

<b>Content:</b> Social Studies/ GU History	<b>Grade/Course:</b> 4 <sup>th</sup>	<b>Timeline:</b> 2/22/16 – 2/26/16
<p><b>Standard(s):</b>  <b>Guam Standards:</b></p> <p>4.3.4 Describe and compare the climate of Guam with other regions.</p> <p>4.3.5 Describe the physical, economic, and cultural geography of Guam</p> <p><b>CCSS:</b></p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>		
<p><b>Lesson Overview:</b> For this lesson, students will continue to hone their reading, writing, and presentation skills through current event reports. Students will also learn about Guam’s climate and two seasons. More over, students will learn a bit about economics (tourism, supply and demand, persuasion, advertisements, etc.).</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<p><b>Vocabulary:</b> diagram, economic geography, cultural geography, chart, graph, conservation, tourism, tropics, climate</p>	<p><b>Focus Question(s):</b> How does geography influence the industry of Guam?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b>  <b>Anticipatory Set:</b> JOURNAL WRITING</p> <ul style="list-style-type: none"> <li>➤ In a paragraph, discuss Guam’s climate and compare it with other regions (such as places in the states).</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>☐ <b>Day 1 and 2: CURRENT EVENT REPORT AND PRESENTATIONS</b> <ul style="list-style-type: none"> <li>✓ <i>I can identify the important points of an article.</i></li> <li>✓ <i>I can write a summary of the article in my own words.</i></li> <li>✓ <i>I can confidently present my current event report without reading off of my paper.</i></li> </ul> </li> <li>➤ Have students select a local article to bring to class. Next, have them read through their</li> </ul>
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articles in class and highlight or underline the important points in their article. After, have students begin to draft out their current event report. For homework, students will finalize their current event report and prepare for presentations later in the week.

➤ Guam Weather and Climate (links posted below)

- ✓ I can describe Guam's climate.
- ✓ I can describe Guam's two seasons.

Class discussion

- Upon discussion of information below, have student jot down notes on important points.
  1. Guam's climate is warm, tropical, and quite humid with two different seasons.
  2. The two seasons are dry and rainy.
  3. The dry season begins in December through June. While the rainy season falls within the remaining months.
  4. Guam experiences tropical storms and even powerful typhoons.

Day 3 and 4

➤ **ECONOMICS: SUPPLY AND DEMAND pp. 200-201, Chapter 7 Houghton Mifflin SS Book**

- Class reading and discussion of lesson
  - ❖ Prior to discussion of lesson, have students define vocabulary words:
    1. Supply
    2. Demand
  - ❖ Then upon reading and discussion, have students take notes on their graphic organizers.
- Activities p. 201
  - ❖ Have students complete #1 and #2
  - ❖ **Integration with Art:** Create an Advertisement
  - ❖ Have small groups of students create an advertisement for the same product. Have them include in their advertisement the price of the product and things that might persuade someone to buy their product at that price. Then, have each group present their advertisement to the class. Ask students to select the advertisement that they think best convinces them to buy the product.

**Guided Practice:**

- Supply and Demand Activities

**Formative Assessment: DAY 5 POSTER**

- **Create a poster describing Guam's climate as a form of advertisement for tourists. What can you do to persuade more people to visit Guam? What can you do to help tourists prepare for Guam's weather? Be sure to include a brief description of Guam's climate and the two seasons.**

**Closure:** Review of Lesson and End of lesson quiz

**Independent Practice:**

- Final Draft of Current Event Report
- Poster describing Guam climate and weather

**Accommodations/Modifications:**

- Cooperative Learning
- Simplified Instruction

- Simplified Work
- For students who have difficulty in reading, pair them up with a study buddy.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

**Resources (Textbook and Supplemental):**

Houghton Mifflin Social Studies *Chapter 7 pp. 200-201*

Houghton Mifflin Fourth Grade Social Studies, Chapter 2, Climate and Regions, pp. 36–40, 52–57

[www.studenthandouts.com](http://www.studenthandouts.com)

(Keyword: graphic organizers)

<http://guampedia.com/>

<http://ns.gov.gu/climate.html>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

**Reflection:**

<b>Content:</b> Social Studies/Guam History	<b>Grade/Course:</b> 4 <sup>th</sup>	<b>Timeline:</b> 1/11/2016-1/15/2016
<p><b>Standard(s):</b>  <b>Guam Standards:</b></p> <p><b>4.1.2.</b> Summarize different stories, legends, and myths and explain how they contribute to our understanding of the past.</p> <p><b>4.1.7</b> Describe the origins and significance of local celebrations.</p> <p><b>4.2.1</b> Discuss the difference between historical fact and opinion</p> <p><b>CCSS:</b>  <a href="#">CCSS.ELA-Literacy.RL.4.1</a>  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <a href="#">CCSS.ELA-Literacy.RL.4.2</a>  Determine a theme of a story, drama, or poem from details in the text; summarize the text.  <a href="#">CCSS.ELA-Literacy.RL.4.3</a>  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>		
<p><b>Lesson Overview:</b> For this lesson, students will be introduced to myths and legends of Guam. They will also summarize both assigned texts and explain its significance for the Chamorro culture/ Guam history. More over, they will also continue on with their current event reports to hone their writing and presentation skills.</p>	<p><b>Lesson Objective(s):</b>  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Distinguish between historical fact and opinion</li> <li>• Create detailed summaries of Guam narrative tales</li> <li>• Form character descriptions from myths and legends of Guam</li> <li>• Distinguish between a myth and legend and provide examples</li> </ul>	
<p><b>Vocabulary:</b> opinion, historical fact, legend, myth, summarize, Serena, Alupang, Puntan Patgon, Puntan Yan Fu'una, Chief Gadao, Taotaomo'na, Duendes</p>	<p><b>Focus Question(s):</b> How do stories, legends, and myths contribute to our understanding of the past?</p>	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Journal Writing (15 minutes)

- ☐ What is a Legend? Do you know any legends? Briefly write about a legend you have heard of.
  - Random Reporter

**Instruction and Strategies:**

- ❖ Day 1 and 2:
  - Current Events
    - Presentation of Reports
    - Peer Editing/ Revising of Reports
  - Significance of Chamorro Oral History: Role of narrative tales on Guam
  - Words of the Day: “Both are types of narrative stories”  
*I can distinguish between a legend and a myth and provide examples.*  
*I can use details from the text to create my own summary.*

- **Legend:** a no historical or unverifiable story handed down by tradition from earlier times and popularly accepted as historical. (dictionary.com)
  - The word ‘legend’ comes from the Latin ‘legere’ – to read. A legend differs from a myth in that the stories feature real people, locations and events. However, the stories have become exaggerated or had sections added to them, so it is difficult to tell which parts of the story are fact and which are fiction. (web)
  - **Example: The Legend of Sirena**
- **Myth:** a traditional or legendary story, usually concerning some being or hero or event, with or without a determinable basis of fact or a natural explanation, especially one that is concerned with deities or demigods and explains some practice, rite, or phenomenon of nature. (dictionary.com)
  - The word ‘myth’ comes from the Greek word ‘mythos’, which means story, fable or word. Myths usually contain imaginary characters, gods and supernatural beings, and deal with themes such as creation, death, afterlife and the universe. Myths offer explanations to important and complex questions. (web)
  - **Example: Guam Creation Story: Puntan and Fu’una**
- Review on historical fact and opinion

❖ Day 3 and 4:

*I can use details from the text to form detailed character descriptions.*

*I can write a summary of the text in my own words.*

▪ **Class Reading:**

- The Legend of Sirena (Pdf attached)
- Chamorro Creation Myth: Puntan and Fu’una (Pdf attached)
  - ✓ While reading, students are to take notes on both narrative tales in their graphic organizers. After, divide the class into two groups and have them partner up. One group will work on The Legend of Sirena while the other group works on Chamorro Creation Myth. Each pair will then fill out a **“Think, Pair, and Share”** graphic organizer worksheet and will present their ideas to the class.

