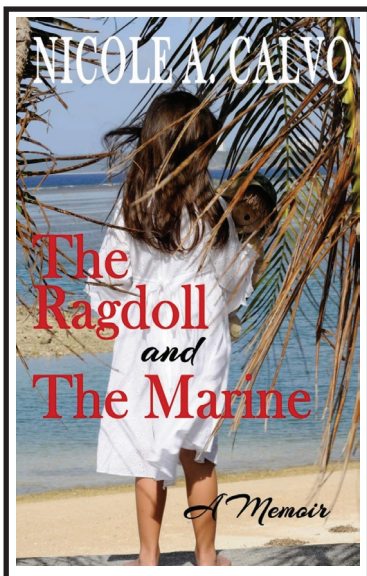


PACIFIC HISTORIC PARKS

★ Remember ★ Honor ★ Understand ★

The Ragdoll and the Marine by Nicole Calvo



LESSON UNIT: THE RAGDOLL & THE MARINE: A MEMOIR BY NICOLE A. CALVO

Grade Levels:	8
Content Area:	English, Language Arts, Social Studies, & Guam History
Timeline/Length:	3 Weeks (can be extended to suit student needs)

GDOE Content Standards & CCSS Literacy Standards

8th grade Guam Department of Education Content Standards: US History from Reconstruction to Present

8.2.9 - Identify the major causes and effects of American involvement in World War II, including the following:

- The events that led to American involvement in the war, including the attack on Pearl Harbor, and the occupation of Guam
- The major events and turning points of the war in Europe and the Pacific
- The impact of the war on the home front

8th grade Common Core Standards

CCSS.ELA-LITERACY.RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions

1. How might a person's past affect his or her decisions and actions in the present?
2. How do personal experiences shape identity?
3. What are the consequences of war?

Vocabulary Words

non-fiction	concentration camp	trauma
optimist	fortification	war crimes
ragdoll toy	dysentery	war reparations
foreign occupation	Uncle Sam	restitution
atrocities	United States Armed Forces	Guam World War II Loyalty
liberation	Japanese Imperial Army	Recognition Act
	patriotism	

Lesson Objectives

1. Students will read a nonfiction book and answer reading comprehension questions.
2. Students will understand ways in which the people of Guam were affected by World War II.
3. Students will recognize how an act of kindness can impact the world.
4. Students will produce a poster board commemorating the people of Guam in World War II.

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.

This lesson plan accompanies the book, “The Ragdoll and the Marine: A Memoir,” by Nicole A. Calvo.

All her life, Nicole heard stories from her mother, Natty, about a gift she received when she was a child at the end of the battle for Guam in the summer of 1944. It was a ragdoll that was lovingly placed in her hands from an unknown but kind American Marine soldier after she and her family were released from the concentration camp at Manenggon. Students will read the novel and follow Nicole’s journey in “The Ragdoll and The Marine” as she and her mother - 57 years later - search for the soldier whose small act of kindness brought Natty hope, peace, and joy for the future. With the help of family and a strong faith in the divine, both Nicole and Natty’s lives are changed forever as they overcome personal trials and find meaning in the conflicting war legacies of the people of Guam.

Students will explore themes and main ideas of this nonfiction book through the completion of reading comprehension questions, class discussions, a graphic organizer, a timeline, and a poster board.

Assessment / Evaluation

1. Written reading comprehension questions
2. Discussion questions and responses
3. Key Vocabulary Organizer
4. World War II in the Pacific Timeline
5. World War II Reflection Poster Board

Instructional Strategies & Activities

Introduction to “The Ragdoll and The Marine: A Memoir” By Nicole A. Calvo

1. The teacher writes the following prompt on the board: “Do you have a special toy that you have had since you were little? If not, do you remember having a special item you especially enjoyed playing with? What was this toy or item? Why was it special to you? Does it still have significance to you today?” Students have 15 minutes to reflect and write down their

response to the prompt. The teacher collects all of the student answers and anonymously reads them out loud to share with the class.

