same time.

- Conditions of the Camps: To make SHELTER: men cut tangantangan posts and coconut leaves. Women wove the coconut leaves and men put up the framework of the huts; FOOD they ate: Corn, papayas, coconuts, and breadfruit. Japanese ate dogs. Chamorros were not allowed to build fires during the daytime; ILLNESSES they developed included: lumbago and rheumatism; Chamorros were FORCED by the Japanese to: cook for them. Girls had to massage soldiers. Men were told to leave at night to pick up ammunition to carry to different locations.

Part VI: The Rapings at Fena Reservoir (pp. 39-44)

17. Students read “The Rapings at Fena Reservoir” (pp. 39-44).

18. The teacher leads a discussion about Japanese wartime atrocities in Guam. For this discussion, students are given the opportunity to express their thoughts, opinions, and reactions to the reading. The following is a list of questions that can be used as jumping points in this teacher-led class discussion:

- Many of the women who were sexually assaulted and raped during the war did not reveal to others what had happened to them. Why do you think the survivors remained silent for so long? Do you think victims of sexualized violence today still face shame and stigma from society?

- Author Don A. Farrell says in the Prologue of his book that the Chamorro people boldly bear the scars of war. He states, “It is the Chamorros’ wish that these stories be told – not out of a smoldering sense of revenge against the Japanese, for those wounds have long since passed into unspoken memories, but to have the world understand the horrors of a war inflicted on an innocent people, and to have the events and effects of that war well recorded” (p. 3). Do you think this chapter accurately represents the people of Guam’s experiences of the war? Is there anything more that could be included in the chapter to give you a better understanding of this period in history?

- What factors do you think contributed to the way Japanese soldiers treated the Chamorro people during the war? Do you think their actions were justified?

- What do you think are the short-term and long-term effects of war on civilians? Do you think human rights violations are occurring in wartime today?

- In January 2020, the first group of Guam World War II survivors received war reparation checks ranging from $10,000- $12,000. These payments came nearly 76 years after World
War II ended. Do you think the war reparations were a suitable compensation for what happened to them in the war?

- Do you think what happened to the Chamorro people on Guam in World War II could happen again today? Why or why not? What would be different?
- Why is it important that we learn about this? Why is learning about this history relevant to us today?

Part V: The Merizo Massacre (pp. 44-54)

19. The teacher shows students the historical photo found in Appendix F, “World War II Photo Analysis” worksheet. Students fill out the worksheet individually or pairs can fill it out together. They should write a sentence that summarizes what they think is happening in the photo. Students share their sentences with the rest of the class.

20. The teacher announces to students that this photo was taken on Guam in July 1945, a year after nearly 50 Chamorro men and women from the village of Merizo were massacred in two separate confrontations in the Tinta and Faha areas. In this photo, the survivors of the Merizo massacres and the families and friends of the dead gathered for a special funeral ceremony at the cemetery to honor the victims.

21. The teacher informs students they will be reading about an event involving the people of Merizo near the end of the war. The knowledge of the death of people in the Tinta and Faha massacres spurred a confrontation in an area called Atåte. Chamorros attacked and killed nearly all the Japanese soldiers, thus freeing themselves from their captors.

22. Students read “The Merizo Massacre” (pp. 44-53). Afterwards, they will write down their answers to the following questions on a separate sheet of paper to submit for a grade (teacher answers in parenthesis):

- On July 15, 1944, the Japanese rounded up 25 men and 5 women from Merizo to march to a cave at Tinta. Why were they chosen? (Answer: They represented the leadership of the village: schoolteachers, the village commissioner, mothers and fathers who had sons in the US military, a woman who had refused to bow to the Japanese, her two daughters, and other rebellious Chamorros who might give trouble to the Japanese).
- On July 16, 1944, the Japanese rounded up 30 men again from Merizo to march to a cave at Faha. Why were they chosen? (Answer: They were the biggest and strongest among the remaining Merizo villagers – anyone who might give the Japanese trouble in the future).
• What motivated the men of Merizo to take action against the Japanese? (Answer: They had heard about the massacres at Faha and Tinta and were prompted to fight back because they believed they and their families would be killed next.)