❖ Day 5

- Review of myth and legend
- Review Guam narrative tales: The Legend of Sirena and Chamorro Creation Story

**Guided Practice: (Integration with Art)**

**If you were to tell your friends or family about the narrative tales, how would you tell them? What would you say?**

- Create a two-story booklet that contains summaries of both narrative tales. Be sure to illustrate each story in your own words and incorporate pictures. You can create the your story booklet any way you want. For example, you can make it into a comic book style or simply just like a storybook.

**Formative Assessment: QUIZ**

1. What is the difference between a historical fact and an opinion?
2. List 1 fact and 1 opinion.
3. Based on the Chamorro Creation Myth, how was Guam created?
4. Who are Puntan and Fu’una?
5. Briefly describe Sirena’s character.
6. What is the moral of the story in The Legend of Sirena? \*\*\*\* Extra Credit

**Closure:** Review of lessons and Quiz

**Independent Practice:**

- ❖ Story booklets
- ❖ Journal Writing: How do Guam's narrative tales contribute to our understanding of the past? Why do you think it is important to the Chamorro culture? What role does it play in Guam's shaping Guam's history?

**Accommodations/Modifications:**

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, pair them up with a study buddy.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

**Resources (Textbook and Supplemental):**

[http://www.turnham.lewisham.sch.uk/wp-](http://www.turnham.lewisham.sch.uk/wp-content/uploads/2015/02/Myths_and_legends_Myths_legends_and_beliefs_-_MP3.pdf)

[content/uploads/2015/02/Myths and legends Myths legends and beliefs - MP3.pdf](http://www.turnham.lewisham.sch.uk/wp-content/uploads/2015/02/Myths_and_legends_Myths_legends_and_beliefs_-_MP3.pdf)

**Marianas Island Legends: Myth and Magic (Book) \*pdf attachments of myth and legend**

[www.guampedia.com](http://www.guampedia.com)

[www.studenthandouts.com](http://www.studenthandouts.com)

**Reflection:**

<b>Content:</b> Social Studies/Guam History	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 1/19/16-1/22/16
<p><b>Standard(s):</b> Guam Standards:</p> <p>4.2.2 Recognize national and local historical sites and describe their function and significance.</p> <p>4.2.3 Place major events in the development of Guam in chronological order utilizing a time line.</p> <p>CCSS:</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>		
<p><b>Lesson Overview:</b> Students will continue to hone their reading, writing, and presentation skills through current event reports. For this lesson, students will be introduced to cultural and historical sites on Guam. More over, they will learn about the Spanish Era on Guam.</p>	<p><b>Lesson Objective(s):</b> In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• List and describe the many Spanish influences on Guam</li> <li>• Make connections between Spain and Guam in terms of culture and language</li> <li>• Identify cultural and historical sites on Guam and explain their significance</li> </ul>	
<p><b>Vocabulary:</b> timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, coaling station, epidemic, influenza, venereal disease, reduccion</p>	<p><b>Focus Question(s):</b> How would Guam be different if the Spanish had won the Spanish-American War?</p>	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Journal Writing (10-15 minutes): How would you feel if a foreign country took over Guam by force? They created rules that you had to follow, forced you to learn and speak only their language, and follow their cultural practices. What would you do?

- Random Reporter

## Instruction and Strategies:

- Day 1 & 2:
  - Current Event Report
    - Presentations
  - In honor of MLK: Class Reading and Activity
    - ❑ Living History Reading (Houghton Mifflin SS book pp. 129F )
    - ❑ Civil Rights Leaders lesson and activity (Houghton Mifflin SS book pp. 154-155)  
**I can list and describe notable Civil Rights Leaders.**
    - ❑ Skill builder: Interpret Historical Images (Houghton Mifflin SS book pp.157)  
**I can interpret historical images.**
  - Spanish Era on Guam (1565-1898) \*links below  
**I can list and describe the many Spanish influences on Guam.**
    - What influence did the Spanish on the people of Guam?
      - ❑ The Spanish made it their civilizing mission to colonize Guam and its people through religion.
      - ❑ Introduced ways of Spain: clothes, language, food, cultural practices
      - ❑ They believed that changing the ways of the ways of the Chamorros would “civilize” them.
      - ❑ Spanish Era on Guam had a major impact, which we still see today.
        - ❖ Example: Spanish influence on food, language, architecture, dress, education, etc.
- Day 3 and 4 Guam Historical and Cultural Landmarks (\*link below) LESSON  
**I can make a connection between the culture and language of Spain and Guam.**  
**I can identify cultural and historical sites on Guam and explain their significance.**
  1. **Two Lovers Point:** During the time of the Spanish rule, two star crossed lovers plunged to their deaths at this site rather than being separated. As the legend (Puntan Dos Amantes) goes, the daughter of a wealthy Spanish aristocrat and Chamorro, herself the daughter of great chief, was promised, against her will, to a Spanish Captain. The disillusioned daughter, walking along the beach to calm her feelings, met and fell in love with a young Chamorro man. When the father found out about the young Chamorro and demanded that the daughter marry the Captain, she fled and met her lover near the cliff where they first met. Discovering that his daughter was gone, the father told the Captain that she had been kidnapped and Spanish soldiers were sent to bring her and the man back. Trapped on the point, the two lovers tied their hair together and plunged to their deaths rather than being separated. On this site today sits Two Lovers Point Park with an observation platform jutting out over the cliff that provides breathtaking views of the cliff and rocks below as well as Tumon Bay.
  2. **Plaza de Espana.** The Plaza de Espana, located in central Hagatna, was the location of the Governors Palace during the Spanish occupation. Most of the palace was destroyed during the shelling of Hagatna during the retaking of Guam in World War II. There are three structures still standing including the three-arch gate to Almacen (Arsena), the Azotea or back porch, and the Chocolate House.
  3. **San Antonio Bridge.** The San Antonio Bridge (To'lai Acho or stone bridge) was constructed by the Spanish in the 1800's to span the Hagatna River. The original bridge survived the shelling of Hagatna in World War II and continued in use after the War. During the rehabilitation of Hagatna that began in 1945, the river was filled but



Drive from the Hagatna Marina. On the Northern side of the bridge, you will see "[Sirena the Mermaid](#)", a Legends of Guam culture.

