

Stories of the War Film



Stories of the War Film Curriculum Companion

LESSON UNIT: STORIES OF THE WAR

Grade Level:	4 th Grade
Content Area:	Social Studies & Guam History
Timeline/Length:	3 weeks (can be extended to suit student needs)

Guam Department of Education Content Standards & Common Core Standards

Guam Department of Education Social Studies Grade 4 Guam History Content Standards

- 4.1.4 = List ways in which one culture can influence other cultures and bring about change.
- 4.1.7 = Describe the origins and significance of local celebrations Example: Liberation Day.
- 4.2.1 = Discuss the difference between historical fact and opinion.
- 4.2.2 = Recognize national and local historical sites and describe their function and significance.
- 4.2.11 = Discuss the impact of the Japanese occupation in Guam.

Common Core Standards English Language Arts Standards Reading: Informational Text Grade 4

- CCSS.ELA-LITERACY.RI.4.3 = Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-LITERACY.RI.4.7 = Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Common Core Standards English Language Arts Standards Reading: Literature Grade 4

- CCSS.ELA-LITERACY.RL.4.3 = Describe in depth a character in a story, drawing on specific details in the text.
- CCSS.ELA-LITERACY.RL.4.7 = Make connections between the text of a story or drama and a visual and oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Common Core Standards English Language Arts Standards Reading: Language Grade 4

- CCSS.ELA-LITERACY.L.4.1 = Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.4.4 = Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 and content, choosing flexibly from a range of strategies.

Essential Questions

1. How did the Japanese occupation change the lives of the people of Guam?
2. What were the various experiences and perspectives of CHamorus during the war?
3. What lessons can I learn from the actions of people in the past?

Key Vocabulary Terms, Names, & Dates

war	<i>Kaikuntai</i> [Kai-koon-tie]	brutal
Japanese occupation	airfields	Liberation Day
period	foxholes	commemorate
<i>Omiya Jima</i> [OH-mee-yah JEE-mah]	malnutrition	dignity
Hagåtña	forage	fact
<i>Akashi</i> [Ah-kah-shee]	wary	opinion
Plaza de España	concentration camp	protested
<i>Minseibu</i> [Min-say-boo]	Mañenggon	empathy
adopt	trek	character traits
barter	courageous	biography
merciless		

Learning Goals

Students will be able to state the following:

1. I can read and understand ways the people of Guam were affected by the Japanese occupation.
2. I can watch films and know the difference between facts and opinions.
3. I can interpret information and show how it contributes to my understanding about people in World War II.
4. I can put together a visual that helps me empathize with a person's experience in World War II.
5. I can conduct research on a person in World War II and create a biographical report with a reflection on how their actions impact me today.

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 lesson plan is used in conjunction with the *Stories of the War* short films produced by Nihi Indigenous Media in partnership with Pacific Historic Parks. Films can be found online at: <https://www.pacifichistoricparks.org/education/guam/stories-of-the-war-series>. These films offer insight into the lives of CHamoru people during the war, provide historical context of World War II in the Pacific, and highlight the resilience of the people of Guam.

In this lesson plan unit, students will read background information about World War II in Guam and reflect on the *Stories of the War* films to learn about the challenges and triumphs of those who lived through this pivotal chapter in Guam's history. Students will delve into the themes and key ideas presented in the reading and *Stories of the War* films in a variety of ways, including participating in classroom discussions, analyzing historical photos, responding to reading comprehension questions, defining key vocabulary terms, determining the difference between fact and opinion statements, matching historical figures' pictures to their descriptions, creating a visual representing possible thoughts, feelings, and perspectives of a historical figure who experienced World War II, and conducting research to produce a Biography Poster Report of a person in World War II.

Assessment / Evaluation

1. Discussion Questions and Responses
2. Analysis of Historical Photos
3. Reading Comprehension Questions
4. Fact or Opinion Worksheet
5. Matching: A Closer Look Worksheet
6. Historical Head Worksheet
7. Biography Poster Report