• What was Jose S. Reyes’ plan to overcome the Japanese guards at Atåte? (Answer: At the right moment, the Chamorro men would dash forward and grab the rifles that the Japanese usually stacked each day).

• In describing the events at Atåte, author Don A. Farrell states, “In the face of extermination, the Chamorros had fought and saved their families and their honor.” What does he mean by this? (Answers will vary: Merizo villagers refused to be victims or to succumb to their deaths. Rather, they resisted the Japanese command and were able to escape possible murder).

23. The teacher explains to students that the events of the Merizo villagers at Atåte are scarcely mentioned in Guam History books. Few resources about World War II on Guam briefly touch on this act of resistance that occurred in Atåte, if they are even discussed at all. In 2015 Mr. Jose M. Torres of Merizo, who was a Chamorro teenager during the war, launched his memoir, “The Massacre at Atåte.” His book recounts the story of courageous men who fought back in Atåte, where they killed the Japanese to protect their families. The teacher discusses with students in class: Why is it important for people to learn about the events at Atåte? Should it be told in greater depth and in more Guam History books and history classes? Why or why not?

24. The teacher informs students that there is currently no physical monument or memorial commemorating the events in Atåte. How can we remember the story of the courageous Chamorro men, led by Jose Reyes, for generations to come? Students will design a monument or memorial that commemorates what happened at Atåte. What would it look like and where would students place it? Refer to Appendix G, “Remembering Atåte Presentation” and a grading rubric.

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. Several commemorative bronze sculptures depict events on Guam during the World War II Japanese occupation and battle in 1944.

2. The Kalaguak (Kalaguac) Memorial Monument in Barrigada was erected in 2019 to honor the men, women, and children who suffered and were forced by the Japanese to build a runway in Tiyan. The memorial has a nearly 20 feet tall latte stone near a memorial plaque that reads: “Today we stand remembering the tears of those who suffered in the war. May we never forget.”

3. Piti Guns, also known as Piti Coastal Defense Guns, were installed through Chamorro 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.

4. 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. During the Japanese occupation, Hagåtña was renamed Askashi, the Red City, in honor of the rising sun of the Japanese flag. Most of the palace was destroyed by the bombardment of Hagåtña during the retaking of Guam by the American forces in World War II.

5. The St. Joseph Church in the village of Inalâhan was damaged during the bombing of World War II and was rehabilitated in the late 1990s. The church is the burial site of Father Jesus Baza Duenas. On July 8, 1944, he was arrested in Inalâhan by the Japanese police because they suspected he was aiding an American fugitive, Navy radioman George Tweed. Duenas was tortured in a house in the village of Inalâhan and eventually beheaded in Tai, a section in the village of Mangilao. His body was exhumed in 1945 and reburied under the altar of St. Joseph’s Church, where he had served.

6. The victims of the Tinta and Faha cave massacres were memorialized with a monument that was erected in 1948 in front of the San Dimas & Our Lady of the Rosary Catholic Church in the village of Merizo. The names of the forty-six Chamorros slain at Tinta and Faha are inscribed on a plaque on the monument.

7. 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


Directions: Look at the maps on pages 50 & 195 and label the places on the map of Guam below.

Agana (Hagåtña)
Agat
Asan
Atate (Atåte)
Barrigada
Faha (Massacre Site)
Fonte Plateau
Geus River
Inarajan (Inalåhan)
Ilig (Ylig) River
Manengon (Manenggon)
Merizo (Malesso’)
Orote Peninsula
Tai
Tinta (Massacre Site)
Tiyän Airfield
Yigo
Yona
Primary Source Analysis: Kohei Ezaki
“The Pictorial History of Guam Liberation-1944” by Don A. Farrell
Appendix B

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

PEOPLE

OBJECTS

ACTIVITIES

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

_____________________________________________________________________________________
_____________________________________________________________________________________
**Who’s Who in World War II Guam**  
“"The Pictorial History of Guam Liberation-1944" by Don A. Farrell  
Appendix C