4. **Padre Diego Luis de San Vitores.** Padre Diego Luis de San Vitores led the Jesuit missionaries who arrived on Guam in 1668. In 1672, Padre San Vitores and his Filipino assistant were killed by Chief Mata'pang of Tumon for baptizing the Chief's baby girl at the mother's request, but without the Chief's consent. The death of Padre San Vitores led to all-out war that nearly resulted in extinction of the Chamorro race. The Catholic Church however continued to exert considerable influence over the people of Guam. Padre San Vitores Road in Tumon bears his name. A shrine and statue of Padre San Vitores baptizing the Chief's daughter, with the mother and sword-wielding Chief standing over them, stands at the location of the slaying between the Guam Reef Hotel and Sails restaurant. The Statue of Padre San Vitores, above left, stands in the courtyard of the Tumon Catholic Church on San Vitores Road.
5. **Chief Quipuha Park.** Quipuha was the Chief of Hagatna when the Jesuits led by Padre Diego Luis de San Vitores arrived in 1668. Chief Quipuha accepted the Catholic religion and was the first Chamorro Chief to permit himself to be baptized. As Chief, or high-ranking male in the Chamorro matriarchal society of the time, Quipuha had the authority to hand down decisions with the advice and consent of the highest ranking woman in his clan. He granted the land on which the first Catholic Church in Guam was constructed. His statue today stands in Chief Quipuha Park in the center of the Hagatna traffic circle on Marine Corps Drive.

**\*\*More historical sites listed on website below\*\***

Have students take notes on the historical sites on Guam. Check if students are able to see the connection between Guam oral narrative stories (legends/myths) and Spanish occupation on Guam.

**Guided Practice:** In groups, have students use their notes from lesson to create a two-paragraph description of the Spanish-Era on Guam.

- **Integration with Art:** Have students illustrate the Spanish Era on Guam.

**Formative Assessment: QUIZ**

1. List and describe two influences that the Spanish had on Guam.
2. What was Spain's mission on Guam?
3. What was the Legend of Two Lovers Point about? \*1 paragraph
4. Name and describe one of Guam's cultural and historical landmark.

**Closure:** Review Spanish Era on Guam, Quiz

**Independent Practice:** Mini Essay

**What do you think about the Spanish Era on Guam? Did it have a positive or negative effect? Explain your answer. You may use your notes as evidence to support your answer.**

**Accommodations/Modifications:**

- Cooperative Learning
- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, pair them up with a study buddy.
- Adjust lesson pace or give more time

**Resources (Textbook and Supplemental):**

Houghton Mifflin Social Studies Textbook

<http://www.guampedia.com/historic-eras-of-guam/spanish-era-of-guam/>

<http://www.guampedia.com/acclturation/>

<http://www.guam-online.com/landmarks/>

**Reflection:**

<p>Content: Social Studies/ GU History</p>	<p>Grade/Course: 4<sup>th</sup></p>	<p>Timeline: 1/25/16-1/29/16</p>
<p>Guam Standards:</p> <p>4.2.5 Discuss reasons for the Spanish settlement on Guam.</p> <p>4.2.7 Analyze the causes and effects of the Spanish- American War.</p> <p>CCSS:</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>		
<p>Lesson Overview: Students will continue to hone their reading, writing, and presentation skills through current event reports. For this lesson, students will analyze the cause and effects of the Spanish-American War and its significance to Guam.</p>	<p>Lesson Objective(s):</p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Describe the Spanish-American War</li> <li>• Identify the cause and effects of the Spanish-American War</li> <li>• Utilize a timeline illustrating significant events of the Spanish-American war</li> <li>• Identify the impact that the Spanish-War had on Guam</li> </ul>	
<p>Vocabulary: timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, coaling station, epidemic, influenza, venereal disease, reduccion</p>	<p>Focus Question(s): How would Guam be different if the Spanish had won the Spanish-American War?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: For 10 minutes, have students <b>create a timeline</b> illustrating what they did yesterday.</p> <p><input type="checkbox"/> Random Reporter</p>
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## Instruction and Strategies:

- Day 1 & 2:
  - Current Event Report
    - Presentations

***I can identify the cause and effects of the Spanish-American War of 1898.***

- Lecture: Spanish-American War (go to link below)
  - Have students take notes of significant events that took place during Spanish-American War
    - ❖ Cause and Effect worksheet illustrating the war
  - **Integration with Art:** Students will create a timeline illustrating specific events of the Spanish-American War

- Day 3 & 4: Review of the Spanish-American War

***I can explain the significance of the Treaty of Paris and the role it has on Guam.***

- Post question on board and have students write out their opinions with an explanation to support their answers.
- Question: How would Guam be different if the Spanish had won the Spanish-American War?

Guided Practice: Cause and Effect Worksheet, Spanish-American War timeline

## Formative Assessment: QUIZ

1. Spanish declared war on the United States on \_\_\_\_\_ 24. **April**
2. Which treaty ended the Spanish-American War? **Treaty of Paris**
3. What year did the Spanish-American War take place? **1898**
4. The U.S purchased Philippines for \_\_\_\_\_ million.
5. The Spanish surrendered \_\_\_\_\_ to the United States when the war ended. **Guam**
6. The Spanish-American War was a conflict between what two countries? **Spain and U.S**
7. Briefly describe the cause of the Spanish-American War?
8. In your opinion, How do you think Guam would be different if the Spanish had won the Spanish-American War? (1 paragraph) **BONUS\*\*\***

Closure: Review of lesson and Quiz

## Independent Practice:

- **Spanish-American War Timeline**

## Accommodations/Modifications:

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, pair them up with a study buddy.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

## Resources (Textbook and Supplemental):

<http://www.history.com/topics/spanish-american-war>

<http://www.history.com/this-day-in-history/treaty-of-paris-ends-spanish-american-war>

[www.studenthandouts.com](http://www.studenthandouts.com)

## Reflection:

<b>Content:</b> Social Studies/ GU Hist.	<b>Grade/Course:</b> 4 <sup>th</sup>	<b>Timeline:</b> Feb.1 2016- Feb. 5, 2016
<p><b>Standard(s):</b>  <b>Guam Standards:</b></p> <p>4.2.8 Describe the political, economic, and social impact of Spanish colonization on Guam.</p> <p><b>CCSS:</b>  <a href="#">CCSS.ELA-Literacy.RL.4.1</a>  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <a href="#">CCSS.ELA-Literacy.RL.4.2</a>  Determine a theme of a story, drama, or poem from details in the text; summarize the text.  <a href="#">CCSS.ELA-Literacy.RL.4.3</a>  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>		
<p><b>Lesson Overview:</b> For this lesson, students will go back to the Spanish colonization on Guam and analyze the political, economical, and social impact. Through this, students will read and analyze the Chamorro illustrative folktale, <i>Juan Malo</i> who essentially symbolizes Chamorro resistance towards Spanish colonization through a descriptive and humorous prose. More over, students will continue to sharpen their reading, writing, and presentation skills through current event reports.</p>	<p><b>Lesson Objective(s):</b>  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Describe the political, social, and economical impact of Spanish colonization on Guam</li> <li>• Analyze Juan Malo folklore and form a connection with Spanish colonization on Guam</li> <li>• Summarize Juan Malo tales and retell the story</li> <li>• Conduct research on a specific topic and write a report</li> </ul>	
<p><b>Vocabulary:</b> timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, coaling station, epidemic, influenza, venereal disease, reduccion</p>	<p><b>Focus Question(s):</b> How would Guam be different if the Spanish had won the Spanish-American war?</p>	

### Description of Lesson (Including Instructional Strategies):

**Anticipatory Set:** For 10 minutes, have students break into groups and work collaboratively to compile a list of Spanish influences that they recognize all over the island.