Instructional Strategies & Activities

Part I: Anticipatory Set and Introduction to World War II in Guam

1. The teacher writes the term, "war" on the board and asks students what they know about this topic. The teacher can also create a KWL chart and conduct a cooperative learning activity called Think-Pair-Share (TPS). Students will first independently answer what they know and then turn to the person next to them and share their thought process/answer with them. Students share with their teacher and other pairs what they want to know. Through discussion, the teacher helps them define the term "war," which is a state of armed conflict between different nations or different groups within a nation. Some possible guiding questions can focus on the effects of war: *How might war change the way people live? How might people survive during war? How might war affect people after war ends?* The teacher can keep track of interests and questions for later discussion of what students have learned.
2. Teacher shows students the historical photos found in Appendix A, "World War II Photo Analysis" worksheet. The teacher provides the following prompt: "What do you see (people/objects/activities)?" Students may fill out the form individually or groups of students can fill it out together. After students come up with their responses, they will write sentences that summarize what they think are the similarities and differences for children in school before, during, and after the war. Students will share their sentences with the rest of the class. Possible student responses include: Students are all in school to learn, teachers are of different ethnicities, students are learning Japanese during the war, students are wearing shoes in the 1930s while students during the war are not wearing shoes, students in post-war photo are surrounded by rubble, etc.
3. Teacher announces to students that the pre-war school photo taken in the 1930s is of Naval Governor of Guam Willis W. Bradley, Jr., USN (standing, right center, wearing a white suit), with a Navy Band, school personnel and students on the school grounds of Henry B. Price School. Schools enforced cleanliness of students' hands, teeth, and clothes. The Japanese occupation classroom was taken in a school in Guam during World War II. When Japan invaded the island in 1941, this brought many changes, including the requirement for young children to attend classes to learn about Japanese culture and history. The schools primarily focused on teaching young children the Japanese language, with a heavy emphasis placed on Japanese patriotic and cultural songs. Interestingly, some war survivors were able to recall decades later some Japanese songs or even being able to write their name in Japanese. The image of CHamoru students in post-war Guam shows them standing in solemnity to repeat the pledge of allegiance to the American flag in Hagåtña. In the background are ruins of buildings caused from the bombings. With the capitol leveled, new schools were established in other villages for students to attend. The teacher informs students that they will be learning more about World War II and what different people living in Guam went through while under Japanese control.

Part II: World War II in Guam Background Reading and Review

4. The teacher informs students they will create a list of key vocabulary terms, places, and names in their notebooks that will allow them to record important vocabulary terms and the definitions of each term as they learn about World War II in this lesson unit. Each student has their own work to keep in a folder/binder for reference. 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/>) or Kahoot! (<https://kahoot.com>).
5. Students will read Appendix B, "The Japanese Occupation of Guam." 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):
 - a. What was life in Guam like before the Japanese military forces took over the island?
(Answer: *Guam was a peaceful place where people focused on their family, friends, and religion. People got food from farming their ranches and fishing in the ocean and rivers. The United States Navy leaders oversaw Guam.*)
 - b. During the first occupation period, why did the Japanese hurt and try to embarrass the American soldiers?
(Answer: *The Japanese wanted the Americans to serve as an example of what would happen to any person who did not obey Japanese orders.*)
 - c. How were the *Minseibu* leaders in the second period of the occupation different from the Japanese leaders from the first occupation?
(Answer: *They were kinder because they wanted the people of Guam to accept and adopt the Japanese culture. They taught them how to speak Japanese and some even became friendly with them.*)
 - d. During the third period of the occupation, what were men and women forced to do?
(Answer: *Women had to grow food and mend Japanese soldier uniforms while men had to clear airfields for planes, make pathways for heavy guns, dig foxholes, and perform construction activities.*)
 - e. Why did CHamorus suffer from malnutrition or starvation during the third period of the occupation?
(Answer: *The Japanese often took away their food and gave it to their troops. To find food, CHamorus had to search for food in jungles and ranches for whatever they could find.*)
 - f. Why did the Japanese leaders force CHamorus to march to concentration camps?
(Answer: *They were suspicious, wary of, or very guarded against, anyone who might help the Americans take control of the island.*)
 - g. Why does the island of Guam celebrate Liberation Day on July 21st every year?
(Answer: *To commemorate, or remember and show respect for, the people who lived and died in World War II in Guam.*)

Part III: View Stories of the War Short Films and Review

6. The teacher announces to students that they will now watch a series of films produced by Nihi Indigenous Media in partnership with Pacific Historic Parks. The short films showcase children who learned about the experiences of different people who were in Guam during World War II and recounted their stories in front of a camera in a studio. Films can be found online at: <https://www.pacifichistoricparks.org/education/guam/stories-of-the-war-series>. Each film highlights a specific historical figure from Guam:

- a. [Agueda Iglesias Johnston](#)
- b. [Joaquin Limtiaco](#)
- c. [Ignacia Bordallo Butler](#)
- d. [Jesus Baza Dueñas](#)

Teachers may want to use the closed captions feature while showing the film.