2. The teacher discusses how it is common for children to have a special attachment to their toys. As we grow older, we remember these toys and sometimes it invokes happy memories and feelings. The teacher informs students that they will be reading a novel about a ragdoll toy that once belonged to a little girl and why it meant so much to her.
3. The teacher informs students they will complete a graphic organizer that will allow them to record important vocabulary terms and the definitions of each term as they read. Each student has their own work to keep in a folder/binder for reference. Students will complete Appendix A, "Key Vocabulary Organizer." Teachers may create a gamified review activity of the Vocabulary terms using different digital resources, such as Quizlet (<https://quizlet.com/>) or Blooket (<https://www.blooket.com/>).
4. Before reading the book, students will research and place the following historical events in chronological order. Refer to Appendix B, "World War II in the Pacific Timeline." In this activity, students will learn about the significant World War II events that took place in the Pacific. This will help students understand that nonfiction books include references to real-world events or topics. Nonfiction books can discuss topics that have a historical context that the reader must consider when understanding the author's point of view. Here are the events listed in chronological order in Appendix B (Teacher Answer Key):
 - o 8 December 1941 = Japanese planes surprise attack Pearl Harbor, Hawaii and cripples the US Pacific fleet
 - o 10 December 1941 = Japanese forces invade Guam and force American Naval Governor George J. McMillin to surrender the island
 - o 21 July 1944 = 55,000 American troops land on Asan and Agat beaches to retake Guam from 18,500 Japanese defenders
 - o 10 August 1944 = American forces take over Guam and declare the island secure from Japan
 - o 6 & 9 August 1945 = American planes drop atomic bombs on the city of Hiroshima, Japan and 3 days later, on the city of Nagasaki, Japan
 - o 2 September 1945 = Japan formally surrenders to Allied Forces aboard the *USS Missouri* ship in Tokyo Bay, officially ending World War II

Part 1: Reading Comprehension & Key Concepts

5. Students will read Chapters 1-7 (pages 1-54). 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 were the Chamorro people forced to walk to concentration camps? (Answer from p.11: The Japanese forced them to march to the concentration camps to keep them from revolting against their Japanese occupiers or giving away locations of their fortifications to the American forces.)
 - How did Natty get a ragdoll? (Answer from p.14-16: When Natty's family was allowed to return to their village homes after the American soldiers liberated them from the camp, an American soldier approached her and held out a rag doll. At first, Natty did not want to take it from the stranger but her mother allowed her to have it. The doll was her very first toy.)
 - Explain why the date of July 21st is important to the people of Guam. (Answer from p.19: The 21st of July marks the official day of the liberation of the island and her people by U.S. Armed Forces from the invading Japanese Imperial Army in 1944.)
 - According to Tun Juan Pangelinan, what were the conditions of the march to Manenggon? (Answer from p.21: Japanese soldiers used knives affixed to guns to ensure that the old, young, and weak would not slow down or fall out of line. He described torrential rain that made the trek even more treacherous and slippery. There was no shelter or food when they arrived at the camp.)
 - What was the reason for Natty feeling sad when she saw the oasis of palm trees? What memories did it bring? (Answer from p.24-25: Natty recalled her father holding her on his shoulders as they walked with all the other people into the valley during the war. Her father looked scared, and she did not understand why. Her mother was pregnant at the time. She could hear people sobbing and moaning but everyone kept moving with their heads down because they were scared the Japanese soldiers would hit them with their guns.)
 - After the war, what became of Natty's ragdoll? (Answer from p.30: Natty carried the doll everywhere with her as a child but did not know to wash her doll and keep it clean. As a result, the doll became very dirty. Her mother did not want Natty carrying around a filthy toy so she took it away from her and burned it.)
 - Nicole says Natty is the person whom she admires most. Why? (Answer from p. 42: She admires Natty because of her ability to remain calm and positive despite a stressful situation.)

Part 2: Reading Comprehension & Placing Events in Historical Context

6. The teacher writes the following prompt on the board: “How might an event in the past affect your decisions and actions today? Give one specific example.” Students have 15 minutes to reflect and then write down their response. They share their responses with a partner for another 10 minutes. Volunteers share what they discussed with the rest of the class.
7. Students will read Chapters 8-14 (pages 55-105). 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):
 - o Why was moving to San Jose, California considered a life-changing event for Nicole? (Answer from p.69: She was ready to venture away from Guam and build a new life herself. Moving to San Jose to live with her aunt and uncle allowed her to have a fresh new start and travel to other places, such as a road trip along the California Coast and flying to New Orleans.)
 - o How was Natty affected by the events of September 11, 2001? (Answer from p.77: Natty was more determined to meet Mr. Washburn. She said she lived through a war once and did not want the terrorist attack to deter her from being able to thank one of the men who helped liberate Guam in World War II.)
 - o Describe the long-awaited reunion meeting of Natty and Richard in San Jose, California. (Answer from p. 86-89: They met at Auntie Carmen’s house and it was like they had known each other for years. Richard placed his hands on Natty’s cheeks and smiled. Natty thanked him for what he did for the people of Guam. He is blind.)
 - o Where did Richard Washburn obtain the doll he had given to Natty? (Answer from p. 92-93: It was a Christmas gift from his mother. She sent it to him in a Christmas care package.)
 - o According to Nicole, Richard Washburn was part of the “Greatest Generation.” Why were those in Richard’s age group bequeathed the title, “Greatest Generation?” (Answer from p. 98: They were the greatest because of their unselfish loyalty and sacrifice to their country.)
 - o During the war, Korean women and some of the young local women of Guam were forced to be “Comfort Women.” What were “comfort women?” (Answer from p. 102: They were sex slaves for the Japanese officers and soldiers.)
 - o After the war ended, what became of Richard Washburn from Lockeford, California? (Answer from p. 103-104: He got a doctoral degree in entomology, was a member of the Forestry Service for over 30 years, authored and published scientific journals, and was a proud father of two sons and a daughter.)