### Instruction and Strategies:

Day 1 & 2:

- Current Event Report and Presentations
- Review on Spanish colonization on GUAM
  - WORD OF THE DAY: **COLONIZATION (n)**
    - [Colonization](#) is the establishment of a colony, which is an area subject to rule by an outside power. (<http://www.guampedia.com/guams-political-development/>)

- While reading, students will take notes on their graphic organizers while teacher breaks down article and specifies key points.

➤ Day 3: “Juan Malo and his Magic Wand” \*PDF attached

- Class reading
  - While reading, students are to take notes on key points of tale, most importantly the 5W’s.
- Class discussion on Juan Malo
  - Do you see the connection? Spanish colonization on Guam? influence?
  - There are multiple interpretations to this tale, but guide students towards visualizing a connection with the impact of Spanish colonization on Guam.
  - Critical Thinking: Describe Juan Malo’s character. What does he symbolize? Why do you think he is a trickster figure? Do you think he should have just followed the ways of the Spanish?
  - Supplemental Reading: Interpretation of Juan Malo tales \*PDF attached

#### **DAY 4**

##### **Independent Practice**

- Retell Juan Malo story on a white sheet of paper with two paragraphs.
  - ✓ Integration with Art: Based on your interpretation, illustrate a scene from the tale and be as descriptive as possible. What event stuck out for you from the story? How do you think Juan Malo looks like?
  - ✓ **Random Reporter:** Have students share their work with the class and present their interpretation and summary of the tale.
- **SKILL BUILDER pp. 176-177 Social Studies Houghton Mifflin Book**
  - Learn the Skill: Class reading on Steps 1-4 pp.176
  - Prior to “Practicing the skill on pp. 177, conduct a group discussion
  - Guided Practice: Practice the Skill pp. 177
  - Apply the Skill: Give students a topic and have them conduct research in order to write a report. For example: If you give students a topic on any aspect of Guam history, students may conduct research through utilizing various Guam history books already present in classroom.

##### **Formative Assessment: DAY 5 QUIZ (Open Notes)**

1. In your own words, describe colonization. What is it?
2. Based on your understanding of colonization, give one example of one powerful country colonizing another.
3. Describe Juan Malo’s character. What does he symbolize?
4. Is there a connection with Juan Malo, the Chamorros, and the Spanish? If so what is the connection?
5. In your opinion, was Spanish colonization on Guam a positive or negative thing? Explain your answer. You may use examples from the articles.

**Closure:** Review lesson of the week and conduct a quiz

##### **Accommodations/Modifications:**

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, pair them up with a study buddy.

Oral Instruction/Questioning/testing/reading

### Resources (Textbook and Supplemental):

[www.studenthandouts.com](http://www.studenthandouts.com) (Keyword: graphic organizers)

pp. 176-177 Chapter 6 Social Studies Houghton Mifflin Book

“Juan Malo and His Magic Wand.” Chamorro Legends on the Island of Guam. Ed. Mavis Warner Van Peenen. UOG MARC, 2008. 33-35 Print.

<http://www.guampedia.com/guams-political-development/>

<http://www.guampedia.com/acculturation/>

### Reflection:

## Guam’s Political Development

<http://www.guampedia.com/guams-political-development/>

### Guam’s colonized past under Spain

When the [Europeans](#) came to the Mariana Islands in the 16th and 17th centuries, they found a vigorous and highly developed community of people with a territory, economic life, distinctive culture and language in common. These Pacific islands were [settled](#) over 4,000 years ago by a group of people who came to be known as Chamorros. They were the first group of Pacific islanders to receive the full impact of European civilization when the Spanish began their colonization of the Marianas in 1668.

[Colonization](#) is the establishment of a colony, which is an area subject to rule by an outside power. According to international law prevailing at the time, the Spanish first came to the Mariana Islands. The discovery of lands that did not belong to a Christian prince constituted sufficient title for their appropriation.

After the “discovery” of the Marianas by [Ferdinand Magellan](#) in 1521, a colony was established in 1668 under the leadership of Spanish Jesuit missionary [Father Diego Luis de Sanvitores](#). This colony lasted until 1898, when Guam was ceded to the United States under the treaty ending the Spanish-American War. The rest of the Marianas were sold to Germany by Spain.

The invasion of these islands by the Spanish in the late 1600s was a brutal violation of the sovereignty of this Pacific nation. The Chamorros resisted for 30 years but were finally defeated, losing their sovereignty to Spain. The Mariana Islands was not a place of barbarians. When the Spanish came, the Chamorros had levels of navigational expertise, for example, to match or surpass anything in Europe at the time.

Sovereignty is the condition of being politically free. The people of the Mariana Islands had supreme and independent authority for thousands of years before 1695, the end of the Spanish-Chamorro Wars. By the end of this resistance, Chamorros from all the northern islands were relocated to a few villages on Guam, while Chamorros on Guam also were displaced and concentrated in these villages. The Spanish did this to give them better control over the Chamorro people.

Throughout history, the sovereignty of a weak nation is lost to a strong nation by force or intimidation. Frequently, this sovereignty is passed around among the strong nations as they wage wars against each other. In rare instances sovereignty is restored to the weak nation that lost it in the first place. The weak nation, for whatever reason, sometimes consents to the transfer of its sovereignty to another nation.

The merciless and, at times, indiscriminate killing of the indigenous people, and the disease brought by the invaders, resulted in the near decimation of the native population. The cruel treatment that the Chamorros received came not only from the Spaniards, but from other Europeans as well. For example, two English buccaneers, John Eaton and William Crowley, visited Guam in 1685. The Spanish

account of the voyage, reported that they were glad to engage in the sport. Before they left, they killed many Chamorros, often in a very barbaric manner.

The Spanish conducted a campaign to eliminate the traditional Chamorro religion and replace it with Spanish-Catholic Christianity. The Spanish had had a similar experience teaching the new religion to the indigenous peoples in North and South America. The ancient Chamorro practices, however, ran deep. For example, many Chamorros born under Spanish colonization in the 1800s, were baptized and married in the Catholic Church and considered themselves Christians. Yet they also may have firmly believed in supernatural spirits known as *taotaomo'na*. The ancient Chamorros practiced ancestral worship and some aspects of this religion continued to be practiced by some Chamorros until recent times.

The Chamorros were made to adopt Spanish customs and were subjected to Spanish laws, and eventually, a hispanicized society evolved. A map of Guam clearly points to Spain's presence in the island's past, reflected in place names, such as Santa Rosa Mountain, or street names, such as Hernán Cortéz Street. The Chamorros, too, have personal names that would be familiar throughout

the Spanish-speaking world. In the Spanish tradition, a Chamorro usually has two family names, for example, Jose Duenas Castro. The first name, Duenas, which is the one commonly used, is the family name of Jose's father; the second, Castro, is his mother's family name. This order was changed by the Americans when they came to Guam following the Spanish-American War, so the individual would be known as Jose Castro Duenas. This seemingly simple name change was a difficult transition for some Chamorros.

Over the years, intermarriage between the indigenous people and people of varied ethnic backgrounds brought to the Marianas by the Spanish spawned a racially-mixed population. A different culture developed with the blending of the Chamorro way of life and the diverse characteristics of the newcomers.

In the early 1800s, some Caroline Islanders whose home islands were devastated by a typhoon were permitted by the Spanish to settle in the northern Marianas. Some years later, many Chamorros whose predecessors had been relocated to Guam in the early 1700s, returned to these islands that were the ancestral lands of their people. Some Chamorros came as representatives of the Spanish colonial government in Guam, while others came to build a new life for themselves and their families.