7. After each film is shown, students will work in pairs and review three statements about each historical figure and determine if each statement about he/she is either a fact or an opinion. Refer to Appendix C, "Fact or Opinion." In the worksheet, students will circle the letter F if the sentence is a fact or circle letter O if the sentence is an opinion. The answers are as follows:

- a. Agueda Johnston sometimes hid secret messages in soap wrappers = **Fact**
- b. Agueda Johnston was forced to march to Mañenggon = **Fact**
- c. Agueda Johnston's favorite holiday was Liberation Day = **Opinion**
- d. Joaquin Limtiaco's cars were taken away by the Japanese = **Fact**
- e. Joaquin Limtiaco loved driving pickup trucks = **Opinion**
- f. Joaquin Limtiaco offered to help Father Dueñas escape from the Japanese = **Fact**
- g. Ignacia Bordallo Butler opened a store called Butler's Emporium with her husband = **Fact**
- h. Ignacia Bordallo Butler's liked ice cream more than soda = **Opinion**
- i. Ignacia Bordallo Butler put her money in American banks = **Fact**
- j. Jesus Baza Dueñas felt Inalåhan was the best village = **Opinion**
- k. Jesus Baza Dueñas protested by singing American songs = **Fact**
- l. Jesus Baza Dueñas worked with Father Oscar Calvo during the war = **Fact**

8. The teacher informs students each of the four historical figures played a significant role in Guam's history and we honor them by remembering what they experienced during the war. Working independently, each student will now match the historical figures' picture with a description of what he or she accomplished during World War II in Guam. Refer to Appendix D, "Matching: A Closer Look." The answers are as follows:

- a. Agueda Johnston = I was an educator and community leader who collected important information about the war from people with hidden radios.
- b. Joaquin Limtiaco = I was a double agent who worked for the Japanese commanders while secretly protecting fellow CHamorus.

- c. Ignacia Bordallo Butler = I had a thriving store in Hagåtña and told Japanese soldiers there was no more syrup to stop them from making Coca-Cola soda.
- d. Jesus Baza Dueñas = I was a priest at St. Joseph's Church and spoke against the Japanese because of their unkind treatment towards the CHamorus.

Part IV: Historical Heads

9. The teacher asks students to imagine what people in Guam may have felt during the war. The teacher writes the following prompt on the board: "If Guam was invaded by another country today, I would feel _____ because _____."
10. Give students 1-2 minutes to reflect and 2-3 minutes to write how they would complete the statement. Students are encouraged to raise their hands and share their answers. The teacher writes student responses on the board. Possible student answers may include fear, desire to hide, excitement, uncertainty, etc.
11. The teacher announces to students they will be doing an activity that will help them think about what might have been on the minds of the people whom they learned about in the films. They will be asked to put themselves into their shoes by considering what ideas, thoughts, visions, and motivations each person might have during this difficult time in their lives. This is called empathy, or trying to understand and share the feelings, experiences, and emotions of another person.
12. Teacher refers students to Appendix E, "Historical Head," which instructs students to choose one of the historical figures that they learned about from watching the *Stories of the War* films. Students create four images to place inside the head outline. They can also incorporate technology by using a variety of mediums, such as Google Slides, Microsoft Powerpoint, Canva, or Adobe, to create images in a head outline. The images they place inside the head should be relevant thoughts, ideas, and feelings of their chosen historical figure. Students are to number each image and then write a corresponding statement about that image and how it is tied to that person.
13. Students should be encouraged to watch the films again independently and to use color and their imagination in completing this activity.
14. Teachers evaluate "Historical Head" by ensuring the information written and provided by the student is correct and if the backup details in the explanation accurately corresponds to the images.