Part 3: Reading Comprehension

8. The teacher writes the following prompt on the board: “What is hardship? How might hardship affect people?” Students have 15 minutes to reflect and then write down their response. Students line up in pairs facing each other while holding their written response. Students will be given 2 minutes to share what they wrote and then move on to a different partner down the line. The teacher announces when the 2-minute timer is up and students will then move on to the next person in line. Once the round-robin group sharing is complete and everyone has finished sharing, students will go back to their seats. The teacher will lead a summary discussion on how students defined hardship and how it can impact the way a person might behave, covering positive and/or negative actions.
9. Students will read Chapters 15-21 (pages 106-168). 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):
 - o Why did Nicole move back to Guam? (Answer from p. 130-131: Natty was diagnosed with breast cancer and had an emergency surgery. Nicole immediately returned home to take care of her mother and nurse her to health.)
 - o In Chapter 20, Nicole stated that she sometimes questioned her patriotism to the United States of America. Why? (Answer from p. 159: Nicole struggled in how to continue to show love and respect for what Richard and all his fellow Marines did for her mother and the people of Guam while being dissatisfied with the U.S. Federal Government’s failure to provide compensation for their suffering during World War II and the denial of residents of Guam having certain citizenship rights, such as voting for the US President and having a voting representative in the US Congress.)
 - o What lesson did Nicole learn from her mother’s story of the ragdoll? (Answer from p. 167: Natty was a child who witnessed the terrors of war and upon receiving a ragdoll from a young soldier, it filled her with hope. It was Richard’s act of kindness and love that helped her to grow up feeling loved and to find peace. Natty became a strong woman who raised a family of 6 children and in which she instilled in them a sense of imagination, creativity, faith in God, generosity, and kindness. The story revealed to Nicole that love has no boundaries or limitations.)
 - o Look at the cover of the book. It is a photo of one of Natty’s granddaughters holding a ragdoll while standing at Asan Beach, one of the sites that the US military landed on Guam to retake the island from the Japanese forces in July 1944. Why do you think Nicole chose this photo as the front cover for her book? (Answers will vary: This photo

mirrored what Natty may have looked like when she first received the rag doll. It is significant that the photo is taken at one of the landing beaches, which is where Richard and his fellow U.S. Marines landed back in 1944. It is also symbolic that Natty's grandchild is featured because she represents Natty's legacy of peace, love, and joy.)

Part 4: Reflection Poster Board

10. Now that students have finished reading the memoir, the teacher points out that it is significant that the author talks about war reparations for Chamorros, or restitution for the atrocities they suffered during the war on Guam. The teacher informs students that 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.
11. The teacher writes the following prompt on the board: "According to Natty, in what way would she prefer to be compensated for the war?" Students have 10 minutes to write down what they recall from the book. Volunteers share what they wrote with the rest of the class. (Answer from pp.160: Natty would like to see greater political rights for the United States citizens who reside in Guam. She says the only compensation that is priceless and worth having is the right to vote for President of the United States.)
12. The teacher announces to students that they will create a poster board addressing the following questions: What is a suitable compensation for Guam World War II survivors? What do you think is the best way to honor, remember, and understand what happened to the Chamorro people during World War II? For a poster board rubric, refer to Appendix C, "World War II Poster Board Rubric."
13. At a specified date set by the teacher, the students will share their poster board with the rest of the class.