## Acculturation in the Spanish Era

<http://www.guampedia.com/acculturation/>

### Schools provided for change

The introduction of Spanish culture to the Chamorro people began with early Spanish visitors to the Marianas in 1500s. Spanish influence on the culture and language continued throughout the duration of the Spanish Era, which lasted from 1668 to 1898. When the Spanish first arrived, they discovered naked islanders who lived in small villages. The Spanish saw them as superstitious non-Christians who recognized chiefs as their leaders and, who in their opinion, were uncivilized and lacking proper religious and political practices. However, the Spanish also believed that the Chamorros possessed the potential to become more productive citizens within the constructs of a Westernized culture.

### Style of dress

During the late 17th century when Jesuit priest [Diego Luis de San Vitores](#) established a mission in the village of [Hagåtña](#), the main objectives of the Spanish were the [Christianization](#) and colonization of the region. Determined to introduce a more "civilized" appearance to the islanders, San Vitores taught the Chamorros how to make Western-style garments by piecing together the woven mats that Chamorros already produced. San Vitores himself wore these garments as a means of convincing the islanders that the woven pieces of clothing were suitable forms of attire.



## EDUCATIONAL INSTITUTIONS

San Vitores established [Colegio de San Juan de Letrán](#), a boy's school or seminary, in 1669 in the village of Hagåtña. Initially, students were drawn to the school with the promise of receiving small gifts. These boys, ages four through eleven, who attended the Colegio received lessons in Christian doctrine, reading, writing, arithmetic, penmanship, Spanish grammar, geography, history, and good manners.

By the mid-19th century, the curriculum included music, ethics, carpentry, iron-working, and agriculture. Instruction was provided by two male teachers who were educated at the Normal School in Manila. In 1844, the enrollment at the school was approximately 300 to 400 students and by 1886, 500 boys were enrolled at the school.

The [Escuela de Niñas](#), or School for Girls, was also located in the capital city of Hagåtña. The school building included two classrooms, which could accommodate up to 150 students. One teacher and an assistant (*ayudante*) taught the young girls, also ages four to eleven years of age. The curriculum consisted of classes in Christian doctrine, reading, writing, arithmetic, sewing, and embroidery. In 1886 the Escuela de Niñas had an enrollment of 356.

Both the Colegio de San Juan de Letran and the Escuela de Niñas were overcrowded facilities during the nineteenth century, prompting an official request for the construction of additional schools on the island. The funding for the institutions came from an endowment called *obra pia* from Queen Mariana of Austria.

The other institutions established were referred to as Schools of Primary Letters, and were built in the other villages and also provided educational instruction to children, ages four to eleven. These schools were located in the villages of [Agat](#) (with the outlying barrio of [Sumay](#)), Merizo (with the outlying barrio of [Umatac](#)) and [Inarajan](#). Additionally, there was a school constructed in the barrio of Santa Cruz, adjacent to the capital city of Hagåtña, due to the large student population in the area. The capital city of Hagåtña included the outlying barrios of Anigua, [Asan](#), Tepungan, [Sinajana](#) and Maria Cristina (present day [Tamuning](#)).

## New politics, new religion

As can be seen in the school curriculum, Chamorros were introduced to an array of Western subjects and fields of study. A society with strong oral traditions, Chamorros were taught to read and write using pen and paper. Fields of study such as geography, arithmetic, history, and Christian doctrine were taught to provide the students with what was viewed as the basics of an education. Trades such as carpentry, iron-working, agriculture, sewing and embroidery were included in the curriculum and promoted as skills which could provide income.

By 1887, approximately 35 percent of the population had received primary instruction in one of the schools on the island. Eleven percent of the total population had learned how to read and write.

The Spanish administration of the Mariana Islands introduced many changes to the islanders lifestyle. A new political structure was placed upon them as was a new way of worship. San Vitores and his [Jesuit brothers](#) as well as the [Augustinian Recollects](#) helped to Christianize the Chamorros with the promise of salvation.

The Spanish colonization of the Mariana Islands introduced the Western world to the Chamorros and forever changed the direction of their lives.

[By Dr. Velma Yamashita](#)

Content: Social Studies/ GU History	Grade/Course: 4 <sup>th</sup>	Timeline: 2/9/16 – 2/12/16
<p><b>Standard(s):</b>  <b>Guam Standards:</b> 4.5.2 Identify the economic motivation for immigration to Guam.</p> <p><b>CCSS:</b>  <a href="#">CCSS.ELA-Literacy.RL.4.1</a>                      Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <a href="#">CCSS.ELA-Literacy.RL.4.2</a>                      Determine a theme of a story, drama, or poem from details in the text; summarize the text.  <a href="#">CCSS.ELA-Literacy.RL.4.3</a>                      Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>		
<p><b>Lesson Overview:</b> In this lesson, students will continue to sharpen their reading and writing skills through the continuance of current event reports and presentations. Students will also learn about economic motivations for immigration to Guam. More over, students will learn about the War in The Pacific Historical National Park and its vital role in educating the public major aspects of Guam’s history.</p>	<p><b>Lesson Objective(s):</b>                      In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Identify economic motivational factors for immigration to Guam</li> <li>• Conduct interviews for research</li> <li>• List important events of Guam in the 1940s in specificity to World War II</li> <li>• Identify the significance of Guam historical parks and museums</li> <li>• Describe essential features of War in the Pacific National Historical Park</li> </ul>	
<p><b>Vocabulary:</b> timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, coaling station, epidemic, influenza, venereal disease, reduccion</p>	<p><b>Focus Question(s):</b> How would Guam be different if the Spanish had won the Spanish-American War?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>▪ <b>JOURNAL WRITING:</b> Why do you think people move to Guam? Think of economical motivation. Provide examples for your reasoning.</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>☐ <b>DAY 1 &amp; DAY 2</b> <i>I can identify economical motivations for immigration to Guam.</i> <ul style="list-style-type: none"> <li>○ <b>CURRENT EVENTS REPORT AND PRESENTATIONS</b></li> <li>○ <b>WORDS OF THE DAY</b> (Have students define the following terms in their SS notebooks)                             <ol style="list-style-type: none"> <li>1. <b>Economic (adjective):</b> Of or relation to economics or the economy                                     <ul style="list-style-type: none"> <li>➤ <b>ECONOMICS</b> <ol style="list-style-type: none"> <li>a) <i>the branch of knowledge concerned with the production, consumption, and transfer of wealth.</i></li> <li>b) <i>the condition of a region or group as regards material prosperity: he is responsible for the island's modest economics.</i></li> </ol> </li> </ul> </li> <li>2. <b>Motivation (noun):</b> Providing with a reason to act in a certain way; Incentive</li> <li>3. <b>Immigration (noun):</b> the action of coming to live permanently in a foreign country</li> </ol> </li> </ul> </li> </ul>
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- **Homework:** Have students interview friends/ family relatives who have immigrated to Guam due to economic means. Then have them share out the information they gathered with the class. Be sure to have students include basic demographics of the person(s) they are interviewing.
  - Sample Questions:
    - a) When did you move to Guam?
    - b) Why did you move to Guam?
    - c) Who did you move with to Guam?
    - d) How long have you been living on Guam?
    - e) What economic motivation lead to your immigration to Guam?
- **Reasons for Immigration:**
  1. **The quest for greater economic independence and stability**
    - a) **More job opportunities and better pay**
    - b) **Welfare benefits**
  2. **Flee from oppression**
  3. **Education**
  4. **Foundation for U.S citizenship**
- **Integration with Art:** Have students illustrate economical motivations for immigration.