Part V: World War II Biography Poster

15. The teacher writes the following prompt on the board: "Character traits are qualities or features that make up a person's personality. These traits can be physical, emotional, mental, and moral." The teacher draws the chart on the board or prepares the following prompt on a Google Slide or Microsoft Powerpoint and invites students to think about the kind of character traits the following people have:

People	Character Traits
Agueda Johnston	
Joaquin Limtiaco	
Jesus Baza Dueñas	
Ignacia Bordallo Butler	

16. Students are encouraged to raise their hands and share their responses. The teacher writes student responses on the board. Through discussion, teachers will bring up the idea that we are able to determine specific character traits through a person's behavior and/or actions. Possible student answers may include clever, patriotic, brave, determined, persistent, fearless, reckless, etc.
17. The teacher will assign students to choose any World War II historical figure and make a biography about them. The teacher explains that a biography is an account of someone's life written by someone else. Students can choose a person they watched from the films, or they can do research on a family member, or any person who lived through the war. They will create a biography poster report about the person of their choice.
18. The World War II Biography Poster Report must include the following components: Name of the person, a portrait of the person, reason why they chose the person, character traits they admire about the person, a visual depiction of three important scenes in the person's life (mini-movie), what the person may have felt, believed, gave, and wanted to see during World War II in Guam, and how their chosen person impacts them today. Refer to Appendix F, "World War II Biography Poster Report" on how students will format their poster. Students may create the poster using a variety of mediums. They can also incorporate technology by using a variety of mediums, such as Google Slides, Microsoft Powerpoint, Canva, or Adobe, to create the poster.
19. Teachers evaluate the poster reports by making sure the written information and visuals are accurate, and the student demonstrates the ability to empathize with the person and relate qualities of the person to their personal experiences.

Example of World War II Biography Poster Report:

By: Reid Mason

Cecilia Cruz Bamba **INSPIRES ME!**

WHY
did I choose this person?

She was a strong leader who worked hard to help CHamorus get justice for the tough times they went through during World War II



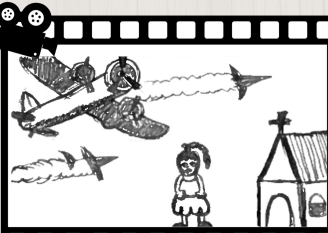
CHARACTER TRAITS

Cecilia is brave, determined, caring, smart and hardworking

MINI MOVIE

If this person's story was turned into a movie, I would call it: A Journey for Justice

The movie below shows three important scenes from Cecilia Cruz Bamba's life:





Cecilia Cruz Bamba

Felt: upset about how CHamorus were treated during and after the war

Believed: that standing up for her people was the right thing to do

Gave: her time and energy to helping her community

Wanted to see: CHamorus receive justice

Cecilia Cruz Bamba

has made a difference.
Now I am inspired to:

help my community and
stand up for people who
need support.

Stories of the War Films | Appendix F

PACIFIC HISTORIC PARKS
Remember • Honor • Understand

Additional Resources & Links to Technology

- Blaz, Ben. *Bisita Guam: Let Us Remember Nihi Ta Hasso*. Richard F. Taitano Micronesia Area Research Center, University of Guam, 2008.
- Calvo, Nicole A. *The Ragdoll and the Marine: A Memoir*. Self-published, 2017.
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<http://npshistory.com/publications/wapa/npswapa/extContent/wapa/defense/index.htm>

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https://www.nps.gov/parkhistory/online_books/npswapa/extContent/wapa/guides/first/index.htm

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Name: _____

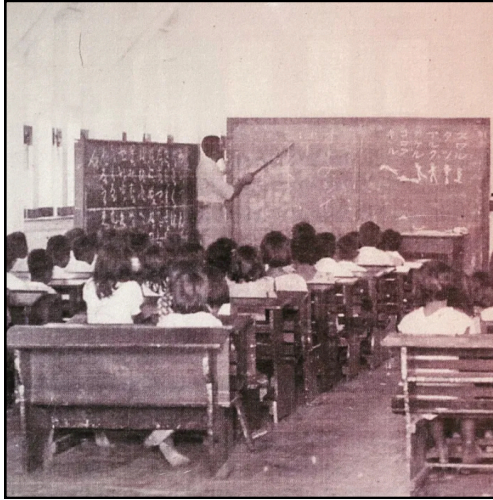
Date: _____

WORLD WAR II PHOTO ANALYSIS

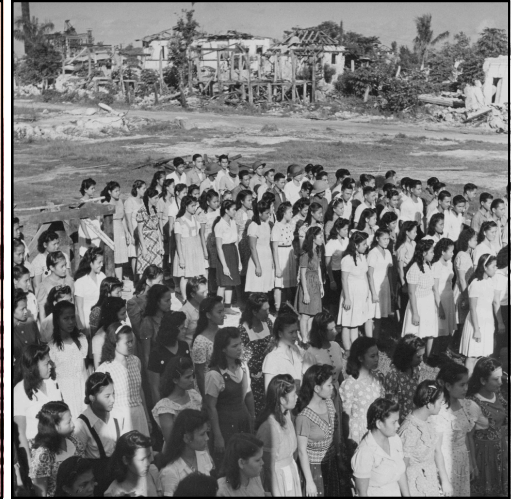
Directions: Look closely at the pictures below. What do you see? List any people, objects, and activities in the chart below it.