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

<table>
<thead>
<tr>
<th>People / Group</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Captain George McMillin (p. 9 &amp; 27)</td>
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<td>2. Minseibu (p. 27)</td>
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<td>3. 54th Keibitai (p. 27)</td>
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<td>4. Kwantung Army (p. 28)</td>
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<td>5. General Takeshi Takashina (p. 28)</td>
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<td>6. General Hideyoshi Obata (p. 28)</td>
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<td>7. Kempeitai (p. 28)</td>
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<td>8. Kaikuntai (p. 28)</td>
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</table>
Directions: Father Jesus Baza Duenas was one of two Chamorro Catholic priests whom the Japanese permitted to remain on the island during the occupation to provide for the religious needs of the Chamorro people. Reflecting on the events of his life and death, create a diamante poem about him.

A diamante poem takes its name from the diamond-shaped form it makes. In order to make a diamante poem, follow this line-by-line formula:

Noun (person's first name or name of group of people)
Adjective, Adjective (two adjectives that describe person/s)
Verb, Verb, Verb (three “ing” words related to the subject)
Noun, Noun, Noun, Noun (four nouns that describe the person/s)
Verb, Verb, Verb (three verbs that tell how the person/s might have acted or felt)
Adjective, Adjective (two adjectives that describe the person/s)
Noun (person's last name or nickname or group of people)

Example of Diamante Poem:
Abraham
lanky, bearded
thinking, caring, feeling
emancipator, leader, president, martyr
commanded, led, assassinated
honest, presidential
Lincoln

Skills | 4 | 3 | 2 | 1
--- | --- | --- | --- | ---
Content | Demonstrates excellent understanding of the subject | Demonstrates a good understanding of the subject | Demonstrates a fair understanding of the subject | Demonstrates a limited understanding of the subject
Word Choice | Uses words that are appropriate for subject | Uses words that mostly are appropriate for subject | Uses words that are inaccurate or seem overdone | Uses a limited vocabulary that does not communicate subject
Poetic Format | Uses accurate diamante form throughout poem | Uses accurate diamante form in most of the poem | Uses accurate diamante form in less than half of the poem | Poem does not use in accurate diamante form
Spelling & Grammar | Is error-free | Contains a few errors | Contains several errors | Contains many errors
## Conditions of the March

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<th>The WEATHER was:</th>
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<th>EMOTIONS they felt:</th>
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<th>PHYSICAL CHALLENGES they faced included:</th>
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<td></td>
</tr>
</tbody>
</table>

## Conditions of the Camps

<table>
<thead>
<tr>
<th>To make SHELTER they:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOOD they ate were:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ILLNESSES they developed included:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Chamorros were FORCED by the Japanese troops to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Directions: Look at the picture below. What do you see? List the people, objects, and activities in the chart.

![Photo of a group of people at a cemetery with crosses and flowers]

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

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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

_____________________________________________________________________________________

_____________________________________________________________________________________
**Remembering Atåte Presentation**

“The Pictorial History of Guam Liberation-1944” by Don A. Farrell  
Appendix G

**Directions:** Today, there is no physical monument or memorial commemorating the brave Merizo men and their courageous act of resistance against Japanese soldiers at Atåte. Design a monument or memorial that commemorates what happened at Atåte. Students can either draw, make a collage, or digitally design it and then give a presentation about their monument or memorial for the events at Atåte.

<table>
<thead>
<tr>
<th>Presentation Includes the following components:</th>
<th>Percentage of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showcases an image of the monument or memorial.</td>
<td>25%</td>
</tr>
<tr>
<td>Explains the meaning behind its design and (if any) symbolic imagery.</td>
<td>25%</td>
</tr>
</tbody>
</table>
| Explains where the monument or memorial will be located and why.  
  - Will it be placed at the site of the event? A church? A museum? Merizo? | 25%                         |
| Explains any information aids (inscriptions or signs) for visitors to observe.  
  - What will the inscriptions or signs say and why?  
  - What languages will be exhibited on the signs and why? | 25%                         |