☐ **DAY 3 and 4: War in the Pacific National Historical Park** *I can provide insight on the significance of the War in the Pacific National Historical Park.*

- **Class Reading** from booklet “War in the Pacific National Historical Park Guide to the Historic Treasures of Guam.”
  - Reading and note taking for pages 3-9 and 24-26 as preparation for fieldtrip
  - **Art Integration:** Illustration of Guam’s natural resources based on information from pp. 24-26 & also from Natural Resources brochure
- **Guam in the 1940s** *I can describe major events that took place on Guam during the 1940s.*
  - Discussion on timeline of Guam “War in the Pacific” brochure
    - ❖ Students are to complete a “KWL” chart

Name \_\_\_\_\_ **K.W.L Chart** Date \_\_\_\_\_

Topic \_\_\_\_\_

What I Know	What I Want to Know	What I Have Learned

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- **Lesson Review**

**Guided Practice:** KWL chart of Guam in the 1940s

### Formative Assessment: QUIZ

1. What does immigration mean? Define in your own words.
2. List 2 economic motivations for immigration to Guam.
3. On December 7, 1941, Japanese planes \_\_\_\_\_ Pearl Harbor, which resulted on U.S declaration of War with Japan. **bombed**
4. War in the Pacific National Park works to protect and conserve natural resources located within park boundaries, which also include two marine units located in \_\_\_\_\_ and \_\_\_\_\_. **Agat and Asan**
5. Fact or Opinion: Guam was recaptured by America on July 21, 1944 from Japanese forces, which we celebrate as “Liberation Day.” **Fact**
6. **BONUS:** How might visiting the War in the Pacific National Historical park/ museum help one better understand Guam’s history? Provide example(s) to support your answer.

**Closure:** Lesson Review and Quiz

### Accommodations/Modifications:

- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, pair them up with a study buddy.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

### Resources (Textbook and Supplemental):

<http://www.migrationpolicy.org/article/federated-states-micronesia-push-migrate>

<http://www.guampedia.com/filipino-migration-to-guam-1945-1975/>

<http://micsem.org/pubs/articles/migration/frames/fsmmigguamfr.htm>

Booklet: “War in the Pacific National Historical Park Guide to the Historic Treasures of Guam”

Brochure: “Natural Resources of Guam”

### Reflection:

<p><b>Content:</b> Social Studies/ GU History</p>	<p><b>Grade/Course:</b> 4<sup>th</sup></p>	<p><b>Timeline:</b> 2/15/16 to 2/19/16</p>
<p><b>Standard(s):</b>  <b>Guam Standards:</b></p> <p>4.3.2 Identify and explain the uses and conservation of the environment and resources.</p> <p><b>CCSS:</b></p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>		
<p><b>Lesson Overview:</b> In this lesson, students will learn about natural resources. Most importantly, students will elaborate on the importance of conserving natural resources in order to prevent drastic environmental consequences.</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• identify natural resources</li> <li>• explain the importance of protecting and conserving our island’s natural resources</li> <li>• list examples of pollution along with the causes and effects it has on the environment</li> </ul>	
<p><b>Vocabulary:</b> diagram, economic geography, cultural geography, chart, graph, conservation, tourism, tropics, climate</p>	<p><b>Focus Question(s):</b> How does geography influence the industry of Guam?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <p><input type="checkbox"/> <b>JOURNAL WRITING:</b> Throughout previous lessons, we have learned about the importance of conserving natural resources and protecting our environment. As a part of Guam’s community, what can you do to help protect our environment and natural resources? <b>Explain your answer in one paragraph.</b></p> <ul style="list-style-type: none"> <li>○ How can you educate the public about this? What can you do to let them know? <b>State your ideas and create a brief plan.</b></li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>✓ <b>I can identify natural resources on Guam.</b></li> <li>✓ <b>I can explain the importance of conserving natural resources and protecting our environment.</b></li> <li>✓ <b>I can list examples of pollution and describe the negative effects it has on our environment.</b></li> </ul>
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**DAY 1 and DAY 2: NATURAL RESOURCES PP. 24-26** “War in the Pacific National Historical Park” booklet; **War in the Pacific Brochure: Connecting Guam’s Natural Resources with its Culture and History.**

- Word of the Day:
  - **Natural resource**- substances that occur naturally in the earth, that are not made by people.
- Class Reading and Discussion
  - Upon discussion of the lesson, students are to fill out a KWL chart regarding **natural resources**

Name \_\_\_\_\_ **K.W.L Chart** Date \_\_\_\_\_

Topic \_\_\_\_\_

What I Know	What I Want to Know	What I Have Learned

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**DAY 3 AND 4: PREVENTING POLLUTION (Houghton Mifflin SS Book pp. 174-175)**

- Class Reading and discussion on “Preventing Pollution”
  - Students are to take notes on their graphic organizers, which highlight important points of lesson. (pp.174)
  - After class discussion on lesson, have students complete Activities section on page 175.
  - **Art Integration:** Have students draw pictures that show examples of air pollution. Then ask students to include a description on their illustrations and explain what is happening in their picture and the effect(s) it may have on the environment. At the end, students are to propose a possible solution they may have to address the issue of pollution on their drawings.

**DAY 5: REVIEW AND QUIZ**

- Review lessons of the week and assign take-home quiz.

**Guided Practice:** What are Resources? pp.4-5 **War in the Pacific National Historical Park** student booklet

**Formative Assessment:** Take Home Quiz: Short Response (Mini-Essay)

- Have students answer the questions below in paragraph form.
  1. What is a natural resource?
    - a) Give two examples of natural resources.
    - b) Why is it important to conserve natural resources and protect our environment?
  2. List one example of pollution and describe its effect(s) on the environment.
    - a) Provide a possible solution for your example.

**Closure:** Lesson review on natural resources and quiz

**Independent Practice:**

- Integration with Art:** Students are to create a poster illustrating what they learned about natural resources and including a brief description with their work.
- Page 174: PREVENTING POLLUTION ACTIVITIES SECTION**

**Accommodations/Modifications:**

- Cooperative Learning
- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, pair them up with a study buddy.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

**Resources (Textbook and Supplemental):**

- ❖ Booklet: “War in the Pacific National Historical Park Guide to the Historic Treasures of Guam”
- ❖ Brochure: “Natural Resources of Guam”
- ❖ Houghton Mifflin Social Studies Textbook pp. 174-175

[www.studenthandouts.com](http://www.studenthandouts.com)

(Keyword: graphic organizers)

<http://guampedia.com/>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

**Reflection:**

<b>Content:</b> Social Studies/ GU History	<b>Grade/Course:</b> 4 <sup>th</sup>	<b>Timeline:</b> 2/29/16 – 3/4/16
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**Standard(s):**

**Guam Standards:**

.3.2 Identify and explain the uses and conservation of the environment and resources.

.3.4 Describe and compare the climate of Guam with other regions.

.3.5 Describe the physical, economic, and cultural geography of Guam

**CSS:**

.L.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.

.L.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

.L.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- ✓ I can identify natural resources on Guam.
- ✓ I can explain the importance of conserving natural resources and protecting our environment.
- ✓ I can list examples of pollution and describe the negative effects it has on our environment.
- ✓ I can describe Guam’s climate.
- ✓ I can describe Guam’s two seasons.