Pre-war



War



Post-war

PEOPLE

Pre-war:

War:

Post-war:

OBJECTS

Pre-war:

War:

Post-war:

ACTIVITIES

Pre-war:

War:

Post-war:

What similarities are there between the three pictures?

What differences are there between the three pictures?

THE JAPANESE OCCUPATION OF GUAM



Before World War II, the island of Guam was a peaceful place. The CHamorus who lived in Guam spent most of their time on their family, friends, and religion. Family members and neighbors helped one another. People cooked outdoors and got food from farming their ranches, and fishing in the ocean and rivers. Guam was part of the United States and controlled by United States Navy leaders.

Then on December 8, 1941, Guam was attacked. Japanese forces dropped bombs and shot bullets from their airplanes.

Within days, their troops landed and forced the island's governor, Navy Captain George McMillan, to surrender to them. This was the beginning of the **Japanese occupation** of Guam. During the occupation, the Japanese commanders and their soldiers lived and controlled the island and everyone in it for two and a half years. The lives of all the people in Guam changed a lot. There were three **periods**, or parts, of the Japanese occupation of Guam. During each period, there were different groups of Japanese leaders who were in charge of the island.

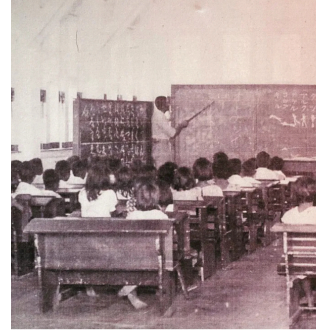


The first occupation period began on December 10, 1941. The island was renamed **Omiya Jima** or Great Shrine. The capital city of **Hagåtña** was called **Akashi**, or Red/Bright Stone. The streets of Omiya Jima became filled with soldiers on foot and on horseback. American soldiers became prisoners of war and were gathered near the **Plaza de España** in Akashi. They were stripped

of their clothes, slapped, kicked, and teased in front of everyone. They did this to make an example of what would happen to anyone who did not obey Japanese orders. Everyone on Omiya Jima was forced to bow to the Japanese or to the Japanese flag wherever it was present. This period of the occupation ended when the Japanese troops were transferred to another island in January 1942.

THE JAPANESE OCCUPATION OF GUAM

The second period of the occupation began on January 15, 1942, when a Japanese Navy unit called the **Minseibu** took over control of Guam. The new island leaders were kinder than the last ones. Children went to school to learn Japanese. They wanted the people of Guam to accept and **adopt** Japanese culture. Some Japanese soldiers even became friends with CHamorus and **bartered**, or traded, with them for food and supplies.



The third occupation period took place from March 4, 1944 to July 21, 1944. It is remembered by many as the most terrible time of the war. Trained army troops who were fierce and **merciless** took over. They did not want to lose the war to the Americans and were suspicious of CHamorus who might help the United States. The Japanese military police called the **Kaikuntai** forced

everyone to work for them. Women had to grow food and mend Japanese soldier uniforms. Men had to clear **airfields** for planes, make pathways for heavy guns, dig **foxholes**, and perform construction activities. If anyone did not obey orders, they were beaten. Everyone had to work from morning to sundown. Many began to suffer from **malnutrition** and starvation. The Kaikuntai often took away the food that CHamorus needed to keep their family alive and gave it to the Japanese soldiers. The CHamorus were left to eat what little was left from the troops, or **forage** in the jungles and ranches for what they could find.

In July 1941, the Japanese leaders knew the Americans were planning to return to Guam and take control of the island from them. They became **wary** of anyone who would help the Americans so they rounded up everyone in Guam - children, men, women, and the elderly - and forced them to march to **concentration camps**, like **Mañenggon** in the village of Yona.