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 Marine Corps Drive Monument in Hagåtña is dedicated to the First Provisional Marine Brigade and Third Marine Division that landed in Guam in July 1944. The Marines, after three weeks of heavy fighting, defeated the Japanese and liberated the island from Japanese occupation. The obelisk was placed here in 2004 when Governor Felix Camacho officially renamed the heavily traveled thoroughfare Marine Corps Drive. Marine Corps Drive, or Guam Highway 1, follows along the western side of the island from north to south, passing through several villages. Although a road had existed connecting Hagåtña to Piti and Asan, construction of this main road began in 1941. Work was interrupted during the Japanese Occupation, but after the liberation, construction started up again. A 12-mile stretch of road and nine bridges were completed. The road is known locally as Marine Drive. Today the highway stretches 21 miles from US Naval Base in the south to Anderson Air Force base in the north.
4. 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

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I am Chamorro: A Documentary Narrated By Pål'e' Eric Forbes, OFM Cap. Manhita Chamorro, 2016.

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

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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.

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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: _____

Key Vocabulary Organizer

“The Ragdoll and The Marine: A Memoir” by Nicole A. Calvo

Appendix A

Directions: Complete a graphic organizer that will allow you to record key vocabulary terms and their definitions.

Key Vocabulary Term	Key Vocabulary Definition
1. Non-fiction	2.
2. Optimist	3.
3. Ragdoll toy	4.
4. Foreign occupation	5.
5. Atrocities	6.
6. Liberation	7.
7. Concentration camp	8.
8. Fortification	9.
9. Dysentery	10.
10. Uncle Sam	11.
11. United States Armed Forces	12.
12. Japanese Imperial Army	13.
13. Patriotism	14.
14. Trauma	15.
15. War crimes	16.
16. War reparations	17.
17. Restitution	18.
18. Guam World War II Loyalty Recognition Act	19.

World War II in the Pacific Timeline

“The Ragdoll and The Marine: A Memoir” by Nicole A. Calvo

Appendix B

Directions: The following events occurred in the Pacific region during World War II. Research each event and identify the date (day, month, and year) that each event occurred. Create a timeline that places all the events in chronological order.

- Japan formally surrenders to Allied Forces aboard the *USS Missouri* ship in Tokyo Bay, officially ending World War II
- 55,000 American troops land on Asan and Agat beaches to retake Guam from 18,500 Japanese defenders
- Japanese planes surprise attack Pearl Harbor, Hawaii and cripples the US Pacific fleet
- Japanese forces invade Guam and force American Naval Governor George J. McMillin to surrender the island
- American forces take over Guam and declare the island secure from Japan
- American planes drop atomic bombs on the city of Hiroshima, Japan and 3 days later, on the city of Nagasaki, Japan

World War II Reflection Poster Board

“The Ragdoll and The Marine: A Memoir” by Nicole A. Calvo

Appendix C

Directions: At the end of the book, the author discusses war reparations for Chamorros and restitution for atrocities they suffered during the war on Guam. In January 2020, the first group of Guam World War II survivors received recognition for what they suffered and were given war reparation checks ranging from \$10,000- \$12,000. These payments came nearly 76 years after World War II ended. Create a poster board that addresses the following questions:

- ***What is a suitable compensation for Guam World War II survivors?***
- ***What is the best way to honor, remember, and understand what happened to the Chamorro people during World War II?***

Skills	4	3	2	1
Reflective Thinking	The poster explains your own thinking and learning processes, as well as implications for future learning	The poster explains your thinking about your own learning processes	The poster attempts to demonstrate your thinking about learning but is vague or unclear about the personal learning process	The poster does not address your thinking or learning
Analysis	The poster is an in-depth analysis of Guam’s history, the value of what it means to you today, and how we may commemorate the past for future generations to enjoy	The poster is an analysis of Guam’s history and the value of what it means to you today	The poster attempts to analyze Guam’s history and its meaning, but the value of learning about it is vague and/or unclear	The poster does not move beyond a description nor provides an analysis
Making Connections	The poster articulates multiple connections between the nonfiction book, past personal experiences, and reflections of discussions made in class	The poster articulates connections between the nonfiction book and past experiences	The poster attempts to articulate connections but is vague and/or unclear	The poster does not articulate any connections to any other learning experiences
Poster Layout & Graphics	The poster is exceptionally attractive in terms of design, layout, and neatness. All the graphics are related to the topic.	The poster is attractive in terms of design, layout, and neatness. Majority of the graphics are related to the topic.	The poster is acceptably attractive though it may be a bit messy. Some of the graphics are related to the topic.	The poster is poorly designed and appears messy or distracts from the topic. Most of the graphics do not relate.