<p><b>Lesson Overview:</b> In this lesson, students will learn about natural resources and briefly elaborate on the importance of conserving natural resources in order to prevent drastic environmental consequences. Students will also learn about Guam’s climate and two seasons. Moreover, students will learn about economics (tourism, supply and demand, persuasion, advertisements, etc.).</p>	<p><b>Lesson Objective(s):</b> In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• identify natural resources on Guam</li> <li>• explain the importance of protecting and conserving our island’s natural resources</li> <li>• list examples of pollution along with the causes and effects it has on the environment</li> <li>• describe Guam’s climate and the two seasons</li> <li>• list one environmental issue/ form of pollution and provide a possible solution</li> </ul>
<p><b>Vocabulary:</b> diagram, economic geography, cultural geography, chart, graph, conservation, tourism, tropics, climate</p>	<p><b>Focus Question(s):</b> How does geography influence the industry of Guam?</p>

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:**[ Journal Writing ] Have students imagine that they are inventors and they created an item that they wish to sell. In their paragraph(s), have them describe or note down the steps that they will take to persuade the public to buy their item. What would they do to promote their item? How would they promote their item and through what means (radio, social media, word of mouth, etc.)?



Instruction and Strategies: **\*\*REVIEW/ CONTINUATION OF LESSONS\*\***

**NATURAL RESOURCES PP. 24-26** “War in the Pacific National Historical Park” booklet; **War in the Pacific Brochure: Connecting Guam’s Natural Resources with its Culture and History.**

- Word of the Day:
  - **Natural resource**- substances that occur naturally in the earth, that are not made by people.
- Class Reading and Discussion
  - Upon discussion of the lesson, students are to fill out a KWL chart regarding **natural resources**

Name \_\_\_\_\_ **K.W.L Chart** Date \_\_\_\_\_

Topic \_\_\_\_\_

What I Know	What I Want to Know	What I Have Learned

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**PREVENTING POLLUTION (Houghton Mifflin SS Book pp. 174-175)**

- Class Reading and discussion on “Preventing Pollution”
  - Students are to take notes on their graphic organizers, which highlight important points of lesson. (pp.174)
  - After class discussion on lesson, have students complete Activities section on page 175.
  - **Art Integration:** Have students draw pictures that show examples of air pollution. Then ask students to include a description on their illustrations and explain what is happening in their picture and the effect(s) it may have on the environment. At the end, students are to propose a possible solution they may have to address the issue of pollution on their drawings.

**Guam Climate and Weather (links listed below)**

- Class discussion
  - Upon discussion of information below, have student jot down notes on important points.
    1. Guam’s climate is warm, tropical, and quite humid with two different seasons.
    2. The two seasons are dry and rainy.
    3. The dry season begins in December through June. While the rainy season falls within the remaining months.
    4. Guam experiences tropical storms and even powerful typhoons.

**ECONOMICS: SUPPLY AND DEMAND pp. 200-201, Chapter 7 Houghton Mifflin SS Book**

- Class reading and discussion of lesson
  - ❖ Prior to discussion of lesson, have students define vocabulary words:
    1. Supply
    2. Demand

o Activities p. 201

- ❖ Have students complete #1 and #2
- ❖ **Integration with Art:** Create an Advertisement

Have small groups of students create an advertisement for the same product. Have them include in their advertisement the price of the product and things that might persuade someone to buy their product at that price. Then, have each group present their advertisement to the class. Ask students to select the advertisement that they think best convinces them to buy the product.

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**Guided Practice:**

- What are Resources? pp.4-5 **War in the Pacific National Historical Park** student booklet; Supply and Demand Activities
- Supply and Demand Activities

**Formative Assessment:**

- Art Integration:** Create a poster describing Guam's climate as a form of advertisement for tourists. What can you do to persuade more people to visit Guam? What can you do to help tourists prepare for Guam's weather? Be sure to include a brief description of Guam's climate and the two seasons.
- Mini-Essay Quiz**
  1. What is a natural resource?
    - a) Give two examples of natural resources.
    - b) Why is it important to conserve natural resources and protect our environment?
  2. List one example of pollution and describe its effect(s) on the environment. Provide a possible solution for your example.
  3. Why is Guam considered an ultimate tourist destination?

**Closure:** Review of Lesson and End of lesson quiz

**Independent Practice:**

- Integration with Art:** Students are to create a poster illustrating what they learned about natural resources and including a brief description with their work.
- Page 174: PREVENTING POLLUTION ACTIVITIES SECTION**
- Poster describing Guam climate and weather

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**Accommodations/Modifications:**

- Cooperative Learning
- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, pair them up with a study buddy.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

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**Resources (Textbook and Supplemental):**

- ❖ [Booklet: "War in the Pacific National Historical Park Guide to the Historic Treasures of Guam"](#)
- ❖ [Brochure: "Natural Resources of Guam"](#)
- ❖ [Houghton Mifflin Social Studies Textbook pp. 174-175](#)

[www.studenthandouts.com](http://www.studenthandouts.com)

Keyword: graphic organizers)

<http://guampedia.com/>

<http://ns.gov.gu/climate.html>

<http://www.guam-online.com/> (Maps and information regarding Guam)

<http://www.guam.gov/> (Maps and information regarding Guam)

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**Reflection:**

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Content: Social Studies/ Guam History	Grade/Course: 4 <sup>th</sup>	Timeline: 3/8/16-3/11/16
<p>Standard(s):</p> <p>Guam Standards:</p> <p>4.1.2. Summarize different stories, legends, and myths and explain how they contribute to our understanding of the past.</p> <p>4.1.7 Describe the origins and significance of local celebrations.</p> <p>4.2.1 Discuss the difference between historical fact and opinion</p> <p>4.2.2 Recognize national and local historical sites and describe their function and significance.</p> <p>4.2.3 Place major events in the development of Guam in chronological order utilizing a time line.</p> <p>4.2.5 <i>Discuss reasons for the Spanish settlement on Guam.</i></p> <p>4.2.7 Analyze the causes and effects of the Spanish- American War.</p> <p>4.2.8 <i>Describe the political, economic, and social impact of Spanish colonization on Guam.</i></p> <p>4.5.2 Identify the economic motivation for immigration to Guam.</p> <p>4.3.2 <i>Identify and explain the uses and conservation of the environment and resources.</i></p> <p>4.3.4 <i>Describe and compare the climate of Guam with other regions.</i></p> <p>4.3.5 <i>Describe the physical, economic, and cultural geography of Guam</i></p> <p><b><u>CCSS:</u></b></p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>		

<p><b>Lesson Overview:</b> This week’s lesson focuses on student reflection of field trip to Asan Beach Park for War in the Pacific as it ties in with lessons for all of third quarter. More over, students are reviewing everything they have learned throughout the quarter.</p>	<p><b>Lesson Objective(s):</b> In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Compare and contrast U.S and Japan World War II. soldiers’ historical war artifacts</li> <li>• Identify natural resources found in Asan Beach Park</li> <li>• Distinguish between myth and legend</li> <li>• Distinguish between historical fact and opinion</li> </ul>
<p><b>Vocabulary:</b> opinion, historical fact, legend, myth, summarize, Serena, Alupang, Puntan Patgon, Puntan Yan Fu’una, Chief Gadao, Taotaomo’na, Duendes, timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, coaling station, epidemic, influenza, venereal disease, reduccion, diagram, economic geography, cultural geography, chart, graph, conservation, tourism, tropics, climate</p>	<p><b>Focus Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do stories, legends, and myths contribute to understanding our past?</li> <li>• How would Guam be different if the Spanish had won the Spanish-American War?</li> <li>• How does geography influence the industry of Guam?</li> </ul>

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** In two paragraphs, describe what you found interesting during the fieldtrip. More over, describe what you learned about during the fieldtrip and why you think it is important to know.