THE JAPANESE OCCUPATION OF GUAM

The journey to the camp was long and painful. The trek was through thick jungles and heavy rain. No one was allowed to stop for food, water, or rest. The sick were left behind to die and the weak were beaten to continue on. When the survivors reached the camps, they found it unclean and filled with disease. Some men were taken from the camps to work on other Japanese projects, from which they never returned. During this time, the CHamorus witnessed the suffering of their family, friends, and neighbors. Some were forced to march into caves, where they were later killed.



Throughout the war, the CHamorus were very **courageous**. The strength of their family ties, faith in their religion, and hope for a better life kept them through this difficult time. On July 21, 1944, the United States Armed Forces arrived in Guam. After a hard two-week battle with the Japanese army, they gained control of the island. At the time, the CHamorus were

happy to be freed from the Japanese. They considered the Americans to be their friends and were grateful they came back. Slowly, CHamorus returned to their homes and began rebuilding their lives. Every day on July 21st, the island celebrates **Liberation Day** to **commemorate** the **dignity** and bravery of the people who lived and died in World War II in Guam.



Name: _____

Date: _____



FACT OR OPINION



Directions: After watching each of the films, determine whether the sentence is a fact or opinion. Circle F if the sentence is a fact or circle O if the sentence is an Opinion.



Agueda Johnston sometimes hid secret messages in soap wrappers. F or O

Agueda Johnston was forced to march to Mañenggon. F or O

Agueda Johnston's favorite holiday was Liberation Day. F or O



Joaquin Limtiaco's cars were taken away by the Japanese. F or O

Joaquin Limtiaco loved driving pickup trucks. F or O

Joaquin Limtiaco offered to help Father Dueñas escape from the Japanese. F or O



Ignacia Bordallo Butler opened a store called Butler's Emporium with her husband. F or O

Ignacia Bordallo Butler liked ice cream more than soda. F or O

Ignacia Bordallo Butler put her money in American banks. F or O



Jesus Baza Dueñas felt Inalåhan was the best village. F or O

Jesus Baza Dueñas protested by singing American songs. F or O

Jesus Baza Dueñas worked with Father Oscar Calvo during the war. F or O

Name: _____

Date: _____

MATCHING: A CLOSER LOOK

Directions: After watching the films, draw lines from each person's picture to match what they did during World War II in Guam.



Agueda Johnston

I was a priest at St. Joseph's Church and spoke against the Japanese because of their unkind treatment towards the CHamorus.



Joaquin Limtiaco

I had a thriving store in Hagåtña and told Japanese soldiers there was no more syrup to stop them from making Coca-Cola soda.



Ignacia Bordallo Butler

I was a double agent who worked for the Japanese commanders while secretly protecting fellow CHamorus.



Jesus Baza Dueñas

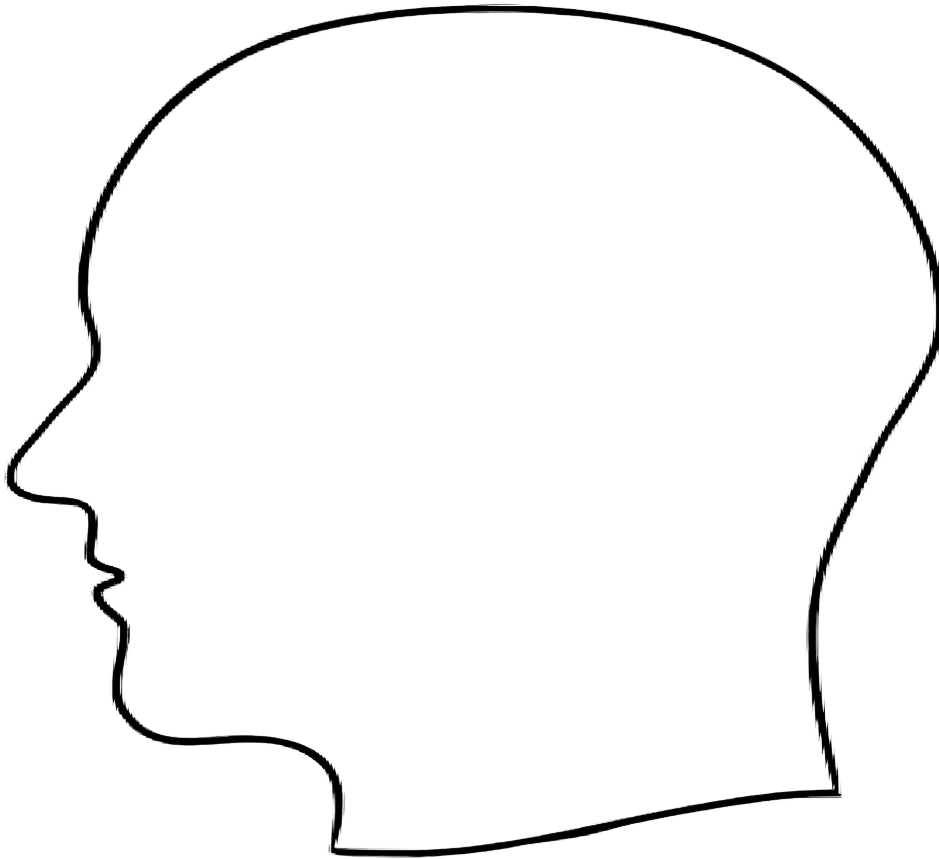
I was an educator and community leader who collected important information about the war from people with hidden radios.