**Instruction and Strategies:**

- ☐ Day 1 (**integration with Art**): “4<sup>th</sup> Graders Find Their Park!” (\*\*Poster guidelines and media release forms attached)
  - Students will create a special poster illustrating their experience and what they learned at Guam National Park.
  - 3<sup>rd</sup> Quarter Review Questions:
    1. The famous Guam story of Sirena is an example of a \_\_\_\_\_. **Legend**
    2. The Chamorro Creation story, “Puntan and Fu’una” is an example of a \_\_\_\_\_. **Myth**
    3. The siblings Puntan and Fu’una are from the \_\_\_\_\_ Creation myth. **Chamorro**
    4. This person was very upset with Sirena and cursed her, which ultimately transformed her into a mermaid. **Mother**
    5. Fu’una plucked out her brother, Puntan’s eyes and flung them high above her , which became the \_\_\_\_\_ and the \_\_\_\_\_. **Sun, moon**

- Day 2 (**Integration with Art**): Based on what you learned during the fieldtrip, draw and describe the difference between historical war artifacts of American and Japanese soldiers. On the bottom of your illustrations, write a one-paragraph summary about World War II.
  - 3<sup>rd</sup> Quarter Review Questions:
    1. Sirena is known to be one of Guam's famous \_\_\_\_\_. **Legends**
    2. Which of the four is **not** a major crop of Pacific Islanders: coconut, wheat, taro, or breadfruit? **Coconut**
    3. After war with Spain in 1898, the United States took over what two countries? **Philippines and Guam**
    4. Before World War I., most Pacific Islands were taken by? **Britain and France**
    5. The group of people who lead a community, state, or country is called \_\_\_\_\_. **Government**
  
- Day 3 (**Integration with Art and Science**): Based on what you learned during the fieldtrip, identify and describe natural resources. After, illustrate each natural resource. Last, describe one way you can protect the natural resources of our island.
  - 3<sup>rd</sup> Quarter Review Questions:
    1. The two major political parties in the United States are the \_\_\_\_\_ and the \_\_\_\_\_. **Democrats, republicans**
    2. The person elected by the people of a community to make sure the laws are obeyed is called judge, senator, president, or mayor. **Mayor**
    3. Citizens vote for the President of the United States every \_\_\_\_\_. **4 years**
    4. The person in charge of running the United States government is the \_\_\_\_\_. **President**
    5. Historical Fact or Opinion: During World War II., the Japanese invaded Guam on December 1941. **Historical fact**
  
- Day 4: Conduct 3<sup>rd</sup> Quarter Post Test

**Formative Assessment:** Daily Review Questions

**Closure:** Review of lessons, 3<sup>rd</sup> Quarter Post Test

**Independent Practice:**

- 4<sup>th</sup> Graders Find Their Park poster
- Comparison of U.S and Japan WWII historical artifacts
- Description of natural resources

**Accommodations/Modifications:**

- Cooperative Learning
- Simplified Instruction
- Simplified Work
- For students who have difficulty in reading, pair them up with a study buddy.
- Adjust lesson pace or give more time
- Oral Instruction/Questioning/testing/reading

**Resources (Textbook and Supplemental):**

- ❖ Booklet: “War in the Pacific National Historical Park Guide to the Historic Treasures of Guam”
- ❖ Brochure: “Natural Resources of Guam”
- ❖ Houghton Mifflin Social Studies Textbook
- ❖ Marianas Island Legends: Myth and Magic (Book)

[www.studenthandouts.com](http://www.studenthandouts.com)

(Keyword: graphic organizers)

<http://guampedia.com/>

(Chamorro folktales)

<http://www.guam-online.com/>

(Maps and information regarding Guam)

<http://www.guam.gov/>

(Maps and information regarding Guam)

<http://www.spanamwar.com/Guam>

(Information regarding the Spanish-American War and Guam)

**Reflection:**



## Guam 4<sup>th</sup> Graders Find Their Park! Poster Guidelines

After the field trip to War in the Pacific National Historical Park, each 4<sup>th</sup> grade student at your school will create a special poster about what they learned.

Posters should illustrate their experience at Guam's national park. Some guiding questions for students might be:

- What did you see?
- What surprised you?
- What did you learn about?
- Why is the park important?
- Why should we take care of the park?

### Main Guidelines of each poster:

1. 8½" x 11" in size (artwork can be either portrait or landscape)
2. On the front top right hand corner of the poster:
  - a. Student's name
  - b. Age of student
  - c. School
3. Full use of color & space
4. Artwork is appropriate to display in a public venue
5. Relates to the mission of the War in the Pacific National Historical Park

<i>Example:</i>	<i>Johnny Cruz</i>
	<i>Age 9</i>
	<i>Adacao Elementary School, Guam</i>

### Due Date:

Artwork will be picked up by park staff two weeks after the fieldtrip





## Every Kid in a Park Photo / Media Release

On this day \_\_\_\_\_ (date) of \_\_\_\_\_ (month), 2016, I, \_\_\_\_\_  
(Parent/Guardian Name – *please print*)

hereby irrevocably give my consent of my son/ daughter / legal dependent:

\_\_\_\_\_ (Age)  
(Youth Name – *please print*)

to participate in the 2016 Every Kid in a Park “Guam 4<sup>th</sup> Graders Find Their Park Program” and that all text and images submitted to The National Park Foundation (NPF) / War in the Pacific National Historical Park (WAPA) / Pacific Historic Parks (PHP) associated with the “Guam 4<sup>th</sup> Graders Find Their Park Program” may be used and re-used by NPF, WAPA, and PHP for purposes of illustration, advertising, promotion, display or publication, and for any other lawful, non-commercial use.

This consent has no limits as to media, territory, or time.

I understand that these images may be cropped, edited, or otherwise altered and that whether any of them is used, and how it is used, is entirely for NPF, WAPA, and PHP (or their licenses) to decide. I hereby relinquish all rights to review or approve any such use.

I hereby authorize NPF, WAPA, and PHP to use my son/daughter/legal dependent’s name and any biographical data I may provide in connection with this project. I hereby represent and warrant that:

I have full authority to grant this consent and release. Nothing herein violates the terms of any affiliation I may have with any third party and I take full responsibility for satisfying all obligations arising from any such affiliation.

I HEREBY RELEASE THE NATIONAL PARK FOUNDATION, War in the Pacific National Historical Park, Pacific Historic Parks, THEIR SUBSIDIARIES, AFFILIATES, SUCCESSORS AND ASSIGNS, TOGETHER WITH THEIR OFFICERS, DIRECTORS, EMPLOYEES, REPRESENTATIVES, AGENCIES AND LICENSEES, FROM ALL LIABILITY IN CONNECTION WITH ANY USE OF THESE REPORTS/MEDIA.

Signed by Parent/Guardian: \_\_\_\_\_

Parent/Guardian Name (Please print): \_\_\_\_\_