Name: _____

Date: _____

HISTORICAL HEAD

Directions: Choose one of the people you learned about from the films. Fill the head below with their thoughts, ideas, and feelings. Draw or paste four images and number them 1 to 4. Then write a sentence that describes how the image relates to the person. Use color and your imagination!



1.

2.

3.

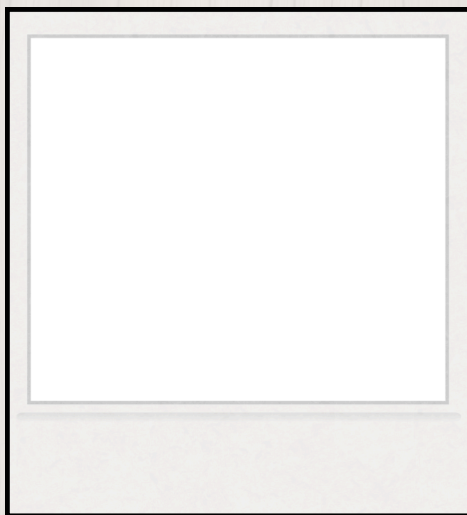
4.

By: _____

INSPIRES ME!

WHY

did I choose this person?

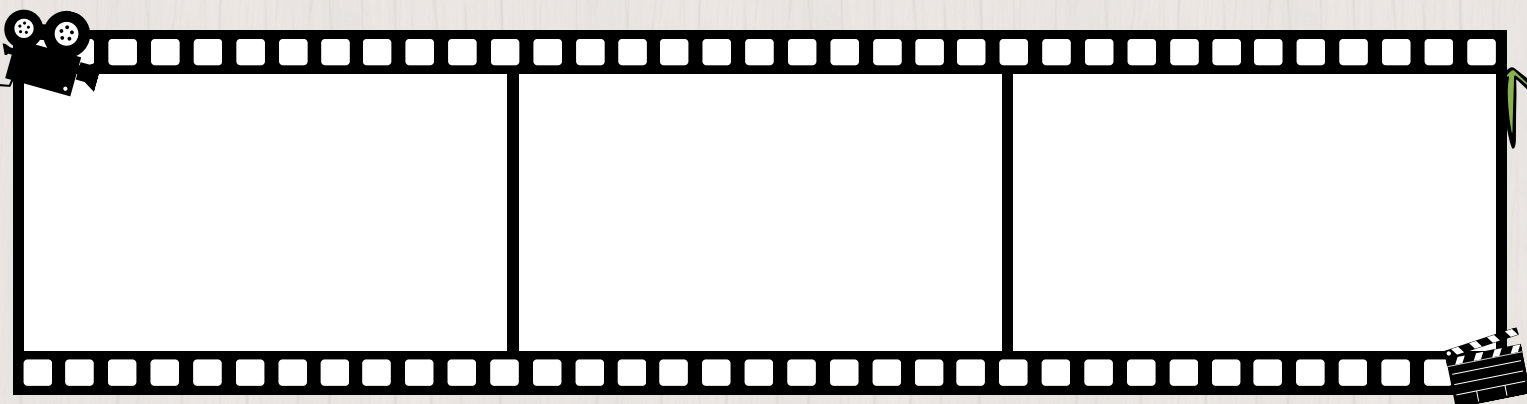


CHARACTER TRAITS

MINI MOVIE

If this person's story was turned into a movie, I would call it: _____

The movie below shows three important scenes from _____ life:



Felt: _____



Believed: _____



Gave: _____



Wanted to see: _____

_____ has made a difference.
Now I am inspired to:

